A QUALITATIVE EXAMINATION OF MASTER'S LEVEL COUNSELING STUDENTS' EXPERIENCES OF THE SUPERVISORY WORKING ALLIANCE AND THE USE OF ONLINE SUPERVISION

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DEDICATION

This dissertation is dedicated to Annabelle and Parker. You were the inspiration for me

to keep going, to be stronger, and to feel more fulfilled than I could ever imagine. I

love you "one million and one zillion and one hundred and one hundred".

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ABSTRACT

Supervision is essential to counselor development and the selection of a supervision model, as well as appropriate uses of interventions, are critical to an effective supervisory relationship. As there may appear to be several factors and models that can play a significant role in outcomes of supervision, the relationship between supervisor and supervisee is critical to the effectiveness in the process of growth and change. Counselor educators and faculty supervisors are charged with the task of evaluation and facilitation of the knowledge acquired through learning and application in the field. Recent trends of supervised practice have included technology. Technology and online supervision can broaden the scope of supervision through various methods of communication, evaluation, and accessibility to resources. It is imperative to examine effective strategies for online supervision and impact on counselor development. A basic interpretative qualitative approach was used to explore the impact, if any, on the supervisory working alliance for counselors-in-training. Four final themes emerged as a result of this study. Six master's level counseling students engaged in online individual interviews to discuss their perceptions of online supervision. Key findings were presented on how themes may be utilized in implications for counselor education and supervision, suggestions for online supervision, and future research.

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CHAPTER 1: INTRODUCTION

The inherent need for the counselor-in-training to feel competent and confident

is critical in overall growth and development. The quality and effectiveness of the

supervisory working relationship is an influential component to counselor development.

For counselors-in-training, the earliest experiences of their foundational skills and

development are a result of theoretical knowledge from the classroom and application

of practice during practicum and internship. Counselors-in-training work toward

identifying the foundations for practice and experience to build on their level of

competence in the field. Counselor educators and faculty supervisors are charged with

the task of evaluation and facilitation of the knowledge and skills acquired through their

learning experience in the process of application to the field.

The primary goal for the supervised clinical experience is to help the supervisee

gain competence in the field of counseling. The impact of a supervisory relationship is

crucial to shaping counselor development and the evolution of professional practice and

advocacy. Establishment of supervisory relationships early in professional practice has

been supported as positively impacting professional identity (Bernard & Goodyear,

2014; Ladany & Friedlander, 1995). Ongoing discussions have explored the significant

roles supervisors may play in the development of the supervisees including their

perceptions and professional behavior within the field (Ladany & Friedlander, 1995;

Ladany, Walker, & Melincoff, 2001). Effective supervisory relationships can create a

network of strong foundations and advocacy for the profession which include shared

values and professional responsibility.

Counselor development can be examined through the effectiveness and quality of the supervisory working relationship and is considered an influential component of training. A strong working alliance can be necessary in encouraging changes and influences on professional development (Bordin, 1983; Coker & Schooley, 2009; Ladany, Ellis, & Friedlander, 1999). The working alliance, built on supervisory relationships, is essential to the processes of change that occur in counselor development. The interventions and tools utilized by the supervisor are selected based on the supervisory working alliance and the supervisory relationship. As supervision is warranted as an element of professional development, the supervisory working alliance creates positive outcomes as part of professional identity and practice.

Over many years, trends for current supervised practice have included technology, such as audio and videotaping, for evaluative practices in supervision. Technology has been utilized to expand and enhance counselor development and this trend has continued to evolve within recent years. Technology and online supervision can broaden the scope of supervision through various methods of communication, evaluation, and accessibility to resources. Despite the growing trends of practice, the uses of technology, and any impacts that occur within the supervisory working alliance, continue to be under researched.

In the following sections, the researcher will examine the supervisory relationship, supervisory working alliance, and uses of technology in supervision. The breakdown of supervision and the supervisory working alliance identifies critical elements for positive outcomes. Additionally, the discussion will explore uses of technology in supervision and include debate for future study. Despite the lack of

research related to the supervisory working alliance when using online modes of communication, effective strategies of supervision are critical to development of the counselor-in-training. Therefore, it is imperative to examine effective strategies for online supervision and counselor development.

The Supervisory Relationship

The inception of supervision in the counseling field is a vital component for the profession and counselors-in-training. The depth of knowledge dedicated to supervision and the supervisory working alliance can be substantiated from literary works within the last decade (Bordin, 1979,1983; Crockett & Hays, 2015; Ladany, Ellis, & Friedlander, 1999; Ladany & Friedlander, 1995; Ladany, Walker, and Melincoff, 2001). Supervision has been identified as a specific intervention that is utilized to foster the growth and development of the supervisee (Bernard & Goodyear, 2014). Many regulatory boards and accrediting bodies offer guidelines for competence, skills, and standards of effective practices. The purpose of supervision, as described by Bernard and Goodyear (2014), is to foster the supervisee's professional development and ensure the welfare of the clients served. A counselor-in-training will apply theoretical orientations and knowledge obtained through their learning and use those skills during the supervised experience. The confidence that is built from the supervisory relationship will continue to enhance the counselor-in-training's development and their motivation to expand their learning (Bernard & Goodyear, 2014).

Supervisors are charged with the evaluation and examination of supervisee development. Effective supervisory relationships require a planned process to utilize a model or framework. There are a multitude of supervision models and approaches that

address counselor development. As new supervision models and theories are developed, classic models of supervision become more refined and adapted to new trends and practice (Bernard & Goodyear, 2014). Effective clinical supervisors work to provide a clear sense of purpose (Bernard & Goodyear, 2014), feedback (Haberstroh & Duffey, 2016; Hart & Nance, 2003), support to foster growth and development (Bernard & Goodyear, 2014; Hart & Nance, 2003: Vaccaro & Lambie, 2007), and satisfaction (Chapman, Baker, Nassar-Mcmillan, & Gerler, 2011) within the supervisory relationship.

Supervisors use a theoretical model to enhance counselor-in-training learning. Models of supervision are intended to offer a framework to the supervisory experience to ensure quality, efficiency, and development in practice. Models of supervision are selected based on the needs of the supervisee and serve to expand on development of the counselor-in-training. In an attempt to address diverse aspects of development, models of supervision have become more refined. The selection of a model is critical to supervision and there are varying types of models. Bernard and Goodyear (2014) explored *psychotherapy, developmental,* and *process models* as three main categories for supervision (p. 51). For the purpose of this discussion, Bernard's Discrimination Model (1979) will be the point of reference.

Bernard's Discrimination Model (1979) identified the roles utilized by the supervisor to enhance the process of learning and to efficiently address focus needs of the supervisee. Bernard's (1979) Discrimination Model has served as a framework for supervisory styles and offers versatility to the supervisory relationship. The Discrimination Model is considered a *process model* due to the evolving nature of the

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model and the interchangeable focus that occurs within the supervisory relationship. Additionally, *process models* are used to help supervisees begin to differentiate between social and counseling interactions (Bernard, 1979).

The Discrimination Model emphasizes supervision foci to enhance a supervisee's skillset and identifies the interchangeable roles the supervisor will play to address each of the foci. The supervisor will switch roles based upon the developmental needs of the supervisee. This model is described as being the most versatile where supervisors can create strong influences and outcomes on professional practice (Bernard & Goodyear, 2014). For the purpose of this research, this model will be examined more in depth within Chapter 2.

Supervisory Working Alliance

Effective supervisory relationships focus on the depth and understanding of the counselor-in-training and require interventions and skills for ongoing development. A strong supervisory working alliance is considered a foundational component for positive outcomes and influences in counselor development (Bernard & Goodyear, 2014; Conn, Roberts & Powell, 2009). Bordin (1979) described the supervisory working alliance as critical and essential in fostering the supervisory relationship in the process of promoting of change. Bordin's (1983) working alliance serves as a cornerstone of valuable conceptualizations of the supervisory working alliance and is considered an excellent resource.

Research has suggested that strong working alliances make significant impacts on the foundation of supervisee development and overall competence, professional behavior, and confidence (Bernard & Goodyear, 2014; Crockett & Hays, 2015; Nelson

& Friedlander, 2001). The working alliance can be necessary to encourage change and influence satisfaction for the counselor-in-training (Bordin, 1983; Ladany, Ellis, & Friedlander, 1999). Bordin (1979, 1983) established the working alliance and the influence it can have on the supervisory relationship. The goals of the supervisory working alliance serve as an integral component to successful supervisory outcomes (Bordin, 1983). Furthermore, the elements of the supervisory working alliance such as task-oriented supervisory style (Ladany, Walker, & Melincoff, 2001) and supervision models were determined to have positive outcomes and satisfaction for trainees (Ladany, Ellis, & Friedlander, 1999). The expansion of research examined how satisfaction (Hart & Nance, 2003; Ladany, Ellis, & Friedlander, 1999), styles (Hart & Nance, 2003; Ladany, Walker, & Melincoff, 2001) and perceptions of self-efficacy (Hart & Nance, 2003; Ladany, Ellis, & Friedlander, 1999) led to positive outcomes of the supervisory relationship. The influences of satisfaction, self-efficacy, role, and styles will be examined more in depth in chapter 2.

Bordin (1983) explored the process of change for the supervisee and the influence of a working alliance within supervision. Bordin's (1983) working alliance concept outlined three factors: (a) mutual understanding and agreement on goals of supervision, (b) mutual understanding and agreement on tasks, and (c) mutual emotional bonding between supervisor and supervisee (p. 35) as being influential components for change in the working alliance. The goals and tasks are essential to development of the counselor-in-training and require ongoing collaboration between the supervisor and supervisee. The strong alliance developed as a result of shared

tasks/goals, collaboration, and bonding can further enhance the supervisory relationship and the experiences for the counselor-in-training.

Working Alliance and Establishing an Online Relationship

Incorporation of technology within counselor education, counseling, and supervision has slowly becoming a prevalent trend of practice. Graduate coursework, supervision, and training are utilized through hybrid, or exclusively, online platforms that include interactive study, lecture, and collaboration between peers and faculty. From the classroom to professional practice, use of technology are becoming a part of the profession. Uses of online resources have continued to evolve within professional counseling and practice. As technology becomes more prevalent and available to consumers, online supervision and educational opportunities are integrated into the profession. Through the author's personal experiences as an adjunct clinical instructor over the last few years the need for online instruction has prevailed among students as a desired method of learning. This need may be in response to accessibility of counselor education programs within the community. Although there are advantages to the use of technology in the classroom and in supervision practice, online resources continue to be viewed negatively. Some counselor educators have raised concerns about the effectiveness strategies for online supervision. These will be discussed more in chapter 2.

As previously noted, there are gaps in the literature regarding the impact technology has on the working relationship during supervision. Despite the limitations posed by technology, online supervision has evolved over the last several years (Chapman et al., 2011; Clingerman & Bernard, 2004; Deane, Gonzalez, Blackman,

Saffioti, & Andresen, 2015; Haberstroh & Duffey, 2016; McAdams & Wyatt, 2010; Olson, Russell, & White, 2001; Rousmaniere, Abbass, & Friedrickson, 2014; Vaccaro & Lambie, 2007). There is a great need to expand on the literature related to effective strategies for building the online supervisory relationship. These strategies are needed to address the levels of development for the counselor-in-training. Online supervision challenges many beliefs about traditional, face-to-face clinical supervision. However, the use of technology should not be a deterrent to the goal and purpose of effective supervision and the establishment of a working supervisory relationship (Chapman et al., 2011; Clingerman & Bernard, 2004; Haberstroh & Duffey, 2016; Rousmaniere et al., 2014; Vaccaro & Lambie, 2007). Contemporary researchers have adapted some modalities and strategies for technology use as a single resource, or hybrid format (Chapman et al., 2011; Clingerman & Bernard, 2004; Conn, Roberts, & Powell, 2009; Haberstroh & Duffey, 2016) in an attempt to eliminate this gap in the literature.

CACREP and ACA guidelines for online supervision. The emergence of online education and new technologies used in supervision poses some challenges and ethical considerations. Ethical practice is a critical component to supervision and for counselors-in- training. Supervisors are responsible to identify current standards of practice and to be competent when offering online supervision (Vaccaro & Lambie, 2007). There is limited research available on training models for online supervision and the most recent 2014 ACA Code of Ethics have adopted standards for supervisors using technology. The ACA Code of Ethics stated, "when using technology in supervision, counselor supervisors are competent in the use of those technologies" (ACA, 2014, Standard F.2.c.). In addition,

supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which supervisors are to adhere and the mechanisms for due process appeal of individual supervisor actions. The issues unique to the use of distance supervision are to be included in the documentation as necessary. (ACA, 2014, Standard F.4.a.)

The Council for Accreditation of Counseling and Related Educational Programs (2016) and ACA Code of Ethics (2014) encourage the implementation of supervisory standards within counselor education programs to foster professional development. Both CACREP (2016) and ACA (2014) noted the need for effective supervisory relationships to assist in the process of ensuring client welfare. Part of professional development, for counselors-in-training, is strongly affected by the supervisory working alliance and will continue to impact professional experience. Ethical practices and professional standards are essential to clinical supervision. Ethical practice and standards are expected for supervision regardless if it use online or face-to-face.

Modes of online communication. Scholarly literature has validated some forms of online supervision; and research continues to expand on the effectiveness technology has on counselor development (Chapman et al., 2011; Coker et al., 2002; Haberstroh & Duffey, 2016; Rousmaniere et al., 2014; Vaccaro & Lambie, 2007; Webber & Deroche, 2016). There are many approaches supervisors will utilize in the supervisory relationship and the structure is dependent on the needs of the supervisee. It is essential to communicate the structure when using online supervision with supervisees to maintain open communication throughout the course of the supervisory relationship (Coker & Schooley, 2009; Haberstroh & Duffey, 2016; Rousmaniere et al., 2014). Asynchronous communication includes any form of technology that is not occurring in present time; whereas synchronous communication occurs during present

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time (Haberstroh & Duffey, 2016). Online supervision may involve the following methods of communication or use of technology to enhance supervision: (a) email, (b) computer-based teleconferencing, (c) phone exchange, (d) chat rooms and listservs, and (d) computer-assisted live supervision (Barnett, 2011; Deane et al., 2015; Haberstroh & Duffey, 2016; Olson, Russell, & White, 2001; Rousmaniere et al., 2014; Vaccaro & Lambie, 2007; Webber & Deroche, 2016).

Working alliances in online supervision. Effective supervision focuses on collaboration, advocacy, empowerment, evaluation, and feedback (Bernard & Goodyear, 2014; Haberstroh & Duffey, 2016; Vaccaro & Lambie, 2007). Communication between clinical supervisors and supervisees is vital to the supervisory relationship (Bernard & Goodyear, 2014; Haberstroh & Duffey, 2016; Ladany, Walker, & Melincoff; 2001). Ladany, Walker, and Melincoff (2001) have identified how supervisors who work through a variety of styles, approaches, and roles will have an influence on the process and outcome of supervision. The authors added that it is the responsibility of the supervisor to determine the appropriate style and role to best meet the developmental level of the supervisee to enhance the supervisory working alliance (Ladany et al., 2001).

The supervisees' experiences and perceptions of the supervisory working alliance may "predict changes in their self-efficacy expectations and changes in their reported satisfaction with supervision" (Ladany, Ellis, & Friedlander, 1999, p. 447). The processes and outcomes of supervision can be a significant determination based on the supervisory working alliance (Bernard & Goodyear, 2014). The importance of examining the supervisory working alliance is not the sole purpose for supervision, but

rather a means of supporting positive outcomes and processes of change for supervisee development (Bernard & Goodyear, 2014). Crockett and Hayes (2015) added that "in particular, supervisees who are satisfied with their supervision accept supervisor feedback, strive to cooperate, and willingly self-disclose" (p. 260).

According to Coker et al. (2002), satisfaction from the supervisory relationship was noted positive, or satisfactory for technology-enhanced conditions. The study examined the effectiveness of internet-based chat forums during clinical supervision and utilized the *Supervisory Working Alliance Inventory* (SWAI) to measure rapport building and focus. The limitations of the study noted the lack of non-verbal cues and the delays of response time. The study continued to describe how the limitations of building a strong working supervisory alliance could have been impacted to the quality of the interactions. Interestingly enough, the study further questioned how the impact of multiple modes of online use during clinical supervision could be examined over time and determine student perceptions to better understand the factors that contribute to the supervisory working alliance.

Method of Study

Basic interpretative qualitative study. For the purpose of this study, a qualitative approach was utilized to identify the experiences of counselors-in training in online supervision. Furthermore, the impact on the working alliance was examined. The purpose of this qualitative study focused on understanding the perceptions and experiences of the counselors-in-training who participated in online supervision and explore any impacts on the development of a supervisory working alliance. A qualitative approach was determined the best approach as McLeod (2011) noted, "the

primary aim of qualitative research is to develop an understanding of how the social world is constructed" (p. 3). A basic interpretive approach was deemed most appropriate as it elicits elements of qualitative research and does not necessarily adopt any one approach to qualitative study (Lichtman, 2013). Merriam (2002) described how "in conducting a basic qualitative study, you seek to discover and understand a phenomenon, a process, the perspectives and worldviews of the people involved, or a combination of these" (p. 6). This approach can offer a creative and inclusive approach within counselor education in the social and behavioral realm, rather than restricting to one particular orientation.

   Problem statement. Research is needed to explore the uses of technology and working alliance within a supervisory relationship. As a researcher, my desire is to offer insight on the perceptions of counselors-in-training who participate in online supervision. The supervisory relationship is grounded in the purpose to facilitate supervisee growth (Bernard & Goodyear, 2014; Bordin, 1983; Crockett & Hays, 2015; Ladany, Ellis, & Friedlander, 1999; Nelson & Friedlander, 2001). The incorporation of technology within effective supervision practices has been examined as having advantages for both supervisors and supervisees (Chapman et al., 2011). Although online supervision is relatively new to the field, standards of practice are being adopted to address the uses of technology in supervision including American Counseling Association Code of Ethics (ACA, 2014). This demonstrates the expansion and uses of technology in supervision and the need to expand on effective practices for counselors-in-training and supervisors.

Purpose of study. The purpose of this basic interpretative qualitative study was to examine the uses of technology in online supervision and impact, if any, on the development of the supervisory working alliance. In addition, the study will examine asynchronous and synchronous forms of communication and explore the mode of technology that was most impactful during online supervision. The participants of this study are master's level counseling practicum students enrolled in a CACREP-accredited program.

The overarching question explored the impact, if any, on the supervisory working alliance for counselors-in-training who receive online supervision. Furthermore, the study examined the following research questions to further explore the impact technology has on the development of counselors-in-training.

1. Which modes of communication (asynchronous versus synchronous communication) were most impactful, either positively or negatively?

2. How did the online supervisory experience impact the relationship with the supervisor?

3. How did the use of online supervision impact the process of change for the counselor-in-training?

CHAPTER 2: INTRODUCTION

The review of the literature in this chapter will explore a number of topics that will examine the historical relevance of supervision and introduce the use of technology as a tool for the supervisory process. One critical component to discuss includes the quality and effectiveness of the supervisory working relationship as being an influential component to counselor development (Crockett & Hays, 2015; Owens & Neal-McFall, 2014). Woo, Henfield, and Choi (2014) have identified various components that influence professional identity and development which include "(a) knowledge of the profession, (b) philosophy of the profession, (c) expertise required of members and understanding of members' professional role, (d) attitudes toward the profession and oneself, (e) behaviors expected of members of the profession, and (f) interactions with other professionals in the field" (p. 6). For counselors-in-training, it is essential to instill values, attitudes, and professional behaviors during supervision. Counselors-in-training will continue to evolve and align with the values of the counseling profession.

Supervision has been identified as an active contributor to professional development and serves as a key element to professional identity (Woo, Storlie, & Baltrinic, 2016). The supervisory relationship for the counselor-in-training can be a critical component to professionalism and advocacy to the profession. Woo, Storlie, and Baltrinic (2016) identified how the supervisory experience can shape the counselor-in-training's value toward the counseling profession and continued involvement in advancing the profession.

Supervision is essential to counselor development and the selection of a supervision model, as well as appropriate uses of interventions, are critical to an effective supervisory relationship. Additionally, it is critical to identify and focus on the importance of the supervisory working alliance and the influences it has on shaping counselor development. Strong supervisory working alliances are considered the cornerstone to successful outcomes in supervision. The discussion will further explore the supervisory working alliance and supervision models using technology. Despite the expansion and uses of technology in supervision, there continues to be a deficiency in research. There is a need to explore the influences on the supervisory working alliance and online supervision. Technology and supervision continues to expand in discussions across the counseling profession and will be reviewed later in this chapter.

The introduction of technology utilized in supervision to enhance the growth of supervisees has continued to evolve within the last several years. With advancement and regular use of technology, supervisors use technology in clinical supervision and it is becoming more prevalent in practice (Chapman et al., 2011; Coker et al., 2002; Coker & Schooley, 2009; Conn, Roberts, & Powell, 2009; Vaccaro & Lambie, 2007). The current literature focusing on the uses of technology in supervision, the supervisory working alliance, and counselor development are dated as early as 2000. The goal of this study is to focus on examining the influences of practice for online supervision and further explore the continued growth and development of the counseling profession.

Historically, technology has been utilized across the field of counseling to broaden the learning and supervised experiences for counselors-in-training. Multiple formats have been supported in conducting distance and online supervision. Bernard

and Goodyear (2014) noted that technology in supervision historically has been identified as a tool to examine samples of work (either through audio or video) to assist in the process of either utilizing supervision or supplementing supervision. More recently, technology in supervision can be used to overcome geographical limitations that could potentially limit the supervisory experience as well as convenience and flexibility for supervisors and supervisees. Furthermore, Conn, Roberts, and Powell (2009) discussed how there is an added benefit to utilizing technology in supervision through hybrid formats, which include traditional face-to-face supervision and incorporating online resources to positive enhance supervision. Despite positive discussions on usage of technology in supervision, there continues to be reluctance for varying reasons and will be reviewed later in this discussion under the section online supervision and the working alliance. The quality of supervision remains an important component to the breadth and depth of supervision regardless of technology utilized (Renfro-Michel, Rousmaniere, & Spinella, 2016). Perhaps technology should be thought of as a method, or tool, to enhance and broaden the supervisory relationship.

History of Supervision

Supervision is critical in the development of counselors-in-training. The facilitation of a strong supervisory relationship is considered essential for successful work in supervision (Bernard & Goodyear, 2014). Effective supervisory relationships can create positive impacts on the supervisee and involvement in the profession (Bernard & Goodyear, 2014). The quality of supervisory practice can induce positive outcomes for the counselors-in-training as well as for the profession. There are multiple definitions of supervision across counselor education literature. For the

purpose of this present research, I will refer to the definition provided by Bernard and Goodyear's (2014) most recognized text on fundamental elements of supervision. The historical contexts and references by the authors will be used frequently throughout the discussion. Bernard and Goodyear (2014) described how:

> Supervision is an intervention provided by a more senior member of a profession to a more junior colleague who typically (but not always) are members of the same profession. This relationship is evaluative and hierarchical, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of the professional services offered to the clients that she, he, or they see; and serving as gatekeeper for the particular profession the supervisee seeks to enter. (p. 9)

There are many variations and definitions that exist on how and what supervision actually means or represents; most theorists would identify that supervision serves to enhance professional development and to monitor the welfare of clients. Supervision has a variety of functions and ultimately serves the purpose of stimulating and promoting growth and development of the supervisee. Supervisees will advance through several levels of development and the supervisory process serves as a guide to professional growth. The foundations of learning based on supervisory experience are essential to shaping counselor development (Bernard & Goodyear, 2014). When expectations and goals are established for growth and development of the supervisee along with a strong working alliance, supervisees will experience positive outcomes in their training (Bordin, 1983; Crockett & Hays, 2015; Ladany, Ellis, & Friedlander, 1999).

Qualifications of supervisors. The role and tasks of supervisors are critical to teaching and evaluative processes that embody the supervisory relationship. Supervisors serve a pivotal role in promoting professional identify, clinical competence, and are

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gatekeepers to the profession. Bernard and Goodyear (2014) reported "supervision is an intervention, as are teaching, psychotherapy, and mental health consultation" (p. 9). Supervisors hold a plethora of roles and responsibilities and it is essential to note the importance of upholding organizational skills to maintain the tasks of supervision (Bernard & Goodyear, 2014).The training of supervisors in the method of providing comprehensive and effective supervision is just as critical to the process of supervision. Supervisor training is essential to understanding the process of supervision, the interchangeable roles, application of supervision models, and the evaluative processes that occur (Bernard & Goodyear, 2014).

The roles, models, and interventions utilized by supervisors are imperative to the development of the counselor-in-training. For supervisors, it is imperative to identify and acknowledge the tasks of supervision which include: evaluative processes, selection of models, appropriate uses of interventions, and clarity of expectations to execute successful supervisory relationships. Supervision is a process of tasks to aide in addressing the developmental level of the supervisee. As the supervisee progresses through their training, the supervisor will utilize the most applicable framework, or model, that will best examine the growth of the counselor-in-training and select the interventions to meet the developmental needs. Supervisors should offer clear ideas and approaches when integrating their theoretical concepts (Hart & Nance, 2003).

Supervision models. Through the emergence of theoretical models, supervision has made tremendous strides within the counseling profession. The goal and objective of supervision is to enhance counselor development and address the process of supervision through a theoretical model. Supervision models serve as the framework in

the dynamics of the supervisory relationship, which include personal characteristics and style, the relational dynamic, and structure of supervision. Models of supervision have been categorized into three sections: models grounded in *psychotherapy, developmental models*, and *process models* (Bernard & Goodyear, 2014, p. 22). Bernard and Goodyear (2014) described how supervisors should select a model within *psychotherapy, developmental,* or *process* models to meet the needs of the supervisee and not utilize elements across all three to avoid losing critical theoretical foundations that define them. Supervisors will integrate their selected model of supervision within practice to assist in the developmental process of the supervisee. Process models of supervision are described as being an "observer of the supervision process" (Bernard & Goodyear, 2014, p. 52). Furthermore, process models offer an examination of learning and relational processes of supervision and the systematic goals for the supervisee (Bernard & Goodyear, 2014).   Supervisors who utilize the *process* model are likely to adapt to the development of the supervisee and the process of supervision as it unfolds. Bernard (1979) described how process models occur as a result of *process behaviors* where counselors-in-training begin to distinguish the interventions of counseling and how the skills for enhancing the relationship differ from typical social contact (p. 69). This model has been identified as being easily applicable to many theoretical orientations in regard to counselor-in-training development. For this discussion, a *process* model of supervision will be examined due to the relational and educational learning process in the supervisory relationship (Bernard & Goodyear, 2014).

   Bernard's Discrimination Model. Bernard's (1979) Discrimination Model is identified as a process model and plays a specific role on the supervision process. The

Discrimination Model is considered an influential and comprehensible model of

supervision and has been identified as one of the earliest models of supervision.

Bernard and Goodyear (2014) described the Discrimination Model as "an eclectic

model with the virtues of both parsimony and versatility" (p. 52). The authors

continued to discuss how "the Discrimination Model offers supervisors a relatively

straightforward way to assess both successful and unsuccessful supervision interactions

and identify, if needed, a different focus/role combination for a subsequent supervision

session" (p. 55). The Discrimination Model offers flexibility across dimensions in

regards to meeting the needs of supervisee and fostering the growth of the supervisory

relationship. This model can be applicable to the process of supervision and

interventions are tailored to meet the needs the supervisee. As previously noted the

Discrimination Model is a process model due to counselors-in-training ability to

demonstrate process behaviors early on in their training that differentiate between

counseling and social interactions (Bernard, 1979). The Discrimination Model examines

three foci – *intervention, conceptualization*, and *personalization* and three roles –

teacher, counselor, and *consultant* in which can be interchangeable and applied in

different ways (three roles x three foci) (Bernard & Goodyear, 2014, p. 53). The

supervisor who selects the Discrimination Model would remain aware of the

supervisee's needs through the foci area and determine the most suitable role for

addressing the need. As the counselor-in-training skills are based on a continuum and

develop over time, the supervisor role will fluctuate in the direction of the foci

(Bernard, 1979). The roles and foci can be quite complex and is critical for the

supervisor to establish clear and appropriate boundaries for each the roles as a means to

avoid role ambiguity (Bernard & Goodyear, 2014). Role ambiguity and the influence it

can have on the supervisory relationship will be explored later in this chapter.

   Teacher, counselor, and consultant. The determinant of the roles selected by

the supervisor will be based upon the supervisee needs and the goals for supervision.

The roles may fluctuate at any moment during supervision and will require the

supervisor to identify what role would be most effective in addressing the current foci.

The roles selected by the supervisor must be purposeful in an attempt to meet the

development, goals, and tasks of the supervisee (Bernard, 1979). Bernard and Goodyear

(2014) defined the following roles: (a) *teacher* role offers more instruction and structure

through application of theoretical orientations, skills, and techniques;

(b) *counselor* role is utilized to engage the "supervisee internal motivators and

inconsistencies" that may present themselves on cognitive displays and presentation;

and (c) *consultant* role counters the teacher role due to allowing supervisees some

autonomy to process their own judgments about their work and the supervisor is present

to offer insight and support to their decisions (p. 52). The aforementioned roles are

structured enough for the supervisor to distinguish between natural avenues to develop

a strong working relationship with the supervisee. In essence, the roles are selected to

assess the supervisee's skills and address the need with the most appropriate

intervention. Bernard and Goodyear (2014) have noted that the consultant role is the

least understood and researched within the Discrimination Model. The authors

continued to disclose how the consultant role may be difficult to establish as a result of

not being as clearly defined as the teacher and counselor role. As previously noted, the

roles are interchangeable on the issues that are present and are situation specific

(Bernard & Goodyear, 2014). Bernard (1979) discussed how it is important for the supervisor to not assume a singular role as this may limit the development of the supervisee and the supervisory relationship. Each role has a set of characteristics and is selected on the basis of what goal, or task, is at hand. The roles will fluctuate over the course of the supervisory relationship which is strongly dependent on the developmental level of the supervisee and are situation-specific.

   Intervention, conceptualization, and personalization. The Discrimination Model has been described as effectively utilized for foci and situation as they arise based upon the needs of the supervisee. The Discrimination Model is situation specific and based on educational and relational processes. Supervisors will adapt their role to the three foci and will address during supervision. Bernard and Goodyear (2014) described (a) *intervention* as a reference to the skills, behavior, and techniques utilized for relationship building skills; (b) *conceptualization* as the understanding of the processes of the session which include pattern, behavior, and outlook; and (c) *personalization* as how the supervisee approaches techniques and skills in an attempt to maintain personal boundaries and biases (p. 52). The focus and experience of the supervisee will change based on developmental level and supervisors will adapt to what the supervisee needs to address the foci. It is important for supervisors to be flexible in the process of selecting roles when addressing foci, and the model discourages against becoming rigid or stuck on the same focus or role (Bernard & Goodyear, 2014). When supervisors do not adapt their role to the specific foci, the supervisee's learning can be impacted as well as the supervisory relationship.

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The Discrimination Model has been adopted by supervisors as a useful tool during the supervision process. The Discrimination Model offers an adaptable model to various needs of the supervisee and the roles of the supervisor can be both enriching and effective. Theories and models are continually being revised and refined for how to conduct supervision and facilitate the supervisory relationship. Trends continue to evolve in the field of counseling and the model can be applied throughout the course of supervision. The selected model of supervision seemed most appropriate for this study due to the flexible nature and applicability. Uses of Bernard's Discrimination Model (DM) (1979) have been utilized in research to examine the relationship of supervision and the supervisory working alliance through the use of technology (Clingerman & Bernard, 2004) and will be discussed later in this discussion under historical uses of technology in supervision.

History of Supervisory Working Alliance

As there may appear to be several factors and models that can play a significant role in the outcomes of supervision, the relationship between supervisor and supervisee is critical to the effectiveness in the process of change and growth. Bordin (1979, 1983) examined the working alliance and the influence on the "processes of change" and inducing positive outcomes in growth. Bordin (1979, 1983) was an essential theorist in identifying elements of the working alliance and the critical impact the working relationship can have on outcomes. The author discussed how the strength of the alliance will continue to have an impact on the "change process" and can establish a working foundation for the relationship. Initially, Bordin (1979) explored the therapeutic working alliance and the processes that occur within the relationship.

The author described how the working alliance is not merely a stand-alone concept, but is a mutual effort for change in developing goals and tasks. Bordin (1983) continued to discuss how "the working alliance is a collaboration for change for which I have identified three aspects: (1) mutual agreements and understandings regarding the goals sought in the change process; (2) the tasks of each of the partners; and (3) the bonds between the partners necessary to sustain the enterprise" (p. 35). Mutual agreements between the tasks and goals are essential to creating clear expectations and strengths in the alliance. Additionally, the bonds are required for sharing experience and growth through collaboration.

Bordin (1983) continued to expand on the *supervisory working alliance* and examined how the processes of change occur (p. 35). In terms of the therapeutic alliance initially explored, the supervisory working alliance can be applied to a variety of goals or processes that permit change. Bordin (1983) listed goals that would be more associated towards supervision which include:

> mastery of specific skills; (2) enlarging one's understanding of clients; (3) enlarging one's awareness of process issues; (4) increasing awareness of self and impact on the process; (5) overcoming personal and intellectual obstacles towards learning and mastery; (6) deepening one's understanding of concepts and theory; (7) provide stimulus to research; and (8) maintenance of standards of service. (p. 38)

Each of the goals listed were proposed to induce change and are broadly addressing aspects for growth and development of the supervisee (Bordin, 1983). Bordin (1983) suggested over the course of the supervision process, a number of factors are identified to strengthening the working alliance and should occur frequently to initiate the process of change.

In addition to goals, the tasks established during supervision are essential to create a trusting relationship. The tasks identified will continue to establish rapport and bonds that are necessary to meet goals. Lastly, the bonds between supervisor and supervisee are shared based on the experience of supervision and should foster trust within the relationship.

Building and repairing the working alliance. The process of building the supervisory working alliance can shift or change, based on the experiences of the supervisor and supervisee (Bordin, 1983; Ladany, Ellis, & Friedlander, 1999). However, through the progressions of supervision, negative experiences can emerge during the learning process. Bordin (1983) described the "building and repair" stages as a significant component to collaboration. During the "building and repairing" stages of a supervisory relationship, the supervisor and supervisee will continue to address needs through evaluation and ongoing assessment (Ladany, Ellis, & Friedlander, 1999, p. 448).

Ladany and Friedlander (1995) described how the working alliance "presumably, when supervisees discuss expectations, set goals, and agree on tasks of supervision within the contact of a positive relationship, trainees are less likely to experience confusion or conflict in supervision" (p. 225). Furthermore, Bordin (1983) discussed supervisees and supervisors who have strong bonds and agree on the tasks and goals at hand will less likely experience conflict or negative perceptions on supervision. During the supervised process, the supervisor and supervisee should collaborate in attempt to resolve any arising conflict. This collaborative discussion has been described as being an effective tool for developing a strong working alliance.

Self-efficacy and satisfaction. The working alliance has made a significant impact on the supervisory process and process of change in counselor development (Bordin, 1983; Ladany, Walker, & Melincoff, 2001). Ladany, Ellis, and Friedlander (1999) further expanded on Bordin's (1979, 1983) supervisory working alliance and described how the "supervisory working alliance is potentially one of the most important common factors in the change process of supervision" (p. 447). The authors described how the quality of the supervisory working alliance can be enhanced based on the satisfaction of the alliance as perceived by the counselors-in-training. The emotional bonding that occurs when developing shared goals and tasks was viewed as a necessary component to the satisfaction of supervisees. Additionally, supervisee satisfaction increased their willingness to receive and accept feedback. When tasks and goals were shared, the authors discussed how counselors-in-training would become satisfied and view the relationship favorably. The authors further confirmed how self-efficacy and satisfaction of supervisees' led to positive outcomes for supervision and change.

Supervision includes a variety of styles, approaches, models, and roles within the supervisory working alliance that will influence and create positive outcomes for the counselor-in-training. Supervisee satisfaction with supervision is considered essential in the process of supervisee's motivation and accomplishment during supervision (Crockett & Hays, 2015). The supervisory working alliance is not the only determinant and purpose of the supervision process; however it can certainly influence the outcomes of supervisee development (Bernard & Goodyear, 2014), satisfaction (Conn et al., 2009; Crockett & Hayes, 2015; Ladany, Ellis, & Friedlander, 1999), and self-efficacy

(Ladany, Ellis, & Friedlander, 1999). The supervisor should effectively identify the style and role to address the need of the supervisee in order to continue to enhance and grow the supervisory relationship. The selected role and style supervisors use will largely be affected by the supervisee's needs. Supervisors are expected to pick up on cues if any conflict arises in the quality of supervision (Bernard & Goodyear, 2014; Hart & Nance, 2003). The supervisory relationship focuses on supervisees' individual needs and essentially monitors client welfare. The role and styles can influence the supervisory relationship and the interventions needed to address the tasks. Ladany, Marotta, and Muse-Burke (2001) discussed the supervisory style, knowledge and role of supervisor, and identification of supervisee developmental level are strategies that enhance and lead to a well-rounded supervisory relationship. Thus, the style and role can offer influences to overall satisfaction within the relationship.

Supervisor role and style. Supervision draws from several roles and interventions to enhance supervisee development and to meet the needs of the supervisee in training. The realm of counselor development offers unique experiences that cultivate issues and blend counseling theories with techniques through application of clinical experience. Supervisors will draw from various models of supervision to apply fundamental elements within the supervisory relationship. The supervisor will identify the appropriate role to utilize within the supervisory relationship and those roles are interchangeable for the duration of the relationship.

The roles identified by Bernard's (1979) Discrimination Model include the teacher, the counselor, and the consultant. Interchangeable roles can occur based on the needs of the supervisee and it is critical to select the role most suiting to address the

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need. The development of the supervisory relationship will continue to evolve and extend over a period of time. Supervisors should embrace multiple skill sets, styles, roles, and interventions that will tailor to the unique needs of the relationship. Hart and Nance (2003) developed a framework that infused the styles and roles together for the purpose of depicting which supervisory role should be selected. The authors differentiated the level of support needed, based on the type of role selected by the supervisor. The roles of the supervisors were selected based on the support and direction of the supervisee.

The ongoing engagement of supervision manifests an educational component as well as the supervisor's own reflection and awareness of style. The training of supervisors is essential in creating an understanding of supervisee development and selected use of appropriate interventions and models. Trainee and developmental level may impact the applicability of a supervisory style and will have varying outcomes and directions for the supervisory relationship (Ladany, Walker, & Melincoff, 2001). The quality of the supervisory alliance has been attributed to an assortment of characteristics such as supervisor's "style, use of expert and referent power, use of self-disclosure, attachment style and emotional intelligence, and ethical behavior" (Bernard & Goodyear, 2014, p. 74). According to Ladany, Walker, and Melincoff (2001) the supervision process and outcomes are deeply influenced by the supervisor's style, approach, and role played. The method selected by the supervisor is critical to the developmental needs of the supervisee. Therefore, the approach, role, and style can have an influence on the supervisory experience.

The supervisory styles have been identified as having a strong influence on the working alliance. Ladany, Walker, and Melincoff (2001) contributed to the expansion of supervisor style by exploring three styles: *supervisor attractiveness, interpersonally sensitive,* and *task-oriented styles* (p. 264). The attractiveness and interpersonally sensitive style of a supervisor would appear as an individual who offers a caring and empathetic approach. The attractiveness and interpersonally sensitive style closes resembles and supports Bordin's (1983) emotional bonding characteristic identified within the working alliance. Task-oriented styles may also be parallel to Bordin's (1983) for the purpose of identifying tasks and goals specific to the needs of the supervisee. Ladany, Walker, and Melincoff (2001) compared the working alliance to supervisory styles and determined that "supervisors who believed themselves to be warm, friendly, and supportive were likely to view the supervisory relationship as mutually trusting and perceived an agreement with trainees on the goals and tasks of supervision" (p. 271). The authors also discussed a need for supervisors to be adaptive to the style and in their approach due to how each style can be unique in certain situations. These approaches and styles can contribute to the supervisory working alliance in different ways; therefore it is important for supervisors to be adaptive to their approach in supervision. Supervisory tasks are identified through collaborative efforts and are dependent on the developmental level. Supervision processes are most effective when a supervisor is flexible and able to utilize multiple approaches, roles, and styles to meet the needs of the supervisee.

Online Supervision and a Working Alliance

An emerging trend within the field of supervision includes online supervision which incorporates modes of technology in delivering supervision. Technologies utilized and integrated within supervision models may vary among supervisors which include asynchronous and synchronous modes of communication. Clinical supervision continues to become utilized through methods of technology and online communication or at least serves as a supplement to traditional face-to-face supervision (Clingerman & Bernard, 2004; Haberstroh & Duffey, 2016).

Renfro-Michel, Rousmaniere, and Spinella (2016) have noted, "there is some evidence that supervisees receiving hybrid supervision are more satisfied with their overall supervision experience than students in traditional face-to-face supervision" (p. 9). There are a collection of terms used to define the use of technology in supervision, which include, but are not limited to, *cybersupervision* (Chapman et al., 2011), *computer-based clinical supervision* (Vaccaro & Lambie, 2007), *e-supervision* (Deane, Gonzalvez, Blackman, Saffioti, & Andresen, 2015) and *technology-assisted distance supervision* (McAdams & Wyatt, 2010). For the purpose of the present work, the author will identify use of technology in supervision as online supervision as it is recognized under the current ACA Code of Ethics (ACA, 2014).

Bernard and Goodyear (2014) described how supervision is critical to the profession as a whole and encompasses the accrediting and regulatory processes in the field to ensure efficiency and professional autonomy. Accrediting bodies, such as Council for Accreditation of Counseling and Related Programs (CACREP, 2016), have adopted supervisor qualification standards within counselor education programs to

ensure efficiency, training, and knowledge that adhere to the standards. In addition to

Bernard and Goodyear's (2014) description of supervision, ACA Code of Ethics (2014)

described supervision as:

> a process in which one individual, usually a senior member of a give profession
> designated as the supervisor, engages in a collaborative relationship with
> another individual or group, usually a junior member(s) of a given profession
> designated as the supervisee(s) in order to (a) promote the growth and
> development of the supervisee(s), (b) protect the welfare of the clients seen by
> the supervisee(s), and (c) evaluate the performance of the supervisee(s). (p. 21)

Despite many roles and tasks of the supervisor, the ultimate goal of supervision

is to integrate and cross-reference knowledge across the counseling field. It is critical

for the supervisor to assist in the process of the supervisee to become efficient and

competent in the field. Supervisors serve as gatekeepers to the profession and enhance

the development of the supervisee.

The supervisor is responsible for being knowledgeable and competent in the

tools utilized in supervision. Incorporating various tools and resources by supervisors to

enhance the supervisory experience is critical to addressing the supervisee's needs.

Technology is one of these tools for practice. The most recent edition of the 2014 ACA

Code of Ethics has adopted language addressing use of technology within supervision.

This revision demonstrates the advancement in the field and the value online

supervision serves within the community. By addressing current trends and practice

online supervision has been included as a part of the ethical code, and it identifies the

necessary precautions to take when utilizing technology. The use of technology in

supervision requires the supervisor to be competent in the online resources and to

maintain "theoretical and pedagogical foundations for their work; have knowledge of

supervision models; and aim to be fair, accurate, and honest in their assessments…"

(ACA, 2014, p. 12). Although new formats in the delivery of supervision are becoming adaptive and evolving in nature, the purpose and function of supervision remain the same.

The use of technology is not a new feat and has been used as a resource for communication and learning. The use of technology in supervision has been noted to date as far back as Carl Roger's use of audiotape recordings as a means of providing feedback and reflection on the process of change (Baltrinic, O'Hara, & Jencius, 2016). The use of recorded samples is identified as a common use practice across counselor education programs as a means of observation and evaluation methods for counselors-in-training. The use of technology has evolved in supervision through continued use of audio and video recordings (Bernard & Goodyear, 2014), asynchronous communication via email (Clingerman & Bernard, 2004; Coker, Jones, Staples, & Harbach, 2002), and web-based interactions (Coker et al., 2002). The use of technology in supervision continues to make strides toward an evolutionary process at accelerated rates (Chapman et al., 2011; Clingerman & Bernard, 2004; Coker et al., 2002). Technological platforms continue to evolve and online supervision is a resource for connecting individuals.

Technology in Supervision: Historical and Current Perspectives

Technology continues to be an emerging trend for online supervision. The following section will review historical uses of technology in supervision. Considerations for using technology in supervision such as: mode of online communication, etiquette, and technological sophistication will also be discussed.

Historical uses of technology in supervision. The elements of supervision and the supervisory working alliance remain the same despite the emerging trends of

practice to include technology. This tool is used to enhance the supervisory relationship. These elements include goals, tasks, personal styles, models, and relational dynamics to foster the development of the counselor-in-training. The methods and interventions selected by the supervisor are imperative to addressing the processes of change. Studies have examined uses of technology and have noted advantages as well limitations (Chapman et al., 2011; Clingerman & Bernard, 2004; Coker, Jones, Staples, & Harbach , 2002; Conn, Robert, & Powell, 2009). The following section will explore the supervisory relationship utilizing online supervision techniques and their results. As previously noted, the following discussions include research that occurred as early 2000. Despite the growing trend, there is a gap in the literature exploring the uses of technology in supervision and the influences it may have on the supervisory working alliance.

　　　　Clingerman and Bernard (2004) conducted a qualitative study utilizing email communication as a way to supplement clinical supervision. The authors selected the Discrimination Model as a framework for working with the counselors-in-training when breaking down the topics of reflection and discussion. The study utilized the three focus areas: intervention, conceptualization, and personalization. The use of email communication examined professional development and behavior of counselors-in-training. The email communication served as an interactive reflective journal between supervisor and supervisee over the course the counselors-in-training practicum experience. After receiving consent to participate in an online course, supervisees were required to send emails weekly to their faculty supervisor. Emails were categorized based on topics and placed under Bernard's Discrimination Model (1979) foci areas –

intervention, conceptualization, and *personalization*. The authors added a fourth focus

area – *professional behavior* that expanded on previous research that expanded on the

development of professionalism and ethical behavior (Clingerman & Bernard, 2004, p.

89). The messages focused on topics such as: supervisee's counseling techniques

(intervention), indication of case conceptualizations and emerging themes

(conceptualization), supervisee's personal reflection (personalization), and

professionalism and ethical comments (professional behavior) (Clingerman & Bernard,

2004). Supervisees' emails were reflective in nature and they were encouraged to share

their perceptions during the practicum experience. Supervisees were encouraged to also

bring their topics to a face-to-face class meeting in addition to the reflective emails sent

weekly. The study suggested the use of email was consistent with supervisee messages

as an opportunity for personal reflection (personalization) and conceptualization. In

addition to personal reflection, email communication appeared to have an impact on

feelings of support from supervisors due to ongoing exchanges between supervisor and

supervisee. However, the authors added it is unclear on the impact of conceptualization

and intervention process via technology due to regular use of face-to-face individual

supervision. The use of email appeared to have an influence on personalized reflections

within the supervised experiences.

Conn, Robert, and Powell (2009) utilized a hybrid format of supervision where

face-to-face was used in addition to meditating modes of technology within supervision.

The hybrid format included an initial face-to-face meeting where the supervisor was

able to interact with the internship group in order to resolve any limitations, processes

of informed consent, and description of the processes of supervision. Similar to the

Clingerman and Bernard (2004) study, students were encouraged to participate in weekly e-mail discussions and then divided to meet with the faculty supervisor either face-to-face or by "live chat" (p. 300). The study received overall satisfaction toward the hybrid experience (Conn et al., 2009). The use of email and live chat enhanced the opportunity for communication between the supervisor and supervisee. The researchers described how hybrid models of supervision to include both online and face-to-face interactions reduced some of the limitations for "technology- mediated relationships" that could have otherwise taken a period of time to form the relationships (Conn et al., 2009, p. 303).

The limitations that arose from this study included attention to the lack of training or familiarity to technology that created some negative experiences for the group. The group further identified how processes early in the supervisory relationship to assist in training and include a "practice session" could be helpful to remove any learning barriers (Conn et al., 2009, p. 304). Additionally, the study did not indicate a significant difference on the satisfaction or quality of the supervisory relationship and this may be due to hybrid formality that allowed students to ask follow-up questions from e-mail and live chats when they were in face-to-face contact.

Coker, Jones, Staples, and Harbach (2002) further examined the uses of technology in supervision through utilizing an online-based chat format for clinical supervision during a practicum course. The students were engaged in a supervisory session that involved text/chatting and a second session that added a video format in addition to the text/chat. The researchers sought to identify the perceptions of supervisory experience and the effectiveness of utilizing technology during supervision.

The results indicated positive outcomes for the supervisees and rated their experience

high. However, the frustrations and limitations were expressed by the participants due

to the delay in response times as a result of the technology and obstructed the natural

flow of conversations that occurred during supervision. The interruptions of discussion

between supervisor and supervisee could have negative impact on development on the

relationship. Additionally, the study included limitations of text-chat which included

loss of non-verbal cues, tones, and facial expressions similar to Chapman et al. (2011)

web/chat discussions.

Chapman et al. (2011) explored uses of cybersupervision with practicum

students by building upon previous research (Clingerman & Bernard, 2004; Coker et al.,

2002). As the authors noted during the time of their study, there were gaps of literature

exploring synchronous modes of communication, therefore the study utilized elements

of both synchronous and asynchronous modes of communication. The literature

reviewed methods of online communication through "synchronous (real time; e.g. web

chats and web camera) and asynchronous (delayed time; e.g. discussion threads and

emails)…" methods (Chapman et al., 2011, p. 299). Additionally, the authors utilized

the following elements to conduct the study: (a) "descriptive field study", (b)

supervisee's attitudes towards the process of "cybersupervision", (c) supervisee

development, and (d) offering the study through a "typical counseling supervision

framework" (p. 301). The use of the Discrimination Model was selected as an approach

to supervision due to the ability to adapt to the counselor-in-training's need and

situations that arise. Chapman et al. (2011) were able to confirm and extend on previous

research on successful uses of asynchronous modes and synchronous modes of

communication. The authors described how email responses have the ability to offer multiple opportunities for reflection and thoughtful responses. Additionally, email may also be utilized for continuing discussions and serve as documentation for supervisors, or supervisees, to examine progress which they may re-visit as needed for evaluative purposes. Limitations were noted on the potential impact toward the hindrance of development in the supervisory relationship due to delayed reactions and responses to information and feedback by asynchronous modes of communication (Chapman et al., 2011). These limitations will be discussed further in Chapter 5 in regards to future research and study.

There are supporting forms of technology that have indicated positive outcomes for experience and perceptions of online use, as well as identifying foci areas in counselor development. Additionally, research is needed to explore the impact on the supervisory relationship and the need to address limitations that could potentially inhibit growth. There are discussions within the field on ways of overcoming some limitations; however, there continues to be a need for effective strategies for online supervision. The development of online use, as either a supplement or stand-alone concept, continues to create a dialogue that requires a look at training models, education, and practice. McAdams and Wyatt (2010) described the need for counselor education programs, as well as training models, to begin to include material that encompasses technology use in practice and delivery for supervision and counseling.

As the research continues to expand, effective strategies and outcomes are explored to open up discussion for ongoing research toward online supervision. From the previously noted studies, the following discussion will include outcomes and

considerations online supervision has to offer and areas for further discussion. The following sections include discussion on modes of communication for online supervision, etiquette and processes for using technology, and technological sophistication.

Modes of online communication. The methods of technology have been increasingly explored and this includes asynchronous and synchronous modes of communication. As the recent ACA code of ethics (2014) has recently expanded on uses of technology in supervision, this method of communication may continue to expand. It is important to examine the differences of online communication. As asynchronous and synchronous modes of technology continue to broaden (i.e. videoconferencing, email, phone, texting, or chat models), the change and processes of supervision should be clearly identified to ensure the mode does not impair the supervisory relationship. The supervisor will determine which mode of technology will best enhance the supervisory relationship and work toward the supervisory processes. Chapman et al. (2011) explored the uses of asynchronous and synchronous modes of communication amongst practicum students and found no difference between the uses of the two in the students' supervisory experiences. The authors continued to discuss how the competence of the supervisors may have impacted the counselors-in-training experiences as they had a knowledgeable framework on supervisory models and technology uses in supervision.

Asynchronous modes of communication, which are not occurring in real time (i.e. email, online discussions) have been utilized in early forms of research designs (Clingerman & Bernard, 2004; Chapman et al., 2011). Video and audio taping have

long been utilized as a learning tool amongst counselor education programs and been identified to include within supervisory experiences. Feedback may be offered through asynchronous communication to avoid any miscommunication or misunderstandings that could hinder the relationship. The omission of non-verbal cues in asynchronous communication can become a major disadvantage in the supervisory relationship and may create limitations in the growth of the supervisee (Chapman et al., 2011; Clingerman & Bernard, 2004; Vaccaro & Lambie, 2007). The advantages and disadvantages have been described by Clingerman and Bernard (2004) on use of asynchronous modes of communication to enhance the supervisory relationship. E-mail has been identified as an exceptional mode of communication that creates a reflective space for supervisees to share their personalized experiences (Clingerman & Bernard, 2004). The virtual relationship may be useful to apply synchronous and asynchronous communication in order to continue the discussion between supervisor and supervisee.

Advanced modes of technology, such as videoconferencing and web-based chat modes, have been utilized to achieve at least real-time forms of communication that assist in overcoming barriers and limitations in the loss of non-verbal cues and facial expression. Literature continues to be lacking in exploration of use of real-time synchronous modes (i.e. videoconferencing, chat room, and phone) of communication in supervision. Videoconferencing can offer real-time video feeds to communicate and be able to observe verbal and non-verbal cues (Barnett, 2011; Olson, Russell, & White, 2001; Rousmaniere et al., 2014; Vaccaro & Lambie, 2007) which may assist in reducing the limitations as previously discussed in research. The minimal use of synchronous modes of communication in the past were due to costs, efficiency, and

maintenance of hardware and software (Barnett, 2011; Vaccaro & Lambie, 2007; Webber & Deroche, 2016). This method has become easily accessible and available to supervision. With modes of communication, the supervisor will select the process and explore the method of technology to incorporate in the supervised experience. Synchronous modes of communication have improved in the accessibility and availability for communicating directly with the supervisor as issues may arise. Additionally, use of synchronous communication can begin to bridge the gap in regards to distance and geographical limitations (Conn et al., 2009).

Over the past year as a counselor educator, I conducted a piloted format of utilizing technology in the classroom during practicum. Supervision was conducted through group, triadic, and individual supervision where asynchronous and synchronous modes of communication were utilized. Over the course of the semester, students engaged in multiple forms of contact for their supervisory experience including e-mail, phone, videoconferencing, and text based on their need or by regular scheduled meetings. Additionally, students utilized program required video and audio taping as recommended by CACREP standards (2016) for supervision of student interaction with clients. Discussions with students occurred prior to utilizing technology that included the etiquette, limitations of technology in supervision, and training on technology utilized for the purpose of informed consent to engage in online supervision.

Etiquette. Haberstroh and Duffey (2016) discussed how professional etiquette in the initial contact for supervisors and supervisees will establish the online relationship. Initial perceptions and assumptions made through asynchronous modes of communication can create the framework for professional etiquette. For instance,

communication utilized via text may be informal, or language and communication can be unclear. The daily use of technology via cell phone, internet, text, and online video has evolved and inserted itself even into teaching-learning platforms. This communication barrier may impact, or interfere with formalized verbal communication, for instance through e-mail, that may be expected in a professional setting or relationship.

It is important for supervisors to be aware of the communication styles and developmental level when establishing the online relationship. With uses of technology, there are methods of communication that have enhanced how and where we can communicate. For instance, it has become easily accessible to talk and communicate with others frequently through phone, video chat, or social media platforms. These connections are occurring across the world. Additionally, the formality of dialogue and conversations are also changing with use of technology due to the informal chatting or texting experiences. The generation gap on uses of technology may impact barriers of communication due to previous online use utilized in a nonformal setting, such as social media, or communication (Haberstroh & Duffey, 2016). The use of language and communication may have a subtle shift in direction and could influence the mode of communication or create miscommunication. Familiarity and regular use of technology communication via chat, phone, or videoconferencing was identified as possibly making an impact during Conn et al.'s (2009) study. Loss of boundaries may be experienced between faculty, students, and supervisors in supervision as a result of misinterpreting the norms for communication via online. Professional etiquette and

discussion through online communication may not be recognized by the millennial generation unless they have been directly taught.

Technological sophistication. Although it may be challenging for some unfamiliar with online learning and supervision, for the millennial generation, technology and network communications are part of the norm for communication. As what an earlier generation has known as face-to-face communication, the millennial generation communicates via technology. The introduction of mobile devices and the World Wide Web (WWW.) enhanced communication and broadened connection. Social media introduced a platform for staying connected even at a distance. The millennial generation, those born after 1982 and graduated from high school around 2000, grew up in an era where advancement in technology was on the rise and online communication was prevalent (Maples & Han, 2008). The platforms of technology took shape across social media, online chat, E-mail, blogs, and outreach networking (i.e. webmd, telehealth). For the millennial generation, technology and network communications are part of the daily norm. For this new generation coming into the professional field of counseling, technology can be utilized in supervision, online charting/documentation, and learning environments, and distance counseling.

Technology use is becoming a prevalent form of communication. The supervisory relationship could potentially impact the development of the counselor-in-training. Additionally, technological sophistication and knowledge are concerning for those who are unfamiliar with uses of technology and create barriers for supervisors and supervisees. In a traditional classroom setting where students have an opportunity to meet with the instructors and have face-to-face introductions, relationships are

developed. This relationship may be slower to develop when using technology as a form of communication such as email, or online learning due to a structured learning environment.

Supervisors who choose to utilize technology in supervision should consider their own level of technical competence and knowledge as well as addressing the supervisees (Haberstroh & Duffey, 2016). Chapman et al. (2011) identified how participants who have had experience with technology could influence their level of communication and satisfaction with online supervision. Conn et al. (2009) also added support participants have for online use due to regular use in technology.

Despite advances in technology and recent adaptations of online supervision in ACA Code of Ethics (2014), there continues to be reluctance and hesitation in use of technology in supervision. Uncertainty and reluctance may be identified as a response to emotional or psychological response, i.e. fear (Clingerman & Bernard, 2004; Renfro-Michel, Rousmaniere, & Spinella, 2016), lacking technological sophistication (Chapman et al., 2011), uncertainty due to moving from a traditional form of face-face supervision (Clingerman & Bernard, 2004), lacking formatting and programs offering confidentiality and security (Renfro-Michel, Rousmaniere, & Spinella, 2016), and lacking formalized training programs or theoretical orientations that incorporate technology in use of supervision (Chapman et al., 2011).

Exploring Impacts on the Supervisory Working Alliance

Utilization of technology in supervision has become a part of the field as it appears in the current research discussions. There appears to be a limit of research identifying the roles and styles supervisors take while conducting online supervision

and the impact it may have on the working alliance. The style and influences of supervisors have also thoroughly been investigated and identified as influences to the working alliance. Online supervision has been supported as a modality that enhances the supervisory relationship through the use of supervision models, such as Bernard's (1983) Discrimination Model (Chapman et al., 2011; Clingerman & Bernard, 2004). Haberstroh and Duffey (2016) described how online relationships can become established in supervision and is based on the supervisor's approach, method of communication, style, and technical and clinical competence. The authors discussed how an online space that is created by the supervisor should provide a balance between warmth and professionalism. In addition, the authors described that technological competence and support are critical to fostering the growth of the supervisory relationship (Haberstroh & Duffey, 2016). Supervisors should build an online presence that provides clear feedback, online resources that are consistent and reliable, and moreover maintaining the supervisory practices in fostering supervisee development. To reinforce the presence of supervisors utilizing technology, supervisors are attentive to the needs of the supervisees and determining ways to overcome the limitations of technology use, including missed cues (Coker et al., 2002; Conn et al., 2009), latency errors (Coker et al., 2002; Conn et al., 2002), and technological sophistication (Chapman et al., 2011).

Engaging the process of a working alliance. The supervisory working alliance is grounded on depth of knowledge, supervisory models, and style. The model for supervision will serve as a roadmap when faced with trials and tasks during the working alliance. The framework of supervision models may serve a purpose in offering an

outline for addressing needs of supervisees in their stages of development. Supervision is an evolving process that offers a complex and unique schema where varying models and interventions should be offered to a diverse set of issues in the counseling profession. Bernard and Goodyear (2014) described how the purpose of supervision is to foster the supervisee's professional development and ensure client welfare. Additionally, the authors stated, how the work and growth of professional development seeks to provide a "teaching-learning goal" (p. 14). Supervisors and supervisees work together to identify the goals and tasks, which meet the needs of the supervisees and identify ways to offer skill development, competence, and ultimately being a part of the profession through licensure. The supervisory working alliance is based upon a series of variables and predictors in maintaining the quality and effectiveness of the relationship. As previously noted, the supervisor style, role, and approach to supervision are heavily weighted indicators on positive outcomes.

Supervisory evaluative practices examine the expectations and measure development of the supervisee. When evaluative practices are clear, fair, and provide appropriate goals setting and feedback, the relationship between supervisee and supervisor become productive and create trust in supervision (Bernard & Goodyear, 2014). As previously discussed, clear expectations and goals for supervision enhance the likelihood for positive outcomes in the supervisory relationship. The concepts of role conflict and role ambiguity are discussed by Ladany and Friedlander (1995) as identifiers to creating confusing and conflicting thoughts in regards to supervision. The authors describe how role conflict impacts the counselor-in-training's identification of playing the role of a student, client, counselor, and colleague and when these roles are

not utilized appropriately and boundaries are crossed. In addition, supervisees may find

conflict in their role which may be inconsistent with their ethical or theoretical beliefs

which create difficulties in the relationship (Bernard & Goodyear, 2014; Ladany &

Friedlander, 1995). Role ambiguity occurs when trainees are unclear about the role

expectations posed within supervision and have been noted as creating negative

perceptions and outcomes of supervision (Ladany & Friedlander, 1995). Role ambiguity

and role conflict have been described as creating difficulties in forming positive

working alliances and negatively impact the counselor development.

   Role conflict and role ambiguity. The outcome of role conflict and role

ambiguity previously discussed can have a negative impact on the working alliance and

supervisory relationship. The impact is similar in regards to technology use. Role

difficulties may emerge as a result of unclean expectations and the supervisor not

establishing appropriate boundaries when roles fluctuate. Introducing technology into

the relationship, an added layer of obstacles may arise that can continue to complicate

the relationship. In efforts to resolve conflict that may develop, supervisors utilize the

appropriate tools and interventions to assist in the process of overcoming the conflict

and repair the damaged relationship. The building and repair stage as Bordin (1983)

discussed is pertinent to the relationship and is applicable even while using technology.

The goal for the supervisory relationship is not to continue damaging the relationship

and leaving the conflicts unresolved. The breakdown of communication and factors that

contribute to role conflict and role ambiguity occur when understanding, collaboration,

and communication are damaged (Bernard & Goodyear, 2014).

It is also important to discuss the changes, or fluctuations that may occur during the supervisory working alliance and how supervisors would address them within the relationship. During the process of identifying and repairing conflicts within the relationship, the supervisor should seek out methods for resolution to prevent further damage from occurring. The conflicts that go unresolved will create lasting consequences that can affect counselor development as well as the response and treatment for the clients in which they serve (Bernard & Goodyear, 2014). The breakdown of communication between supervisor and supervisee can be a significant impact to the conflicts that arise within the working alliance. Without the process of clear feedback and expectations given during the supervisory relationship, the alliance becomes weakened and misunderstandings arise. With use of technology in supervision, this breakdown of communication has been described as a primary indicator of limitations with use of technology (Coker et al., 2002; Coker & Schooley, 2009; Conn et al., 2009). Despite the limitation within use of technology, miscommunication, and breakdown of communication that occurs within the supervisory relationship, supervisors must seek ways to resolve the issue to maintain the supervisory working alliance.

Self-efficacy and satisfaction. The working alliance, supervisee counseling self-efficacy, and satisfaction have offered significant insights into the depth of the supervisory relationship. Recent investigations of attitude and satisfaction measured through use of technology were examined through hybrid models of supervision (Coker et al., 2002; Conn et al., 2009) and a reflective and personalized approach (Clingerman & Bernard, 2004) for fostering counselor development. Conn et al. (2009) examined

the overall satisfaction amongst interns utilizing technology in supervision and reportedly had increased positive attitudes and overall satisfaction with supervision. In the same study conducted by Ladany et al. (1999) indicated the working alliance emotional bond aspect was a strong indicator of satisfaction in the supervisory relationship. As suggested by Crocket and Hays (2015), supervisors who are satisfied with the supervisory relationship are more apt to a collaborative effort in the relationship as well as receive feedback. When a working alliance has been deemed strong, or positive, the supervisee's levels of self-efficacy are positively influenced (Ladany et al., 1999).   Ladany, Ellis, and Friedlander (1999) described the influence supervisory working alliance can make on self-efficacy and their expectations. Self-efficacy can be identified as impacting the supervisee's belief in capabilities or enhancing those expectations for performance.

Advantages of Online Supervision

As recent revisions of the ACA code of ethics (2014) incorporating online supervision, online training programs can be expected and should be incorporated to induce effective practice. There is limited research available on training models for clinical supervision and is needed to ensure effective practice. The 2014 Code of Ethics included technological platforms for the counseling profession and an evolution of practice occurring within the field. Undoubtedly, technology will continue to remain a process that will impact the dynamics of a relationship (Haberstroh & Duffey, 2016).

Economical considerations and costs that limit travel may be considerably lower for individuals who have online access to instructors, peers, or supervisors. Accessibility of resources offer conveniences to online usage. The ability to connect

with others instantaneously creates the line of communication that was not always present in a relationship. Phone calls, text messaging, and email can be responded to quickly through a smart phone. Online communication has become accessible to offer one-on-one, or group, video chat (i.e. Skype, FaceTime, Google Hangout) if individuals are willing to utilize those resources.

Disadvantages of Online Supervision

Advantages for offering online education and resources, including supervision for counselors-in-training, technology simply cannot replace one-on-one interaction. Maples and Han (2008) discussed the vital cues in the development of a relationship that can be missed when using online learning and resources. It can become difficult to determine and assess the relationship based on the use of online communication that the issues revolved around miscommunication can become a factor. Tones and language can also be lost and hard to interpret via email or online discussions (chat, discussion boards) leading to potential for misunderstandings and misrepresented information. There is also considerable loss of hands on experience and interaction with instructors through a formal meeting route and could become difficult to engage in emotional connectedness with the individual. With loss of non-verbal cues through online learning and discussion, professional modeling and behavior are also at risk for counselor development and professional practice. The damage that may occur from miscommunication that may occur is concerning toward the counselor-in-training and the supervisory working alliance. Bernard and Goodyear (2014) described how "the benefits of using technology appear to outweigh their constraints, *as long as supervisors use technology* [emphasis added] in a manner that enhances learning, *protects the*

supervisory working alliance [emphasis added], and is performed within ethical and legal parameters" (p. 173).

With advantages for offering online supervision and resources technology simply cannot replace one-on-one interaction (Bernard & Goodyear, 2014; Chapman et al., 2011; Clingerman & Bernard, 2004). Recurring discussion through uses of online supervision described how the technology limitations are a result of missing non-verbal cues, interruptions in technology due to latency, or other perceived reluctance that need further exploration. Miscommunication can become a significant factor in online supervision that can limit the growth of the supervisory relationship. With loss of non-verbal cues through online supervision, professional modeling and behavior are also at risk for impacting counselor development. Informed consent is necessary to describe the limitations of practice in using technology in supervision and the potential for slowing professional development as a result of lacking non-verbal cues (Chapman et al., 2011; Clingerman & Bernard, 2004; Vaccaro & Lambie, 2007), technological distractions and deficiencies (Manzanares et al., 2004; Olson et al., 2001; Webber & Deroche, 2016), and personal comfort level and confidence in technology (Chapman et al., 2011; Manzanares et al., 2004; Vaccaro & Lambie, 2007; Webber & Deroche, 2016).

Relevancy to Current Research

There is an ongoing need for training and education of online supervision in overcoming and reducing the limitations (McAdams & Wyatt, 2010; Rousmaniere et al., 2014; Vaccaro & Lambie, 2007). Counselor education programs may begin to incorporate methods and approaches to online supervision as a way to examine what the

positive and negative impacts. Accrediting bodies such as CACREP (2016) and ACA (2014) described guidelines for ensure competent use of technology in supervision, which should include ongoing training and education in order to successfully implement technology into the supervision model (Chapman et al., 2011; Coker et al., 2002; Baltrinic, O'Hara, & Jencius, 2016). Counselor education programs and trainings will vary on the approaches to providing supervision and the implementation process which may or may not include the use of technology.

Undoubtedly, technology continues to be a part of daily living and evolving forms of communication and practice. Emerging research has revealed favorable outcomes in using online supervision in the format and accessibility to continue support and open communication (Rousmaniere et al., 2014; Vaccaro & Lambie, 2007). The complexity of the supervisory relationship can be shaped through current use and trends of technology. Much is needed to examine the effectiveness of online supervision in development and the supervisory relationship

As technology continues to be an emerging trend in practice, it continues to have a unique learning experience for supervisors and supervisees. The literature review examined the influences of supervision on counselor development and identity, the essential role of a supervisory working alliance on the process of change, and the uses of technology in supervision. With increased use of technology, there is a greater need for research to expand on the application of technology in supervision and expand on ways to overcome barriers and strengthen the supervisory relationship. As the counseling professional continues to adopt and embrace standards of professional practice utilizing technology, there continues to be discussion lacking on the impact of

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technology has supervisory models, styles, and the supervisory working alliance. Technological advances are rapidly growing and there is an ever-growing need to identify evidence-based literature supporting uses of technology in supervision. There is a clear need to examine how uses of technology impacts the supervisory working alliance as this relationship is critical to shaping and fostering the growth and development of the counselor-in-training.

Purpose of Research

With the evolving method of technology utilized in supervision, there is a need for further examination across the supervisory working alliance and use of technology. There are gaps in the literature exploring the use of technology and the impact on a supervisory working alliance. The exploration of uses of technology in supervision for counselor educators and supervisors will possibly offer insight on outcomes for the supervisory relationship. Incorporation and uses of technology continue to broaden in the field of counseling as demonstrated in recent adoptions of ACA (2014) code of ethics. It is critical to identify effective supervision modalities to enhance growth and development of counselors-in-training.

The goal for this basic qualitative study was to examine the uses of technology in online supervision and the potential impact on the development of the supervisory working alliance. Additionally, the modes of communication utilized (asynchronous and synchronous) was examined on the potential uses and experiences of the counselors-in-training. This study attempted to explore and gain further insight to counselor educators and supervisors experiences of online supervision which has prompted the selected methodology.

CHAPTER 3

Qualitative Methodology

This chapter will provide a detailed description of the methodology utilized in

this study and relevance towards counselor education training programs. The purpose

was to examine basic interpretative qualitative, or generic qualitative interpretative

methodology which will be utilized to analyze the perceptions of counselors-in-training

and use of online supervision. Qualitative methodology seemed most appropriate in an

attempt to explore and understand the experiences of counselors-in-training in relation

to online supervision. Additionally, the purpose of the study explored further insights of

the counselors-in-training and the relationship with the supervisor while developing a

supervisory working alliance. Counselors-in-training were interviewed to identify any

impact on the relationship with the supervisor through the supervisors' style and

role/approach during online supervision. Furthermore, the aspects of the supervisory

working alliance was used to examine the supervisees' process of change through

online supervision by exploring their experiences with goals, tasks, mutual agreements,

and bonds. The perceptions of the counselors-in-training on the mode of online

communication was also investigated.

Qualitative researchers seek to examine and broaden the knowledge and/or

understanding of real world questions, processes, and constructs. Merriam (2009)

described how "qualitative researchers are interested in understanding how people

interpret their experiences, how they construct their worlds, and what meaning they

attribute to their experiences" (p. 5). The qualitative paradigm is a valuable approach

that can provide expansive research design offering in-depth knowledge and information. Relevancy of qualitative research examines the "why" for the purpose of exploring a particular phenomenon (Lichtman, 2013, p. 7). Qualitative research goes beyond a theory or hypothesis and rather seeks to identify meaning and description (Lichtman, 2013). In general, qualitative research is transitional and ever-changing as its primary aim is to examine an understanding of the social world constructs (McLeod, 2011). The qualitative research paradigm is progressive and investigative in attempts to explore a particular area, or phenomenon, thus the purpose is to discover and expand on knowledge. For qualitative inquiry, it is appropriate to engage and examine meaning and implications to become more informed of a particular experience or perspective (McLeod, 2011) and offers rich, contextual descriptions (Hays & Singh, 2012). Berrios and Lucca (2006) explained the characteristics of qualitative research which are (a) in-depth descriptions which include "natural language of the phenomenon being studied"; (b) exploring the environment in which the phenomenon is naturally occurring within; (c) there are no "preconceived hypotheses but rather look to discover them in the process of gathering information and its analysis"; (d) researchers are able to "use their critical judgment and wisdom without being limited or bound by predetermined categories"; and (e) the themes, or "categories" that emerge are from the content gathered from the participants (p. 181).

For the purpose of this research, a basic interpretative qualitative approach was selected for the primary goal to gain an understanding of counselors-in-training experiences with online supervision. This approach is consistent with the goal of examining the perceptions of counselors-in-training. Merriam (2009) described how

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interpretations and meanings are constructed based on experiences. Merriam (2009)

continued to add:

> …qualitative researchers conducting a basic qualitative study would be interested in (1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning that attribute to their experiences. The overall purpose is to understand how people make sense of their lives and their experiences. (p. 23)

Basic qualitative researchers are interested in the experience of a particular

phenomenon which is why this approach would be most appropriate for this study.

These perceptions may bridge the gap in the current literature on the impact of online

supervision with the supervisory working alliance. The potential findings may be

applicable to understanding the current trend and practice and influences it may bring

for effective online supervision strategies.

The following sections will review the use of basic qualitative research in

counselor education. Additionally, an overview and rationale for basic qualitative

research will be discussed to offer relevance for the selected methodology for this

study.

Basic interpretative qualitative research method. The use of a basic

qualitative approach is simply to collect and analyze data without subscribing to any

specific approach and researchers may often select many elements of qualitative

methodologies (Lichtman, 2013). Merriam (2009) identified terms such as *generic,*

basic, and *interpretative* qualitative approaches that have been used interchangeably to

describe this "type" of qualitative research utilized (p. 23). The basic qualitative

approach does not specifically focus on particular element or "dimension" but rather

explores patterns or themes (Merriam, 2009). Caelli, Ray, and Mill (2003) described

how basic, "generic" studies blend established methodological approaches to create a

new framework that is not strictly bound by a specific phenomenon. The aforementioned authors explored the use of generic qualitative studies and expanded the discussion on effective strategies for using a basic qualitative approach. Merriam (2002) suggested how basic qualitative studies seek to understand, interpret, and construct the underlying meanings of their world based on experiences. The flexibility of uses for basic qualitative approach is to pull on strengths of multiple forms of established methodologies and to understand a particular experience (Caelli et al., 2003). Basic interpretive qualitative approaches draw on multiple forms of established methodologies and essentially build a research design from the bottom up. The purpose for basic interpretative qualitative research was to serve as a representation of the voices and experiences of individuals. Through a basic interpretative approach, the goal of research is to seek out themes, or narratives, described by participants. This will be discussed more under data analysis. The use of basic qualitative approaches is a growing trend, and can be found across disciplines (Caelli et al., 2003; Merriam, 2009). Furthermore, the flexibility of basic qualitative approaches is viewed as having several advantages and does not limit or restrict emerging themes (Caelli et al., 2003). Concerns for limitations of basic qualitative analysis have been discussed as it is difficult to determine a method for interpretation, research approach, and philosophical assumptions that are not tied to a specific qualitative design or framework (Caelli et al., 2003). Merriam (2009) described how there are "types" of qualitative research where researchers will select from a "theoretical orientation" (p.23). Merriam (2009) continued to discuss how basic qualitative study encompasses many of the same qualitative research methodologies and characteristics and is only in part lacking a

specific dimension found in other qualitative approaches. Caelli et al. (2003) described

how qualitative researchers should adhere to "philosophical and methodological roots"

of a qualitative design and should continue to establish the following key areas: "(1) the

theoretical positioning of the researcher, (2) the congruence between methodology and

methods, (3) the strategies to establish rigor, and (4) the analytical lens through which

data are examined" (p.9). Kline (2008) examined the quality and credibility for

developing qualitative manuscripts and explored the emergence of standards for

producing quality research and highlighted characteristics. This includes rigor and

trustworthiness as critical components to qualitative research. In combination, these

elements of trustworthiness, coherence, and rigor should be consistent for the creation

of a sound qualitative study (Kline 2008). Essentially, it is critical for a qualitative

research design to adhere to rigorous approaches through reliable and trustworthy

design and evaluative techniques. In their discussion on sound qualitative research,

Rossman and Rallis (2012) included a report by the National Research Council (NRC)

that offered guidance of "Scientific Research in Education" which included six

principles: (1) "pose significant questions that can be investigated empirically"; (2)

"link research to relevant theory"; (3) "use methods that permit direct investigation of

the question"; (4) "provide a coherent and explicit chain of reasoning"; (5) "replicate

and generalize across studies"; and (6) "disclose research to encourage professional

scrutiny and critique" (p. 61). The guiding principles offer a framework for a

trustworthy and rigorous study and the intent of qualitative inquiry is

"…deliberate, intentional and transparent" (Rossman & Rallis, 2012, p. 61). Ethical considerations, trustworthiness, and rigor will be discussed later in this chapter to include researcher's analytical lens.

Rationale for basic qualitative research method. Qualitative research has historically been a part of counseling and the helping profession and utilized as a means of understanding human development (Berrios & Lucca, 2006). Berrios and Lucca (2006) described how the "qualitative approach allows us [counselors] to explore the richness of the personal experience of our profession for both the counselors and the participants who are looking for help" (p. 181). It seems that in this profession especially, there is a richness of knowledge that can be obtained in utilizing a basic qualitative approach. The goal of this study was to simply explore perceptions of the counselors-in-training who have engaged in an online supervision course. The use of basic qualitative research is most appropriate as it was utilized to identify the themes and patterns of the experiences from counselors-in-training to unfold any underlying meanings of those perceptions. Merriam (2009) described a basic qualitative study as "the most common form and has as its goal understanding how people make sense of their experiences" (p. 37). Additionally, basic qualitative study utilizes a purposeful sample and findings are "richly descriptive and presented as themes/categories" (p. 38). As the purpose of this study was not to obtain a particular theory, or phenomenon, a basic interpretative approach was selected as most fitting for exploration of themes and experiences for counselors-in-training and online supervision.

As previously noted, the selected methodology is best suited for this research design and the goal is to simply gain insight on the experiences and perceptions of

counselors-in-training who engage in online supervision. Additionally, basic qualitative research would assist in the process of exploring the experiences of the supervisory working alliance through online use due to its flexibility of emerging themes. The versatility of this approach will be most useful investigating the arising topics from the participants and the ability to adapt to the evolving discussions. This research paradigm is most consistent with my goals and interests in exploring uses of technology to enhance or broaden the supervisory relationship.

Researcher's analytical lens. Theoretical positioning and motives for pursuing a particular area, such as online supervision, may impact how the researcher will engage with the data (Caelli et al., 2003). In this section, the researcher examines the presumptions or bias that may impact data analysis. Rossman and Rallis (2012) described how qualitative research is shaped and grounded by assumptions. The authors continued to discuss how research paradigms work toward making connections within the social sciences which described how:

> the concept of paradigm to capture the idea that definitions of science (whether natural or social) are the products of shared understandings of reality, that is, worldviews --- complete, complex ways of seeing and sets of assumptions about the world and actions within it (Rossman & Rallis, 2012, p. 35).

The intent of this study was to explore the experiences and perceptions of counselors-in-training rather than creating a theory for uses in online supervision. As a researcher, my previous experiences through education, teaching, and clinical work have created a personal set of beliefs, knowledge, and systems that I utilized to engage in this research. The role of the researcher is certainly complex and relies heavily on the need to be pragmatic and reliable. Rossman and Rallis (2012) noted the importance of how "qualitative researchers recognize the importance of reflecting who they are and

how this shapes their research" (p. 10). Qualitative researchers are self-reflective in nature and typically embrace their own perceptions and predispositions. Rossman and Rallis (2012) described how a researcher's perceptions and predispositions should be utilized as a characteristic for understanding rather than being eradicated.

Qualitative researchers are an integral part of the process and serve as a tool for gathering, analyzing, and discussing the data. Thoughtful reflection, planning, and evaluation was utilized in the process of avoiding harm to participants. Hays and Singh (2012) supported that, "researchers observe and interpret data from their own frames of reference. Thus, researchers should constantly evaluate why particular participants, topics or methods were selected and how these might relate to personal interests" (p. 91).

As part of the helping profession, my training and education have influenced my skills and abilities to be a valuable instrument in qualitative research. The processes described by Kline (2008) that include listening, observing, and relating are valuable skillsets for a counseling professional. Furthermore, my experiences as a counselor educator-in-training have shaped my desires to seek out growing trends in practice and adoption of standards for uses of technology in supervision. My curiosities and awareness of trends of practice in counselor education to include technology and online supervision stems from the desire to expand on knowledge and understanding toward the supervisory relationship. As a counselor-educator-in-training this basic interpretative qualitative approach was selected for its potential to expand on the literature for online supervision. More specific information about my training and experiences with online supervision will be discussed later in chapter 3.

Additionally, I can also see this study as an extension of growing knowledge on the uses of technology in the classroom and in the counseling profession. Kline (2008) discussed how a qualitative design can be utilized as an effective strategy for linking literature when there are gaps present in current research. The evolving trend and nature of practice to utilize technology is growing daily. It is essential as a counselor educator to expand through research and questions to gather experiences and create effective strategies for growth of the profession. Uses of technology continue to broaden across the profession and it is critical for counselor educators and supervisors to expand on the emerging technologies through adaptations toward theoretical orientations and practice.

Research Design

A basic interpretative qualitative research design was the methodology for this dissertation. This approach was selected because I, as the researcher, "simply seek to discover, understand a phenomenon, a process, or the perspectives and worldviews of the people involved" (Merriam, 2002, p. 11). Through a basic approach, the researcher is able to proceed with a generic viewpoint and it is not necessary to adopt or be defined by a single qualitative approach. Essentially, Lichtman (2013) described how:

> basic or generic qualitative studies have the essential characteristics of
> qualitative research (goal of eliciting understanding and meaning,
> researcher as primary data collection and analysis instrument, use of
> fieldwork, inductive orientation to analysis, richly descriptive findings)
> but do not focus on culture, build grounded theory, or intensely study a
> single unit or bounded system. (p. 115)

The basic qualitative research approach does not rely on any framework, but is inclusive of multiple frameworks that essentially capture general themes, perspectives, or use of narratives. The purpose of this research was to examine the perspectives and

experiences of counselors-in-training who are engaged in online supervision and explore any potential for impact on the supervisory working alliance and supervisory relationship. The selected approach examined modes of technology in supervision and any perceived influences on the supervisory working alliance. Furthermore, this basic qualitative interpretative study explored underlying themes that emerged regarding the uses of technology on the supervisory working alliance. The purpose was not to establish theory, but to unfold any understanding or themes for using online supervision with counselors-in-training.

Participants and setting. Purposeful sampling is described as a sample of participants where the researcher will seek out a particular area of interest and then establish criterion for which data will be collected (Hays & Singh, 2012). Merriam (2002) described how "information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term *purposeful* [emphasis added] sampling" (p. 12). A convenience sample was utilized due to accessibility and convenience of participants available and is considered a sub-category of purposeful sampling. This method of sampling is considered the most accessible and readily available. Due to the involvement with program, a convenience sample seemed most appropriate. However, there are shortcomings of the convenience sampling as it may result in a non-representative sample which can be a significant disadvantage on the findings (Hays & Singh, 2012).

For this research design, a purposeful convenience sample of master's level counseling students who have participated in this researcher's online practicum course from a CACREP accredited program was used. The participants were enrolled in a 16-

week online practicum course with this researcher as the faculty supervisor. Participants

from each of three practicum classes over a three semester period from January 2017 to

May 2018 was invited to participate in the study. As the researcher, I invited the

participants who were enrolled in my online course who would have been within a

clinical mental health or school counseling program as part of their practicum

experience. The counseling program track should not interfere or impact the online

supervisory experience due to the qualifications, training, and practicum expectations

are determined by CACREP standards (2016). Furthermore, criteria for a supervisory

relationship are consistent across counseling tracks. Participants would have completed

a total minimum of 100 clock hours during an enrolled practicum course as required by

CACREP standards (2016). Additionally, they would have engaged in an average of

one hour per week of individual or triadic supervision over the course of practicum with

the faculty supervisor/researcher and an average of 1.5 hours per week of group

supervision during a regular scheduled course. Class time, individual, and/or triadic

supervision were conducted online through asynchronous and synchronous modes of

communication.

       Supervision training and considerations. In accordance with CACREP

standards (2016) supervision of practicum must be conducted by: "(1) a counselor

education program faculty member, (2) a student supervisor who is under supervision

of a counselor education faculty member, or (3) a site supervisor who is working in

consultation on a regular schedule with a counselor education program faculty member

in accordance with the supervision agreement" (CACREP, 2016, p. 15). Additionally,

"group supervision must be provided by a counselor education program faculty member

or a student supervisor who is under the supervision of a counselor education faculty member" (CACREP, 2016, p. 15).

For specific supervisor qualifications as stated by CACREP standards (2016):

Counselor education program faculty members serving   as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (2) be under supervision from counselor education program faculty.
Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedure for students; and (5) relevant training in counseling supervision. (p. 16)

In addition to compliance with CACREP standards (2016) in regard to qualifications, the supervisor should also be competent in the uses of technology in supervision. For this study, considerations should be made on the researcher's depth of knowledge in technology in the classroom, supervision, and counseling as the faculty supervisor. The researcher reviewed literature on uses of technology in the classroom, online supervision, and counseling for the duration of the doctoral program. Additionally, the researcher participated in trainings and collaboration of proposals on the uses of technology in supervision and counseling.

Data Collection Strategy

As previously noted, a purposeful convenience sample was utilized due to accessibility of participants and affiliation with a CACREP accredited master's counselor education and supervision program. The method of convenience sampling has

its shortcomings; however the experiences of participants in the researcher's online

practicum course are most accessible and readily available.   My work with master's

level students as an adjunct instructor and/or as a doctoral student under supervision

have been taken into consideration. Deliberation and attention to unequal power in the

relationships have been considered. Participants who will be invited to engage in this

study will no longer be under supervision of this researcher.

The following section will discuss the process of data collection for this study.

The discussion will include the design of the online practicum supervision course

conducted by this researcher, recruitment of participants, individual interviews, and

focus group.

Potential participants' previous experience in online supervision. Although

data collection did not occur during the online practicum course it is important for

readers to know how the class was designed. The design of this course evolved from

the researcher's experience with training, literature, and consultations with faculty

supervisor(s) in online supervision. The researcher served as the faculty supervisor for

the duration of the online practicum course. Students were enrolled in a 12-week online

practicum course over the Spring 2016, Fall 2017, and Spring 2018 semesters. Students

were randomly placed in the online practicum course by the clinical coordinator for the

counselor education program. Students were offered an opportunity to participate in

another course section if they did not wish to participate online.

The online format and process was introduced during the first class, which was

face-to-face in order to provide training for the online program utilized during the class.

Coker et al. (2002) and Conn et al. (2009) recommended training and online practice for

supervisees prior to participation to offer familiarity and reduce limitations that may

occur during online supervision. During the course introduction, an informed consent

was presented to include: role of faculty supervisor, limitations of confidentiality,

emergency procedures, and additional limitations with online use. The informed

consent to participate in an online course can be found under Appendix (A).

Additionally, a professional supervisory disclosure statement was shared during the

course introduction to discuss qualifications of the supervisor providing supervision for

the online practicum course. This disclosure statement can also be found in Appendix

(A). During this initial course introduction, students were informed and trained on the

program that will be used for online supervision. Students were also informed on the

process, uses, and expectations of online supervision. This included an introduction to:

uses of email, cell phone contact via text or phone calls, and video conferencing. The

researcher described appropriate uses of technology for contact in order to establish

boundaries and best practice techniques.

Best practice techniques were reviewed by the researcher through literature and

trainings. The researcher ensured CACREP and ACA ethical guidelines were following

for online supervision practice within counselor education program. This includes

establishment of appropriate boundaries for contact and uses of technology. Students

were discouraged from sharing any confidential information via text or email. Student

emails were reflective in nature and adhered to HIPAA policy and practice for

confidentiality. Student emails were also used to ask questions, gain clarification on

course requirements, and scheduling of supervision. Additionally, students were

informed of pertinent phone contact with faculty supervisor via text or phone calls.

Students were discouraged from sharing confidential information via text.

Online office contact hours via phone or text were shared with students to establish

boundaries. Emergency procedures were disclosed in the informed consent in the event

a situation arises and are not able to reach the faculty supervisor. Students were notified

of best practice techniques for online video conferencing that included: the need for a

confidential space, use of headphones, and procedures in the event we are disconnected

for technical reasons. Questions were encouraged throughout the course to reduce

limitations that occurred as noted under *informed consent: additional limitations with*

online use (Appendix A).

      Recruitment of participants. As previously discussed, a purposeful

convenience sample will be used. The established criteria for participation included

students who engaged in the researcher's online practicum courses within the CACREP

program over three semesters from January 2017 to May 2018. Participants were

invited through a recruitment letter via email. This recruitment letter is available under

Appendix (B). Additionally, an informed consent was reviewed prior to participation in

the online study. This is located under Appendix (C). Participants were recruited to

engage in individual interviews and then invited back to participate in a focus group.

The individual interviews and focus group were conducted online via

videoconferencing (synchronous) and audio was recorded. All participation was

voluntary and participants had the option to withdraw at any time during the study.

      Individual interviews. Individual interviews were conducted to collect

perceptions and experiences of counselors-in-training who have engaged in the

researcher's online supervision. Individual interviews were determined most

appropriate in the ability to generate rich, detailed data about how the participants

engaged in the experience. Initial pre-interview questions were shared with participants

via email after review of informed consent. These questions were designed for the

purpose of collecting information on program enrollment, current placement within the

program, and comfort/familiarity with various methods of technology. The pre-

interview survey also allowed time for further questions from the participants prior to

scheduling online individual interviews with the researcher. The pre-interview survey

questions can be found under Appendix (D).

Individual interviews included a series of ten (10) questions for the purpose of

examining the supervisory relationship and working alliance during online supervision.

Questions have been designed to facilitate reflection on experiences in online

supervision and the supervisory working alliance. The overarching question for this

study was to examine the impact, if any, on the supervisory working alliance for

counselors-in-training who receive online supervision. Sub-questions included

reflection on modes of communication that were deemed most, or least, helpful in

online supervision; how online supervision impacted the relationship with the

supervisor; and if any impact occurred during the supervisory working alliance. These

protocol questions were designed with intent and forethought for the purpose of

examining the participant's experience with supervisory style, approach/role, and goals

for developing the supervisory relationship. Protocol questions may be found under

Appendix (E). The researcher utilized follow-up questions that may emerged

depending on what themes or topics arose from the interview. Lichtman (2013)

described how the discussions that occur between interviewer and interviewee can lead to meaningful conversations and may be necessary to offer clarification and follow-up questions. Method of transcription for individual interviews will be discussed under data analysis.

Individual interviews were conducted online similar to the format of the online supervision course during the students practicum experience. Online interviews were conducted during real-time (synchronous communication) by videoconferencing lasting between 75-90 minutes. However, individual interview average meeting time was between 45-50 minutes. It is critical during the time of the interview, that the interviewer "pays attention to details of the time frame, length of the interview and involves personal, theoretical, and technical steps for the researcher and the participant" (Lichtman, 2013, p. 212). There are technological and substantive issues that are connected with online interviewing. This includes barriers in communication as discussed in previous chapters which include lacking non-verbal cues and lacking virtual eye contact. Additionally, the quality of data and online transmission, including limits for confidentiality can create an issue or challenge for online interviews (Lichtman, 2013). Lichtman (2013) further described how gathering data online can emerge as a result of connection speed, computer glitches, wait time, and difficulties in providing follow-up or probing questions.

Focus group. After initial data analysis and theme development a focus group was intended to be conducted. Method of transcription will be reviewed under data analysis. The purpose of the focus group will be to seek feedback on emerging themes that arise from the individual interviews. Unfortunately, due to scheduling conflicts and

cancellations a focus group was not held. Instead, individuals were willing to engage in participant member checks. Member checking has been described as a process for establishing trustworthiness (Hays & Singh, 2012). Hays and Singh (2012) define member checking as "not just reviewing transcripts with participants; it is asking them how well the ongoing data analysis represents their experience" (p. 206). The emerging themes from the individual interviews were discussed during the participant member checks to determine if the data was accurately portraying their intended meanings. Additionally, the use of probes were applied to follow-up or provide examples and reflections of group members' experiences. All participants from the individual interviews were invited to participate in the participant member checks. The member checks lasted approximately 60 minutes. Despite the change from focus group and participant member checks, original focus group questions can be found under Appendix (F). Discussion in chapter 4 will indicate use of emerging themes as prompts for participant member checks in lieu of focus group questions. Participants engaged in participant member checks via videoconference similar to their online practicum course experience. Audio recording also occurred during the participant member checks. In addition to the interview protocol, there will likely be "specific probe or follow-up questions to facilitate interactions" (Hays & Singh, 2012, p.254).

Lichtman (2013) described how there is limited research on focus groups conducted online and any presenting advantages or limitations. Difficulties that may arise are similar to difficulties for online use in the difficulties in technology and barriers to communication. Hays and Singh (2012) described a critical role the moderator must play in an online setting. The moderator is encouraged to be more

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active or passive depending on the conversations that arise during the focus group (Hays & Sing, 2012). Additionally, the moderator must be prepare for overcoming technical challenges that may arise. Previous training and experience with online supervision may be considered beneficial for participants to reduce any barriers or difficulties that may arise during the online focus group. The researcher will provide clarification and answer questions as they arise.

Data Analysis

Basic interpretative qualitative studies are often identified by an inductive analysis which allows for themes to emerge from the data collected rather than be imposed by the researcher's preconceived expectations (Caelli et al., 2003). For an inductive analysis, Merriam (2002) stated essentially "the unit of data (any meaningful word, phrase, narrative, etc.) [is compared to] another unit of data, and so on, all the while looking for common patterns of data. These patterns are given names (codes) and are refined and adjusted as the analysis proceeds" (p.14).

In this study, all interviews were transcribed and examined to uncover any underlying themes identified in the study. The researcher reviewed and manually transcribed audio recordings from the individual interviews as this was the most useful method for managing the data. Hays and Singh (2012) noted strong beliefs to transcribe the interview data verbatim to avoid any loss in cues, inaccuracy, and inaccurate representations. The transcriptions were recorded in a word document, double-spaced, with a wide three inch margin on the left hand side. All interview transcripts were submitted to three rounds of data analysis as follows. The initial coding included an examination of key words and points that appear especially interesting or catch my

attention. These items were highlighted in various colors in relation to theme, points, or topic. Secondly, I reviewed all transcripts in their entirety, with special consideration given to previously highlighted sections, to see if there are any connections, or relationships from the first reading. I began "chunking" segments highlighted during the initial coding process that are appear related. Then finally, emerging themes were developed as a result of the "chunking" process. At that point, I read the entirety of the document a third time to examine the emerging themes in context. Merriam (2002) described how " simultaneous data collection and analysis allows the researcher to make adjustments along the way, even to the point of redirecting data collection, and to "test" emerging concepts, themes, and categories against subsequent data" (p. 14). The examination of individual perspectives and shifts in experiences were noted throughout the process and included noted patterns and themes as they arise during the process which led to an adjustment of follow-up questions.

Once themes have clearly emerged, I contacted participants to schedule participant member checks. During member checks, participants were asked specific questions related to the emerging themes and invited to share their thoughts. The individual member checks were audio recorded and transcribed into a word document. I repeated the three levels of coding addressed in the previous paragraph to compare content of the participant member checks with the individual interviews.

Ethical considerations. Concerns or threats of authenticity and/or trustworthiness may often arise through qualitative research as a result of the researcher asking questions that may prompt, or heighten, awareness. This may alter, or change, the report of the participants if they try to shape their responses to match what they

think the researcher wants to hear. Careful considerations were given to open ended-questions to prevent leading participants' responses.

Concerns for the interchangeable roles as participants' previous supervisor and faculty member and now as the researcher may affect the authenticity of their contributions and interactions. Conversely, some level of previous relationship may also lead to more openness and understanding. As a reminder, participants will have already received their grade and will no longer be under the supervision of the researcher. Participants received an informed consent form and were informed of the option to discontinue at any stage of the study.

Submission of this study to EKU's Institutional Review Board (IRB) was a further step to ensure ethical practice. The researcher worked closely with the dissertation committee to ensure that appropriate procedures and protocols are in place. The researcher utilized the dissertation committee chair as a peer de-briefer. Peer debriefing involves securing feedback from another researcher to compare and review conclusions for the purpose of identifying errors or contradictions in analysis (Rossman & Rallis, 2012).

Another ethical consideration was the concern for collecting data online. It is critical for inclusion of informed consent processes to adhere to rules of the IRB (Hays & Singh, 2012). One of the IRB considerations is confidentiality. Informed consents were sent via email through an attachment and consent from participates were received through email. Informed consents forms were submitted to the potential participants via email and consent was given by participants via email. Emails were password protected and responses were printed and stored into a locked filing cabinet. All materials

obtained from online were stored in hard copy format for the duration of the study. After completion of the study the materials will be stored with the researcher's faculty advisor for three years in a locked filing cabinet on campus. At the end of the retention period the materials will be immediately discarded. The informed consent adhered to recommendations that include purpose of the study, what participants' agreement entails, giving consent willingly, and may withdraw at any time without prejudice (Hays & Singh, 2012). A copy of the informed consent may be found under Appendix (C).

Trustworthiness and rigor. The purpose of this qualitative study is to be relevant and potentially transferable to potential users. Standards for judging the value of research projects are based on credibility, transferability, confirmability, dependability (Hays & Singh, 2012; Rossman & Rallis, 2012) authenticity, and coherence (Hays & Singh, 2012). Guidelines for the evaluation of the trustworthiness of a qualitative study as described by Rossman and Rallis (2012) suggests "for a study to be trustworthy, it must be more than reliable and valid; it must be ethically conducted with sensitivity to power dynamics" (p. 60). Qualitative inquiry should be intentional and transparent in the attempt to focus on the "accuracy of what is reported (its truth value), the methodology used to generate the findings (its rigor), and the usefulness of the study (its generalizability and significance)" (p. 62).

To adhere to the standards previously noted the following section will identify how credibility, transferability, confirmability, and coherence will be followed in this study. First, to determine credibility and rigor, the researcher used member checks when themes emerged from the individual interviews. The purpose of member checks were to

elaborate, extend, or argue about the findings to determine accuracy and a representation of participant experiences. Secondly, the researcher discussed potential limitations due to the design of the online practicum course and training of the supervisor. For the purposes of transferability, the researcher outlined every element of the study so that future readers can evaluate whether they believe the findings of this study can be transferred to their own work with supervision.

Thirdly, to ensure confirmability participants' responses were thoroughly investigated and are removed of any potential bias or personal motivations of the researcher. Finally, the selection of a basic interpretative qualitative methodology seemed most fitting to gather insight on perceptions and experiences of counselors-in-training who engage in online supervision. For the purpose of coherence, the selection of the methodology and research design should be sufficient and appropriate.

Additionally, the researcher utilized an audit trail including a collection of items tracking the research process including systematic data collection and analysis procedures as recommended by Hays and Singh (2012) this would include: timelines of activities, participant contact, informed consent forms, data collections, interview protocols, all drafts of codebooks, transcriptions, video recordings, field notes, and audio recordings (p. 214). The audit trail will be kept in a locked file cabinet to ensure confidentiality and privacy of research data.

Furthermore, the use of reflective memos were also utilized during the process of coding and data analysis. Reflective memos were useful for the purpose of identifying any ideas, observations, or patterns that arose in the processes of data collection and coding the data. Memo writing can be helpful to create narratives to note

significance in the patterns, or themes that emerge during the interview processes. Rossman and Rallis (2012) described how memos are constructed and are invaluable to gathering insights, connections, and emerging themes that arise from data collection and analysis. This is also a useful tool for posing any unanswered or reflective thoughts that occur during the process of examination of experiences from the data collection and analysis. Rossman and Rallis (2012) continued to add how "this writing process encourages analytical thinking and demands that the researcher commit emerging ideas to paper. There is no substitute for the thinking and reflecting that go into these memos" (p. 287-288). Information from these reflective memos will be incorporated into the process of analysis which will be discussed in chapter 4.

Potential limitations. As noted above detailed information will be provided to readers so each can make his or her best judgment about transferability. The concepts that are transferrable may be skills and strategies to enhance the supervisory working alliance and engage in online supervision through the use of technology and tools. Qualitative researchers can use thick description to show that the research study's findings can be applicable to other contexts, circumstances, and situations that demonstrates a detailed account of the research process, outcome, and interpretation (Hays & Singh, 2012). The purpose of thick description is a strategy recommended for trustworthiness and appropriate for the purpose of interpretation and reporting (Hays & Singh, 2012).

As a reminder, participants will have previous experience with the researcher as an instructor of their practicum. However, I believe this previous relationship may

allow the researcher to have a deeper, more honest relationship with participants that would otherwise be impossible.

Further discussion. The purpose of the study was to examine the experiences and perceptions of counselors-in-training who participated in an online supervision practicum course. Throughout the methodology section qualitative research has been examined as most appropriate to the generation of themes and narratives through a basic interpretative qualitative approach. The examination of experiences and perceptions was utilized for the purpose of adding to a knowledge base of effective supervisory relationships within the context of online uses. Furthermore, participants' experiences may expand best practices for online supervision and the supervisory working alliance.

The review of the literature was critical in assisting in the selection and process of a basic interpretative qualitative approach to include formative data collection and analysis. The purpose of the research was not to create theory but simply to collect and generate themes from participants' experiences related to online supervision. Furthermore, data collection, trustworthiness, and rigor are taken into consideration when utilizing this qualitative approach. The basic interpretative qualitative approach was utilized to simply capture the experiences of counselors-in-training and their perceptions of online supervision. Perhaps the results of this study may bridge a gap in literature for technology use clinical courses and supervision for masters level counselors.

CHAPTER 4: RESULTS

The need for research to explore the uses of technology and the working alliance within a supervisory relationship was the impetus for designing this study. As a researcher, my desire was to offer insight on the experiences of counselors-in-training who engage in online supervision. The incorporation of technology within effective supervisory relationships have been examined as having advantages and disadvantages for supervisors and supervisees as discussed in previous chapters. The uses of technology in supervision continues to expand within the field and there is a need to adopt effective strategies for counselors-in-training and supervisors.

The purpose for this basic qualitative, or generic interpretative study, was to examine the uses of technology in online supervision and the potential impact on the development of the supervisory working alliance. Additionally, the modes of communication utilized through asynchronous or synchronous methods were examined based on potential uses and experiences of the counselors-in-training. This study attempted to explore and understand the experiences of counselors-in-training in relation to using online supervision. The purpose of examining the experiences and insights of the supervisory working alliance can be used to build and adapt on growing literature of effective strategies for developing online supervisory relationships. Furthermore, the participants' experiences may be used to expand on best practice techniques for online supervision and the supervisory working alliance.

The selected approach examined the modes of technology in supervision and any perceived influences on the supervisory working alliance. The basic interpretative

qualitative study explored the underlying themes that emerged from the counselors-in-training experiences on the uses of technology in online supervision. As a result of this study there were five themes that emerged from the individual interviews. After participant member checks the five emerging themes were collapsed into four final themes which include: (1) online access to and availability of supervisor: bridging a gap in communication, (2) online supervision led to an array of relationships, (3) qualities and style of supervisor(s) affect online relationships, and (4) technological distractions negatively influenced online supervision. A summarization of themes and sub-themes can be found in Table 3 in Appendix (I)[1]. The data analysis process will be discussed later in this chapter. The basic qualitative research approach was selected as it is inclusive to multiple frameworks that essentially captures general themes, perspectives, or use of narrative to explore a phenomenon. Before an in-depth discussion on the final themes later in this chapter, a thorough review will be examined. The researcher will describe each step of the process in great detail which is necessary for the reader to understand the process to foster trustworthiness and quality of the study.

The purpose of the study was not to establish a theory, but to unfold any understanding or themes for online supervision. The overall goal of this study was to examine the perspectives and experiences of counselors-in-training who engaged in online supervision and impact, if any, on the supervisory working alliance and supervisory relationship. Furthermore, the study examined the following research questions to further explore the impact technology has on the development of counselors-in-training.

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[1] All tables are presented in the appendices at end of the dissertation.

1. Which modes of communication (asynchronous versus synchronous communication) were most impactful, either positively or negatively?

2. How did the online supervisory experience impact the relationship with the supervisor?

3. How did the use of online supervision impact the process of change for the counselor-in-training?

As previously discussed, a basic interpretative qualitative method seemed most fitting for this research design. The overall goal is to simply explore and gather insight on the experiences and perceptions of the counselors-in-training who engaged in online supervision. Additionally, the use of a basic interpretative qualitative approach assisted in the process of examining those experiences in developing a supervisory working alliance through online supervision. The versatility of this approach allowed the researcher to investigate arising themes and topics gained from the participants and allow for ongoing discussions. This research paradigm remains consistent with the overall goal and interest in exploring uses of technology in order to enhance the supervisory relationship and the supervisory working alliance.

The following sections will discuss the data collection strategy which include: recruitment of participants, participant demographic and setting, individual interviews, and focus group. Data analysis and findings will also be discussed as a result of individual interviews and the focus group. Furthermore, establishment of trustworthiness and rigor will also be explored. Concluding thoughts and position as a result of findings will be discussed more in Chapter 5.

Data Collection

As noted, the researcher's position for selecting this particular area of interest, such as online supervision, was with full intent on exploration of experiences and perceptions of counselors-in-training rather than creating theory. As a counselor-educator-in-training this basic interpretative qualitative approach was selected for its potential to expand on the literature for online supervision. The selected approach was also used to examine modes of technology in supervision and any perceived influences on the supervisory working alliance. Prior to participant recruitment, approval was obtained from the institutional review board (IRB approval #1722).

Data collection procedures. For this research design, a convenience sample was utilized due to accessibility and convenience of participants available. This method was most accessible and readily available. A purposeful convenience sample of master's level counseling students who have participated in this researcher's online practicum course from a CACREP-accredited program were invited to participant. Participants were invited through a recruitment letter via email which can be found under Appendix (B). Student emails were collected through enrollment rosters from the researcher's previous courses over three semesters between January 2017 to May 2018. Each student previously enrolled during the aforementioned time was invited to participate and was emailed a recruitment letter individually. The recruitment process occurred over a 2-3 week period.

Students interested in participating in the study responded via email to the researcher. The researcher included an informed consent (Appendix C) and pre-interview survey (Appendix D) for the participant to sign, complete, and return via email during the

scheduled individual interview. The researcher collaborated scheduling individual interview times over a 2-3 week period.

      Participant demographic and setting. As previously mentioned, a purposeful convenience sample of master's level counseling students who have participated in this researcher's online practicum course from a CACREP accredited program was invited to participate. The criteria for the participants included enrollment in a 16-week online practicum course with this researcher as the faculty supervisor. Per CACREP (2016) standards students enrolled in the practicum course were required to participate in regularly scheduled group supervision and weekly interaction with supervisors through individual and/or triadic supervision. Participants from each of the three practicum classes over a three semester period from January 2017 to May 2018 were invited to participate. Individual interviews and focus group were both conducted online similar to the format of the online supervision course during the students practicum experience. Online interviews and focus group were conducted through videoconferencing where a meeting ID was sent to the participants individually and included a password to enter the meeting room.

      There were six participants who engaged in the study. The participants identified program enrollment in clinical mental health counseling ($n= 3$) and school counseling ($n= 3$). Amongst the participants, two students graduated from the program and the remaining four were actively enrolled within the CACREP accredited program with anticipated graduation dates. One interesting note that unexpectedly occurred in this study was the researcher learned that half of the students who participated in the study engaged in online courses with two other faculty members for supervision. This researcher was an

online instructor for the participants' online practicum course. Students enrolled in internship and three participants engaged in online supervision with two other instructors. One instructor was a doctoral student serving in an adjunct position and the other instructor was a full-time professor. The two other faculty members engaged in their own style and approaches to online supervision.

The criteria for participants to engage in this study was to be enrolled with this researcher's practicum course. After IRB approval for this study, many participants have already enrolled in other courses for internship including online supervision. During the study, participants shared experiences and perceptions of online supervision. This included experiences and perceptions of other faculty supervisors conducting online supervision. The protocol questions were not designed to specifically focus on this researcher's online practicum course. The protocol questions focused on perceptions and experiences with online supervision.

Pre-interview survey. A pre-interview survey was developed for the purpose of collecting information on program enrolling, current placement/involvement within the program, frequency of use, and comfort/usage with various modes of technology. The pre-interview survey was composed of three sections. The first section included five questions: (1) Have you ever had any experience with face-to-face supervision? (2) Have you already graduated? (3) Are you currently in the program? (include anticipated graduation date). (4) Have you had experience with online supervision prior to engaging in an online course? (5) Which program enrolled in? (Mental health counseling and/or School counseling). The next section included a scale based on comfort level (*very negative to very positive*) using a computer, e-mail, cellular device, and the internet. The

last section included a scale based on frequency of use (*never, rarely, sometimes, frequently, constantly*) on: computer/laptop, social media, email, cellular device, text messaging, videoconferencing, and internet/web-browsing. Results and summary from the pre-interview survey are noted in Table 1 and can be located under Appendix (G) and Table 2 is under Appendix (H). An oversight was made on the scale for measuring the questions reviewing comfort in uses of technology by listing the scale between *very negative, barely positive, somewhat positive, mostly positive*, and *very positive*. The measure of the scale reviewed the level of comfort in uses of technology and did not rate the online supervised experience in general; however the scale did not allow for many options for participants to rate negatively. This error will be discussed more in Chapter 5 under limitations and future research.

Individual interviews. Individual interviews were conducted to collect individual perceptions and experiences of the counselors-in-training who have engaged in the researcher's online supervision course. Participants were sent the initial pre-interview survey questions with informed consent and they were asked to complete this prior to the scheduled individual interview. Individual interviews included a series of ten (10) questions for the purpose of examining the supervisory relationship and working alliance. The questions were developed to facilitate reflection on experiences in online supervision and the supervisory working alliance. Furthermore, protocol questions were designed with intent of examining the participant's experience with supervisory style, approach/role, and goals for developing a supervisory relationship.

During the individual interview, ten (10) protocol questions were asked. As previously mentioned, these questions were designed for reflective responses on the

counselors-in-training experiences with online supervision and the supervisory working alliance. Two open-ended questions were designed for the purpose of reflective thought and sharing experiences and simply explorative in nature: (1) Describe your perceptions of online supervision? and (10) What would have made online supervision a better experience for you? Four questions were designed to focus on the roles and styles of the supervisor: (2) Tell me about how online supervision affected your confidence level. (4) How helpful, or unhelpful, was online supervision when it came to exploring your personal counseling style or use of techniques. (5) How did online supervision affect your ability to receive encouragement or understanding. (8) How did online supervision influence you in terms of making personal disclosures. The remaining four questions were developed and focused on goals and task-orientation for supervision which include: (3) What effect did online supervision have on your ability to collaborate on goals with your supervisor. (6) Discuss a method of online supervision when you were able to receive direct, or task-oriented feedback. (7) Tell me about the clarity of communication with online supervision would you describe it as positive or negative. (9) Discuss how online supervision was helpful, or unhelpful in overcoming obstacles.

During the individual interviews, the researcher noted question (4) How helpful, or unhelpful, was online supervision when it came to exploring personal counseling style or use of techniques, required the researcher to re-word and revise the question. This was as a result of multiple participants stating they did not understand the question that was being asked. The researcher asked participants to describe how online supervision was helpful or unhelpful to exploring their personal counseling style. Most participants referred to various methods/modes of online supervision that helped with enhancing or

growing their personal counseling style and techniques. This included the use of audio/video tapes for counseling with their clients. Participants described a preferred use of technology which they found to be most useful. A second question that required re-wording for participants was question (6) Discuss a method of online supervision when you were able to receive direct, or task-oriented feedback. The researcher asked participants to discuss the mode, or intervention, of online supervision where they were able to receive direct, or task-oriented feedback. The questions were revised to assist with clarification for the participants as most participants did not understand the questions asked. Most of the participants expressed uncertainty of how to respond. The responses will be explored later in this chapter under data analysis. Questions (4) and (6) will be reviewed in-depth in chapter 5 under limitations and future research.

The intent and design of the questions were to facilitate reflection on the experiences during online supervision and the supervisory working alliance. As previously discussed, the overarching question is to examine the impact, if any, on the supervisory working alliance. The sub-sections include reflection on the modes of communication, how online supervision impacted the relationship with the supervisor, and if any impact occurred during the supervisory working alliance. The protocol questions were developed to review the experiences with supervisory style, approach/role, and goals for developing the supervisory relationship.

Individual interviews were initially described as lasting between 75-90 minutes; however, individual interview average meeting time was between 45-50 minutes. Individual interviews were scheduled with participants via email. On the day of the scheduled individual interview a link was sent via email of the videoconference meeting

ID and password for the participant to enter. Upon entering the individual interview, the audio of the videoconference started recording and was stored on the links in an online cloud. The online cloud included the researcher's username and was password protected. A second audio recording was collected through an audio recorder and stored in a locked filing cabinet.

During the individual interview, the researcher initiated brief, casual conversation in attempt to build rapport with interviewees. After initial discussion, the researcher transitioned into the informed consent process. The researcher briefly reviewed with the participants the informed consent including: purpose of the study, confidentiality, timing/date of focus group, purpose of the focus group, and voluntary participation in the study. Additionally, participants were reminded of the audio recordings through videoconferencing and also a secondary form of recording through audio taping as described in the informed consent. Participants gave verbal consent as well as the returned signed consent sent via email. The researcher also confirmed receiving pre-interview survey. Pre-interview surveys and informed consents were stored on the researcher's laptop in a file protected folder.

During the questions, the researcher clarified any points made that may have been unclear and asked relevant follow-up questions. Additionally, the researcher summarized points made during the interview to provide the participant an opportunity to correct any misconceptions that the researcher may have had about his or her statements. Participants were encouraged throughout the interview process to ask any questions, or to offer additional comments and examples.

After follow-up clarifications were made for protocol questions, the researcher asked the participants to describe their expectations of the role of a supervisor when engaging in supervision. This question was asked to gather information about specific expectations or roles of the supervisor as perceived by the participants. This question was asked based upon responses received on the role, expectations, and style of the supervisor(s) who engaged in online supervision with the participants.

Focus group. A focus group was scheduled two weeks after individual interviews to allow the researcher time for transcribing, analysis, and emerging themes. The focus group was intended to last between 75-90 minutes. Individual emails were sent to all participants from the individual interviews. The email included a link to participate in the focus group scheduling survey and a brief description on the purpose of the focus group. The survey listed seven dates with time slots to allow for participants to select multiple days in which they were available to participate. Participant names were kept hidden through the survey and only the researcher could view who participated in the survey. The researcher identified which day and time slot had been selected by most participants. An individual follow-up email was sent to all participants notifying of the date and time of the focus group. All participants from the individual interviews were invited to attend even if they did not select the specific day and time slot in the event they may be available to participate. Unfortunately, due to scheduling conflicts and multiple cancellations a focus group was not held for participants. Instead, the individuals were willing to engage in participant member checks.

Participant member checks are considered a strategy for establishing trustworthiness. Hays and Singh (2012) described how participant member checks are

used to involve the participants in the research process. This process requires participants to provide clarification and to ensure a true representation of the experiences and accounts made in the study. Participant member checks occurred in three interviews: two individual interviews and a second interview with two individuals, each lasting 60 minutes. For the member checks, the researcher reviewed the emerging themes with the participants and asked them to describe their thoughts, experiences, reflections, and observations during online supervision in accordance to emerging themes. Rossman and Rallis (2012) described how the purpose of participant member checks is to allow the participants to extend on emerging data through correction, extension, or elaboration. The authors also noted how this process assists in ensuring credibility and rigor through participant validation.

Questions initially developed for the focus group can be found under Appendix (F). Interestingly enough, the questions were similarly aligned with emerging themes as a result of the individual interviews. Therefore, the researcher determined time should be spent to investigate those emerging themes to determine an accurate representation to the counselors-in-training experiences. Discussion of emerging themes from individual interviews can be found under data analysis.

Data Analysis and Presentation of Themes

Individual interviews were conducted with participants and transcriptions were developed as a result of audio recordings. Transcriptions were taken from recordings and manually transcribed by the researcher. The researcher recorded transcriptions manually into a word document, double-spaced, with a wide three inch margin on the left hand side. The interview data was transcribed verbatim as relevant. Information from the

interviews included participant pauses, quotations when paraphrasing others, and additional responses including "umm, yeah, okay" that seemed to emphasize or offered transitional conversation flow in adding counterpoints. Transcriptions did not include participant identifying information and were labeled as respondents 1-6.

On the first round of coding, the researcher read the transcriptions and underlined each of the phrases, sections, or points/terms that stood out or seemed interesting. From those underlined points, the researcher then reviewed each of the underlined items and copied into a separate document into sections based on protocol question. If the section, phrase, or point was added based on clarification or expansion on the topic, the underlined item remained in the section based on the protocol section. The researcher then reviewed items under each protocol section and identified themes or patterns within the section. Through the process, the researcher began to identify shared perceptions, or similarity in experiences, as well as counterpoints. The researcher selected points and counterpoints and listed under protocol sections prior to second round of coding.

The second round of coding included condensing sections into chunks or patterns that were able to summarize each point, or had a specific term to identify the quote or point. For instance, when a participant reported loss of connection and trouble with audio the researcher summed up items as technological barriers or distractions. Each of the groupings, or patterns were given a highlighted color. The researcher reviewed the highlighted groups with the committee chair in the process of collapsing themes. Initial working themes identified by various sections included the following items: technological distractions, access/availability, connection/bonds, comfort/safety, convenience, style/personality, feedback, and roles/expectations of supervisor.

During the third round of coding, working themes were reviewed and discussed with committee chair to determine any linking, analysis processes, collapsing to remove redundancy and repetition. Themes and patterns that appeared to align or were supported by another were categorized and placed into sections. The committee chair and researcher examined each of the quotes in respect to other quotes in a theme and while taking into consideration the context of the interview from which it was taken. The themes continued to be re-examined until they were collapsed down or expanded upon. The culmination of this three-stage coding process resulted in the following five emerging themes: (1) technological distractions negatively influenced online supervision, (2) online access to and availability of supervisor: bridging a gap in communication, (3) online supervision led to variety of relationships, (4) online supervision facilitates comfort and safety in supervisees, (5) qualities of supervisor(s) affect online relationships.

Each of emerging themes were collapsed to narrow the topic for the participant member checks. The following information will identify points or topics that support each theme. For the first theme, technological distractions identified any barriers, interruptions, or environmental distractions that were caused by technology. For instance, technological distractions as a result of technology included: missing nonverbal cues, lags/pauses, "robot voices", loss of audio and video, and loss of internet. Comments made on how to better improve the online experience were broadly described by participants as being related to technology. The second theme included online access to and availability of the supervisor which included: meeting the needs of the supervisees, ability to ask questions when needed, ability to collaborate frequently, ongoing support

through various means of communication, and access to communicate frequently with supervisor. This theme is specifically geared toward the access and availability to the supervisor and strategies for communicating needs for supervision. The third theme focused on online supervision leading to diverse quality of relationships. The range of responses included relationships that occurred between supervisor and supervisee during individual/triadic supervision and to the supervisees with supervisees during triadic or group supervision. Participants described how relationships that occurred in online supervision included ability to easily engage with supervisor and other peers during supervision, ability to build relationships with supervisor and peers, and ability to create bonds and connections through shared experiences. The fourth theme noted the comfort and safety facilitated through use of online supervision. Participants described a sense of comfort, feelings of being more laid back, and safety to disclose information in the comfort of their own home. This theme also included feelings of support during the online supervised experience. The fifth theme included the qualities of supervisor(s) that can affect an online relationship. Many participants discussed how the role and style of the supervisor impacted their experiences with online supervision.

The researcher learned during individual interviews that at least half of the participants (n=3) experienced online supervision from at least two other faculty supervisors. The participants engaged in online practicum with this faculty supervisor and for their internship experiences enrolled in another online supervision course. Participants were able to disclose experiences from both online supervised experiences during the individual interviews which led to discussion on the style and role of supervisor impacting their ability to building a relationship.

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Emerging themes from individual interviews were used to prompt participant member checks. As previously noted these themes were closely aligned to original focus group questions. Member checks were used for participants to review emerging themes and offer clarification, feedback, or correction. The researcher conducted the same three-stage coding process as individual interviews on participant member checks. The researcher used the transcriptions to ensure participant experiences were accurately represented and review any new emerging theme developments. After careful review of highlights and points, the researcher condensed any validation of points, corrections, and clarifications into themes. The committee chair and researcher examined each of the quotes in respect to other quotes in a theme. After careful planning and review the researcher condensed two of the themes into one. Two emerging themes: (2) online access to and availability of supervisor: bridging the gap in communication and (4) online supervision facilitates comfort and safety in supervisees were collapsed into one theme: Online access to and availability of supervisor: Bridging a gap in communication. These two themes were collapsed as a result of similarities shared by participants. As a result of the interviews and participant member checks, the researcher determined the need to create sub-themes under an overarching theme. The sub-themes were useful in identifying specific points made by participants within the final four themes. After final coding, the points and examples shared by participants were tallied under each of the themes and sub-themes. Final tally of points figured into the order in which themes are presented.

The overarching question for this study was to explore impact, if any, on the supervisory working alliance for counselors-in-training who receive online supervision.

After extensive review of the data the researcher ranked each of the themes to determine frequency and order. As a result of individual interviews and participant member checks, the following section will discuss the four final themes: (1) online access to and availability of supervisor: bridging a gap in communication, (2) online supervision led to variety of relationships, (3) qualities and style of supervisor(s) affect online relationships, and (4) technological distractions negatively influenced online supervision. The overarching research question explored the impact, if any, on the supervisory working alliance for counselors-in-training who received online supervision. There were additional sub-research questions to further examine the impact technology has on the counselors-in-training. After review of the participant experiences and discussion, the researcher addressed if there was any impact on the supervisory working alliance who received online supervision. The additional research questions were reviewed based on participant experiences and perceptions. Thoughtful reflection was spent on where additional research questions may fall under as there was some overlap that occurred. Strong considerations were made on which theme seemed most appropriate for the additional research questions based on the participant responses. Table 3 can be found in Appendix (I) to summarize the four final themes and sub-themes.

In the following section, each theme will be discussed along with excerpts from the interviews to provide an in-depth discussion on the analytical process. Sub-sections may also include counterpoints and additional comments made by the participants and the researcher. These findings are based upon experiences and perceptions of the participants interviewed. Quotations of the participants are presented to assist in preserving the authenticity of the experiences described. Participants were given pseudonyms for

purpose of protecting confidentiality and to also assist in making findings more personable. The conclusion of this chapter will address trustworthiness.

Theme 1: Online access to and availability of supervisor: Bridging a gap in communication. The first theme captured by participants described an essence of having high support due to availability of the supervisor. Participants strongly discussed how technology created multiple pathways to the supervisor through online access. All participants talked at length how their experiences were overall positive due to the ability to reach the supervisor and knowing there were multiple formats of communication. Notably, participants discussed the importance of being able to reach the supervisor. Several points referred to participants' ability to receive ongoing feedback, encouragement, collaboration, and ability to connect with the supervisor. Overall, there was a general consensus among participants that access and availability of the supervisor strengthened the bond in the supervisor-supervisee relationship.

There were three sub-themes that supported this major theme. The sub-themes were identified as a result of recurring points made by participants in individual interviews and participant member checks. The sub-themes were created in order to capture the points made by the participants in areas that were most helpful, or least helpful, in the supervisory relationship. The first sub-theme described how the modes of communication were used to enhance the learning experience of the counselor-in-training. Participants discussed modes of communication where they received feedback, goal-oriented tasks, and collaboration. Another sub-theme described participant consensus on feeling at ease with having ongoing support during their practicum experience as a result of availability and access to supervisor. The third sub-theme

examined how convenience and scheduling online helped give an overall positive experience with online supervision. Each of these sub-themes will be presented and discussed in depth.

Sub-theme: Method to receive feedback (mode of communication). As previously discussed, protocol questions prompted participants to describe the method and mode of online communication that enhanced their overall experience. Synchronous and asynchronous modes of communication appeared to have advantages and disadvantages in preferences. Those preferences were strongly dependent on the use and purpose. Videoconferencing and phone contact were two of the most preferred methods of synchronous modes of communication. Email and video recordings were considered most helpful in asynchronous modes of communication. For asynchronous and synchronous modes of communication, participants described their experiences with each method and the most helpful, or least helpful, way of utilizing them. Videoconferencing was identified as the preferred method for group, individual, and/or triadic supervision during individual interviews. All participants described the effectiveness in having their needs met, receiving feedback, and real-time collaboration during online supervision. During the individual interview Tara stated, "I was able talk in real-time back and forth with my supervisor and was able to reach goals I needed." She continued to add:

> So when talking about the personal conversations and being able to talk in real time back and forth and reaching goals could really help. And then using the video helped to be able to see each other in real time conversation and getting the help I needed rather than waiting for an email response where it might take longer to respond to something.

Participants shared that videoconferencing provided an opportunity to have open discussion, answer questions, and receive feedback. A few participants agreed that

videoconferencing was similar to a face-to-face setting. The researcher asked participants to share which method of online supervision was helpful, or least helpful, in receiving task-oriented feedback. Four out of six participants described videoconferencing as being the most helpful. Hailey described "videoconferencing, was the best method in scheduling times and get the most goal oriented feedback and what I really needed." Mary also noted, "when getting verbal feedback, videoconferencing was helpful." Videoconferencing also appeared to have equal benefits to face-to-face supervision and seemed to remove barriers such as non-verbal communication. Beth described:

> I would equate videoconferencing to face-to-face in real time were most effective and preferred to getting the most out of the online supervision. I wanted to have a conversation with someone about something; this was very helpful that you could carry it on like it in real life. I think it was just exactly the same if I was able to talk with someone.

Rita also agreed that videoconferencing was the best method in communicating needs and removal of non-verbal cues stating, "I definitely think the video and being face-to-face and picking up on facial cues and being the most helpful than using the phone or text message."

In addition to videoconferencing, participants described uses of phone and text as helpful synchronous modes of communication. Kelly described "I was able to communicate at various times what I needed, if asking questions or getting clarification, and was not limited to having to wait to ask those things during an in-person meeting." The communication with the supervisor through synchronous modes of communication seemed strongly preferred when requiring instant feedback, or goal-oriented tasks. Use of synchronous modes of communication are similar to the study conducted by Chapman et al. (2011) where participant feedback had positive outcomes for supervisee experiences.

Participants described how use of phones or text messaging was helpful in having immediate needs met. The researcher noted under reflective memos the need to disclose appropriate contact and boundary setting when establishing professional contact. Discussions emerged on how easy access to the supervisor may require educating supervisees on boundaries for the purpose of protecting any professional liabilities. This discussion will be reviewed more in depth in chapter 5 under suggestions for use of online supervision.

During individual interviews participants also discussed how asynchronous modes of communication were just as helpful in online supervision. Participants described how asynchronous modes of supervision were most helpful in email and video recordings. Video recordings during the practicum experience was an intervention utilized by the supervisor to enhance counselor development. This intervention is also a recommendation of CACREP (2016) standards for entry-level professional practice. Participants described their overall support for use of video recordings during online supervision to receive feedback and critiques by the supervisor. Tara reported:

> As I needed feedback and I was always able to get the other opinion. Even when reviewing the other recordings and discussing my style and giving that to my supervisor and allowing time to reviewing gave me actual feedback on how I was doing and I felt like I got everything I needed. As far as labeling my techniques and getting what feedback I needed. Reviewing my style with clients allowed the time with my supervisor and taking that time to review my work and what I was doing. Was definitely nice to have that recording and having time for everyone to look at it, process and not packing it all in a class and not really having a chance to discuss it or give personal feedback. I did not have the words to explain what I was doing and to have someone of clinical mind to tell me personally what I was doing was most helpful.

Kelly also noted how, "it was helpful to use the videos and learn what I was doing or how I could make it better, I needed to hear what was going on and seemed like the

supervisor was genuine when giving feedback." Participants agreed that receiving

feedback after review of the videos felt genuine when having an opportunity to review

the videos and give personalized feedback. This technique is not uncommon for

supervision and is recommended in assisting in the process of fostering counselor

development. For participants, this method was helpful in providing direct feedback and

critiques in counseling techniques. Bernard and Goodyear (2014) have described this

method of supervision as helpful in allowing supervisees to provide a sample of

counseling techniques. This intervention is helpful for supervisors to review supervisees

while practicing their skills with clients. Overall, participant responses on video

recordings appeared to have a general consensus as being helpful in feedback and

critiquing personal style and techniques.

Participants also discussed email as being a useful asynchronous mode of

communication. Although there were mixed reviews on usefulness and purpose, overall

email was an effective tool for communication. During individual interviews, participants

preferred a synchronous mode of communication to ask specific questions when

requiring an immediate response. Participants noted how email contact may take several

days for a response. There was a strong preference to call or text to ask specific questions

as they would arise during their practicum experience. Specifically, email seemed most

helpful when requiring direct responses, scheduling, or general feedback that was not

time specific. For instance, Hailey described how email was useful for communicating

missed information or needing clear instructions and feedback. She reported:

> It was pretty clear in email what we got when saying these are the options of like
> when could you meet online. Or if something happens and we would receive a
> phone call on something if we missed and I never felt like we missed anything
> and there was a way that we could always communicate and times were available.

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Aside from immediate response times, participants discussed how use of email was a helpful intervention for personal reflection during the supervised experience. Beth discussed how email journal reflections were useful for validation in her development. She stated:

> … a good way to check in on myself to make sure I was doing ok, it gave me a chance for the "aha" moments and I really liked to get the feedback from the supervisor saying, yeah you handled that great, or here is another way we could address that.

Additionally, Kelly agreed how email journals were useful for careful planning in responses and reflection. Kelly added:

> Since asking the questions were through email I had a little time to respond well to them and had an ability to have a thought and I had a little more thought put into them and something that I could just keeping adding to it when something comes up whereas if I was asked those specific questions I would have to think on my feet and it may not have come out the way you wanted it to, or you may have forgot about something that you meant to say or talk about and include so I liked having the ability to sit down and think about what I wanted to say to those specific questions instead of sitting down and having a conversation where I was trying to figure out what I wanted to say.

Asynchronous and synchronous modes of communication had advantages and disadvantages. Participants described how various methods of communication during online supervision shaped each of their experiences. Two participants during member checks confirmed how online supervision was useful when utilizing multiple forms of technology. Beth described how combining multiple forms of technology enhanced the overall experience with online supervision stating, "I believe that in conjunction with video access, email, and calling helped to be able to communicate with the supervisor and really getting a lot of the same information I needed as if I were in the classroom." Kelly agreed with the statement saying, " I agree that a huge part of making the online

experience helpful was knowing there were a lot of different ways in being able to reach

the supervisor and having the availability was what made it a pretty good experience."

Interestingly, during individual interviews and member checks, participants

described how online supervision allowed for opportunities of reflection, genuine

responses, and feelings of intimacy. These responses were prompted at various times

during the interviews and the researcher noted how participants shared their personal

experiences. Three participants described how online supervision and modes of

technology enhanced their learning experience. For instance, Kelly discussed how

videoconferencing seemed to offer time to think and reflect on questions asked during

supervision. She stated:

> I think with online there are the necessary pauses that happen in online
> supervision there is a little bit as one person is talking and then the next person
> talking and it just gave me a chance to think and reflecting on what I wanted to
> say and when sharing or giving personal feedback it gave people time to become
> more genuine.

She further elaborated on the usefulness in videoconferencing to think and reflect on

topics and the ability to engage with the supervisor. She stated:

> there was the time for the supervisor to reflect it [feedback] and then we had time
> to reflect and everyone took notes and used the video conference where we could
> discuss certain things on what we did and noticed what was wrong and how to
> improve in this area. And then the supervisor could say yes that was what we
> noticed. And so it was back and forth and the discussion and helping with
> feedback which made it feel more genuine.

Another participant discussed how conversations online felt more personable as a result

of scheduling on convenience and timing. This included conversations that occurred

between supervisor and supervisee where they seemed "informal" and "laid back". She

reported, "during individual and triadic supervision the conversations just happened

between us and it was more intimate and personal, it just felt easier when we were talking

online."

With using asynchronous and synchronous modes of technology, there appeared

to be a preference in use with pros and cons. For asynchronous modes of technology,

participants agreed that usage helped for general feedback and collaboration. This

included development of techniques, answering questions, and/or reflective exercise.

Synchronous modes of technology seemed most helpful in providing direct feedback,

teaching, and collaboration with the supervisor. Participants expressed through individual

interviews and member checks on the need to collaborate, communicate, and reflect

during online supervision to enhance development.

Sub-theme: Access and availability to supervisor for ongoing support. A second

sub-theme include the supervisees' feeling of ongoing support through online access and

availability of the supervisor. A recurring point identified by participants included a

supervisor who made themselves available during online supervision. For online

supervision, participants felt it was necessary to have access and open communication

with their supervisor. The use of technology seemed to support supervisee needs in their

development and opened up opportunities for communication. During online

supervision, points were shared by participants about the importance of meeting their

needs and how imperative it was for supervisors to be available. Kelly stated:

> I think it [online supervision] made it a lot easier to help communicate with my
> supervisor. Uhmm, it's easier to communicate with technology, just because of
> schedules, and trying to coordinate things. So I always felt I could turn to
> supervisor and get the encouragement I may need um through technological
> means. I wasn't limited to having to wait necessarily for a scheduled in-person
> meeting. I could communicate at various times.

In a separate interview, Beth described her experience as being helpful when being able to access the supervisor and how the supervisor made themselves available. She stated, "my ability to connect with the supervisor and their willingness to help out, I felt like the relationship was really good that way and I don't think the being online really debilitated any of that." Additionally, Tara discussed how online supervision allowed for some flexibility in her schedule to spend more time to spend with the supervisor. Tara reported, "with online supervision I had more flexible times so I felt more comfortable asking for online call or whatever I needed to get extra help that I needed with goals or things I was working on."

For supervision, in general, the availability and support of a supervisor creates a strong supervisory relationship. Participants discussed how it is important for the supervisor to open communication and be transparent about willingness to be available. Collectively participants shared how availability of the supervisor strengthened the relationship and bonding that occurred. The experiences described by participants noted how the leve of comfort was higher when feeling they could access the supervisor. This seemed especially true when supervisors were willing to make themselves available online. Tara stated:

> when I was feeling more connected to the supervisor it was easier for me to then
> ask for feedback and it was more difficult for me when I felt distant from my
> supervisor I wasn't so willing to ask as many questions or to get feedback. I
> would say that online supervision, the fact that it was online, did not change my
> ability to make a relationship because if a supervisor who is online makes the
> commitment to calling and emailing diligently and has good open communication
> the relationship is much greater than one where someone says this is when class is
> and that's it, it wasn't as good. It felt like when having a supervisor available …
> instead of just having a supervisor scheduled every other week on a Thursday it
> just wasn't as good.

Additionally, Hailey discussed how when the supervisor was transparent and available to help, it made her more willing to reach out. She stated:

> I felt like if there was an issue that I could go and discuss what I felt and like you made yourself available to that and was easy with setting up a text and message or saying like hey can I call you, or was there an opportunity to meet with you like what I said I don't think there was anything during my practicum that I really needed but I felt like if I had something I could have been able to reach out to you just because we were able to build that relationship.

Participants strongly expressed how having options for access to the supervisor was most helpful and made the relationship better. Participants added how online supervision opened up communication with the supervisor. Beth described how opportunities for accessibility to the supervisor increased when different pathways were available:

> I definitely had more opportunities to ask questions and collaborate than I would to compare with in class person it was nice to have all of the options available to email text or call. You made it available in all these different pathways to reach you if we ever need to.

Consensus among participants during member checks included overall positive experiences when having access to the supervisor. This included the ability to feel comfortable in approaching a supervisor while online. Comfort and approachability were two points described frequently by participants. Additionally, participants shared how important it was when the supervisor made themselves available to create a better connection with them. For instance, Mary stated:

> I think it opened it [communication] because I felt like it was a convenience thing but I also felt that I was able to connect to the supervisor because of that availability to supervisor and that I was able to make a better connection with them.

Tara described her experiences in supervision with more than one instructor while online. She shared how there are obvious cues that can be picked up in the supervisor's willingness to be available whether face-to-face or online. She described how when in a

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face-to-face setting you can identify when an instructor is available to talk before or after

class. She continued to note how those cues are similar in an online setting. She

proceeded to discuss how it is necessary for the supervisor to communicate their

availability and willingness to help. She stated:

> There are obvious cues that we can figure out that they do not have time to talk
> that might be similar to an online class it's very easy for online supervisor to say I
> don't have time to talk right now then go ahead and email me and we can talk
> about it or can ask if anyone needs anything just let me know.

Supervisors who make themselves available to supervisees seemed to create an

increased level of comfort towards supervision. Additionally, participants described their

comfort with online supervision and willingness to reach out when they felt support. The

increased willingness to reach out and ask questions outside of regular scheduled times

helped to improve communication and connections with the supervisor. Participants also

agreed that online supervision allowed additional time and support. Hailey reported:

> I feel like I was able to get my needs across. And you made it very clear to us that
> if we ever need additional time or supervision, that you were available to us umm
> so I felt like communication was great.

The researcher noted how supervisees expressed their ability to build a strong

relationship during the online supervision course with this researcher. A participant also

described an experience with a supervisor who did not make themselves as available and

the outcome was not as favorable. To conclude this sub-theme, the result is the need for

ongoing communication and availability to meeting the needs of the supervisee. Clear

communication is necessary for an effective supervisory experience. The quality

predictors for a strong supervisory working alliance includes the ability to use clear and

fair evaluative practices that foster overall growth and development (Bernard &

Goodyear, 2014). Communication is imperative for building the relationship and specifically necessary to meet the needs of the supervisee.

   Sub-theme: Convenience and scheduling. The last sub-theme identified through participant experiences was the convenience and access to scheduling. Participants agreed for various reasons on the convenience of online supervision. These conveniences made the experiences for participants overall positive and enjoyable. During individual interviews, participants shared how the use of online supervision was helpful and a preferred method for supervision. A general consensus for online supervision included the flexibility to meeting times, scheduling, connections, and economical considerations. Mary noted:

> good way to connect with people who may have difficulty to connecting with people otherwise. Definitely travel and distances between people with busy schedules with work and everything like that. It saves drive time to just hop on the computer and on the phone without having to lose the extra hour or being present that is easily convenient for both of you.

Hailey agreed adding, "I just love the convenience of it. It takes less time out of my time out of my day. Saves on gas, saves on the wear and tear of my car, I just love that part of online supervision". The conveniences of online supervision were strong indicators in creating a positive experience. Kelly stated,

> I felt like it was a positive experience overall and I really really loved not having to go to campus that was phenomenal and I am not longer forward to going to campus for internship at all. It was incredible you could just be in sweatpants and still have great conversation.

   Additionally, the flexibility of online supervision helped participants to feel it was personalized to their needs and helped with strengthening the relationship. During participant member checks, participants agreed that online supervision was highly convenient and improved their supervised experience. The opportunity to schedule on

their time and remove stress that may arise from inconveniences helped to create a positive outlook towards online supervision. The researcher referred to reflective memos on participants expression of easy access and flexibility that occurred with technology. A note included a question on the accountability of supervisees and supervisors towards scheduling flexibility. This included potential concerns that could hinder the supervised experience. For instance, if there is a consistent pattern of re-scheduling or cancellations of appointments, the supervised experience may not be regular and could potentially have a gap in contact time. Another point noted in the reflective memos included the need for constant access and availability to the supervisor through technology. This access could potentially give supervisees high dependence and expectancies for supervisors to be available. The researcher considered the dependency of technology and openness to connectivity may create blurred lines in appropriate contact. For future implications and research on boundary setting and the discussion will be described in depth in Chapter 5 under suggestions for online supervision.

Theme 2: Online Supervision fostered an array of relationships. A second theme as a result of discussions noted the relationships built during online supervised experiences. As previously mentioned, online supervision consisted of group, individual, and/or triadic supervision. Participants disclosed how online supervision allowed them to develop relationships with not only the supervisor but also amongst the peers. The responses were either strongly towards the relationships built with peers or a relationship built with the supervisor. As the discussions continued, participants noted how certain personalities also impacted the ability to develop an online relationship with both peers and supervisors. During online supervision, participants described how a connection, or

bond, was able to be created with the supervisor. There were concerns expressed on the

depth of a bond created for both supervisors and peers in an online setting. This will be

discussed individually under sub-themes. The first sub-theme identifies the relationship

built with the supervisor during online supervision. As previously noted, there were

mixed reviews and concerns lacking depth in the relationship with the supervisor while

online. The second sub-theme describes the relationships built during group and triadic

supervision. Participants also noted the relationships and were described as having

positive and negative impacts. Additionally, participants described how the relationships

could have been impaired based on the personalities of peers during the online course.

   Sub-theme: Impact in relationship with the supervisor. For this sub-theme,

participants were able to identify the ability to develop a relationship with the supervisor

online. There were mixed reviews including viewpoints on online supervision having

little to no impact on the relationship. Participants discussed how the relationship with the

supervisor was strongly based on other factors and not by just the use of online

supervision. Hailey described how supervision being online was still supervision. She

stated, "It's hard to make a comparison of which is better and the method of

communicating or doing supervision." Beth added during participant member checks:

> I definitely think that it didn't matter if we were in person or online the
> professional relationship was there and it was still good it didn't matter about the
> mode we were still able to build trust and communication and all that good stuff
> and then I think that It doesn't matter if it were in person or online we were all
> still able to build a relationship where we could be honest and open with each
> other.

 Participants described how their ability to reach out to the supervisory helped to build

the relationship with the supervisor. Tara added,

> I mentioned before the ability to meet on an easier basis for me personally it's a comfort thing. I feel its approachability. I feel like someone is more approachable to meet online with a supervisor than in let's say a classroom setting.

Participants strongly emphasized how the relationship with the supervisor was able to be developed through ongoing communication and contact with supervisees. This was discussed in the previous section on the need for transparency and availability of the supervisor. A significant difference in this theme is the relationship that may or may not have formed while conducting online supervision.

During an individual interview, a participant mentioned a major counterpoint where she described how the relationship may have suffered. She discussed how online supervision created a barrier in the ability to create an in-depth mentoring relationship with the supervisor. She went on to add how online supervision removed an opportunity for "informal" conversations before and after class. Mary described how lacking the conversations impacted her ability to create a more in-depth relationship with the supervisor. She stated:

> face to face does tend to be bit more personable and friendlier, uhmm because I feel like you have more time to kind of sit down and have time to talk about things that are directly meaning related and more indirectly about things you aren't meeting about. More accessibility to kind of create a more deeper connection and relationship to a person. I kind of knew when I could hang out longer and it allowed us to have a more deeper and more meaningful relationship. And for online supervision, and this was going to be a different relationship, I guess. I feel like faculty supervision and regular supervision, I guess would be different, I guess. There is just a different feel for both kinds of relationship.

A significant point made by this participant is the loss of potential mentoring relationships as a result of lacking informal interactions with the supervisor.

On the other hand, during participant member checks, Tara described how online supervision did not necessarily seem to affect her ability to communicate with the

supervisor as there are natural cues that would invite a supervisee to talk with the supervisor more in depth. This was previously discussed in the access and availability to the supervisor sub-theme. Also during participant member checks, participant Beth and Kelly described how the openness of a supervisor could strongly impact their willingness to approach a supervisor, whether online or face-to-face, being dependent on communication and cues. Participants added how they did not feel that online supervision inhibited their ability to strengthen, or grow the relationship with the supervisor on a personal level if seeming they were allowed, or comfortable to do so.

The researcher noted under reflective memo how the personal level of the relationship may have been impacted for those who did not feel comfortable with reaching out to discuss personal matters. This level of communication may have been a barrier for some of those participants who were unwilling to reach out to the supervisor for informal conversations. Although some participants felt there was an opportunity to reach out if they had a concern, a supervisee may not have felt it was necessary to disclose personal information about themselves at that time. Also, the supervisor may not have picked up on cues of the supervisee if there was a personal matter to discuss and would have been unable to build those informal connections. Discussion on the development of the supervisory relationship will be discussed in depth in Chapter 5 under suggestions for online supervision.

Sub-theme: Impact in relationship with peers/group supervision. In addition to the relationship developed between supervisor and supervisee, participants also described the relationship that developed between peers in online group and triadic supervision. During individual interviews, Beth discussed how she felt that she was able to make

connections with her peers during triadic supervision. She described how it was nice to feel validated by her peer. Another participant noted how she felt that there was a sense of "camaraderie" that occurred for her and her peers. When online she described how she was able to share the same barriers, troubleshooting, and insights to using online supervision. This participant continued to describe how those shared experiences were able to be transferred into relationships outside of the online supervision class. Tara stated:

> I definitely agree with the bonding and camaraderie the first things about how I know when I even saw my supervision classmates in person we would always talk about online supervision and what it was and how thankful were for it.

During participant member checks three of the four participants agreed that their experiences with their peers were overall positive in being online. On the other hand, two participants, one during the individual interview and one during participant member checks, disagreed and felt that although her relationship was strong with the supervisor, she did not feel like her experience was strong with her peers. The participant went on to describe how she was not able to have any of the out of class time with her peers. Mary stated:

> I don't feel like the quality as far as peer to peer changed as much, I would probably say that with classmates that I had a little bit less of a relationship in quality but I had a stronger relationship with the supervisor. Some of the barriers I think were I guess timing I feel like in person you will tend to get people to show up earlier or you might have more downtime before meeting where online you just appear online. And like if you were in class you would have some time after class to talk with people where online you would not have the chance to talk and just get off. I still felt it was stronger with the supervisor umm, I mentioned before the ability to meet on an easier basis for me personally it's a comfort thing.

 This participant went on to discuss how her personal anxiety inhibited her ability to talk with others online and could have been minimized if she were in a face-to-face setting.

The second participant described how her experiences with peers were impacted based on the personality of those peers and the "nonverbals" that occurred. For instance, the participant described how if she felt peers were being judgmental or closed off to the conversation she did not feel comfortable to engage in the discussion. She described when individuals covered their face or removed the camera from their face it was not helpful for being online and impacted her willingness to share. Rita described:

> I probably didn't disclose as much [during supervision] as I would have if I was in person because it's easier to kind of talk and engage a room when you are in person. Like should I say this or should I say that, because you were able to gauge the room and pick up on others reactions and non-verbal stuff. So maybe I didn't disclose around 5 percent of what I maybe would have if I were in person Like certain personalities types should not do online stuff.

The experiences of participants building relationship with peers have positive and negative aspects. The overall consensus for online use was positive for triadic supervision. There were mixed reviews on the experience for group supervision. It seemed that it was most helpful for peers to build or engage in the relationship based on comfort and familiarity with their peers. It appeared that when developing new relationships, online may have been least helpful, or difficult, if they did not know one another prior to being online.

Theme 3: Qualities and style of supervisor(s) affect online relationships. The third theme captured how the role and style of the supervisor strongly affected the online supervisory relationship. At least three of the participants in the study noted having online supervision by two other supervisors. Participants described how the style and personality of the supervisor seemed to be most helpful in their approach to building the supervisory relationship. During the individual interviews, the researcher asked participants to describe what are their expectations and roles a supervisor should possess.

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The following descriptors were made during individual interviews: personable style, knowledgeable, honest, involved, engaging, non-judgmental, genuine, collaborative, effective/constructive feedback, approachable, availability, and encouraging. During the individual interviews, participants did not express how online use truly affected the supervised experience and felt that it was strongly dependent on the style used. Rita stated:

> I don't know if there if there really is a difference. When removing the style and person, you are still getting supervision. It's just the method and delivery and one is just a little bit more helpful and convenient and it's not necessarily the other. It's hard to make a comparison of which is better when removing the style and person from the scenario and the method of communicating or doing supervision.

Another participant disclosed how certain methods are more effective for online supervision and how it impacted the relationship. Kelly stated, "In order to have the online supervision to be successful it has a lot to do with the teachers' personality and the organization skills and having a plan for supervision." This participant went on to discuss her experiences with multiple instructors and how it affected her online supervised experience. She stated:

> The other professors online who knew what they were doing, it was phenomenal when the professors were engaging and knew what they were doing online and the online supervision. It made a difference when they knew what was going on and they were engaging or diplomatic.

For individual interviews, participants were indifferent on the effectiveness of online supervision. Most participants disclosed how they did not believe it made a significant impact when using online supervision. Participants added how the style of supervision was the key difference. When the supervisors possessed the aforementioned characteristics, it appeared online supervision was more favorable. When supervisors were lacking in those styles or roles, the experience was not as positive. As discussed in

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Chapter 2, supervisory styles have been identified as having strong influence on the working alliance. The findings in the study are similar to Ladany, Walker, and Melincoff (2001) on how supervision process and outcomes are influenced by the supervisor's style, approach, and roles played.

During participant member checks, participants agreed how supervisor characteristics, role, and style were a major influence on the ability to build a relationship and specific to technology. Some participants described how the online experience was not impactful because of online but the ability to build a relationship. During participant member checks Beth described:

> no matter the mode of it you were very honest and if you had criticism and you delivered in a very nonjudgmental way which helped us to grow as counselors which helped me to be able to feel comfortable about telling you anything. I do not like communicating with other supervisors though email for the very reason that I do not like how sometimes others respond and feeling very judgmental and not wanting me to be able to open up.

Kelly described how her experiences with supervision for online and face-to-face were strongly influenced by the relationship she had with the supervisor adding:

> When I feel like other supervisors who do not care what I have to say or doesn't like what I have to say, not saying that I know everything and all but when I am sharing something about my experiences if I don't think its not valued then I don't know it just doesn't work, so I think that relationship building is important whether it is online or face-to-face.

In a separate interview, Mary also described how the traits and personality of the supervisor influenced the relationships overall. She reported, "I think whether it is online or not online I think that any relationship with the supervisor is going to depend on their quality traits."

These characteristics of the supervisor are similar to predictors of quality in the supervisory working alliance. Bernard and Goodyear (2014) examined how the

effectiveness of the supervisory working alliance includes attractiveness and style for positive outcomes. Additionally, supervision processes include personalization to the needs of the supervisee. A strong supervisory working alliance includes: ability to address complementarity in styles, mutual understandings, and agreements. for strong supervisory working alliances. The qualities of the supervisor are important in building the relationship and fostering the overall growth and development of the counselor-in-training. For the participants, they all shared experiences where the relationships were stronger with the supervisor when they enjoyed the style and attractive qualities. This did not seem impaired by using online resources. A recurrent point made by participants in the individual interviews and participant member checks was that if a supervisor was not knowledgeable about using online resources it created barriers for the supervised experience. As discussed in chapter 2, supervisors should be knowledgeable and informed on the techniques when using online supervision.

The following sub-theme explores the third research question on how the uses of online impact, if any, processes of change for the counselor-in-training. This sub-theme seemed suitable in this section due to the role and approach of a supervisor on the process of change. Participants identified how the role of the supervisor impacted supervision and which were applicable to online use. The researcher measured the supervisory working alliance on establishing goals and building tasks through Bordin (1983) supervision goals. The goals associated with supervision included three aspects: (1) mutual agreements and understandings regarding goals sought in the change process; (2) the tasks of each of the partners; and (3) the bonds between the partners necessary to sustain the enterprise (p. 35). When participants discussed collaboration, feedback, or

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establishing tasks as a role for the supervisor, the researcher listed these points under the processes of change. This sub-theme identifies reviews of participants from individual interviews and also any discussions from the participant member checks. As previously mentioned, there was some overlap in discussion on final themes and the exploration of research questions.

Sub-theme: Process of change for counselors-in-training. There were mixed reviews and discussions on the process of change for counselors-in-training and task-oriented goals. Participants discussed how goal and task-oriented feedback occurred through online supervision when the supervisor was easy to communicate with and able to collaborate on goals. Tara noted the conversations during online supervision were flexible to the needs of the supervisee stating, "I had no trouble getting the supervision I needed when I needed it, but I wasn't struggling trying to get what I needed through online supervision, if something came up I could schedule and things were handled fairly easily." Another participant described how when she received positive feedback during online supervision it was most helpful. She stated, "it felt more intimate and personal when it allowed for real conversations and could rely on reaching goals rather than waiting to build that relationship, I could just call on the supervisor when I needed something."

Other participants did not believe that online supervision had any influence on the process of change as participant Beth added, "I don't think that being online debilitated it [goals] and building goals were able to happen just fine whether it was online or not". Hailey concurred stating, "it goes back to the supervisor's personality of being online or in-person, I don't think hinders anything at all". During participant member checks,

Mary discussed how "online supervision was better in some ways but just don't want to say it was all because of technology and it was really just the different people and different methods that worked and what didn't." The experience of the participants for this particular area supports how the method of supervision can be influenced by the supervisor style and technique. This also supports how effective supervision can be impacted by the resources or interventions that can occur in the relationship.

Theme 4: Technological distractions negatively influenced online supervision. The final theme as a result of individual interviews and participant member checks indicated that there were technological difficulties and barriers that negatively influenced online supervision. Discussion points made by participants included: lags/pauses, "robot voices", interruption of internet/connections, and technology not working (i.e. audio, video, etc.), and external/environmental distractions. During individual interviews participants were asked: "what would you change about your experience with online supervision?" All participants described how technological barriers could have improved. Mary stated, "I felt with being online there were some distractions that happened that prevented me from building some of my goals and was tough focusing and concentrating." She continued to add "when technology fails to some degree, whether it been internet related [sic], or communication related, it becomes really challenging." Beth also had shared a similar experience stating, "there was a lag every once in a while that a few sentences were missing and we would have to repeat it several times which became distracting at times."

During participant member checks, participants mutually agreed that another downside to use of online supervision was distracting when technology failed. Kelly noted:

> definitely with issues with how slow it was running and pauses and obviously when it didn't work and definitely with background noises was a big problem and especially when technology was not working.

Participants also conceded that having technology work most of the time would have made the experience much better; however did not feel that the overall experience was truly impacted by technological distractions. Tara stated:

> people may have said how to make it a better experience was to give you something to improve on…I mean just to say it wasn't 100% perfect, but to give you something to improve I don't think it was a major barrier to developing the relationship.

Other participants agreed that technological distractions would improve their experience but did not feel it was a major barrier to relationship building. Participants Kelly and Beth mutually described how they believed the experience was overall positive and helpful if the supervisor was willing to assist when technology failed. Beth stated:

> I say that as long as everyone is comfortable saying that there is a distraction then it should not be a major issue but the supervisor could make us all very comfortable in helping us figure out what we should do.

Kelly agreed that despite those technological distractions, the overall experience was positive adding:

> if I had to give anything that could have made the experience better it would be that [technological distractions] but I don't think that anything else major really stood out I don't think it was anything that took away the experience at all.

Despite the barriers that occurred as a result of technology failures, the overall experience did not appear to have major impacts on the development of the relationship. A supporting point in the discussion was participants agreement on the need for the

supervisor to be knowledgeable, or helpful, when technology failed. Additionally, Tara

and Beth described how technological distractions are only a minor barrier to developing

a relationship with the supervisor. Tara stated:

> I didn't fully agree on the technology one and I'm thinking that yeah a part of me
> would get frustrated with technology not working but then I think well yeah I
> would be just as frustrated if the ac wasn't working like there is going to be
> distractions somewhere and we don't live in a bubble.

On a separate account Beth also added:

> Strongest area with making it a better experience came from technological
> distractions, I think that I wouldn't call it a major barrier we were able to form a
> professional relationship and get the work done.

Technological distractions negatively influenced online supervision does not seem

surprising as an area for improvement. In previous studies (Manzanares et al., 2004;

Olson et al., 2001; Webber & Deroche, 2016) technological distractions and deficiencies

are a major barrier to use of online supervision. These are barriers that may be difficult to

overcome but there are measures that can be taken to assist in minimizing issues. This

will be discussed more in depth in Chapter 5 under suggestions for use of online

supervision.

Trustworthiness

My perceptions and analysis shaped these themes based on the shared

experiences. The perceptions of the participants were recorded during the individual

interviews and themes were reviewed during the participant member checks to determine

consistency and accuracy in representation of the experiences. The findings by this

researcher are in no way absolute fact and applicable to all online supervised experiences.

As the researcher and supervisor, there were shared personal experiences with the

participants as their faculty practicum supervisor. The relationship built with the

participants occurred during the supervised practicum experience over the course of their enrolled semester. This relationship was built prior to the interviews during the time of the study therefore, participants knew the researcher personally. Through shared experiences and perceptions of working with participants prior, there is potential for participants to feel open and comfortable to discuss the pros and cons of online supervision. The strength of knowing the supervisor from previous coursework could allow the participants to be genuine in their responses. On the other hand, considerations were made on reservations participants may have had in sharing their personal experience out of fear and concern of impacting the relationship with the researcher. These findings and patterns are not intended to offer a flawless example of online supervision, rather they are intended to be utilized as a tool to help others become aware of the outcomes when using online supervision. I have provided detailed descriptions of how I made my choices during the analysis so that readers may carefully consider whether my findings are applicable in their setting.

Additionally, during the individual interview, the researcher learned that at least half of the participants experienced online supervision from two other supervisors within the program. This researcher was an online instructor for the participants' online practicum course. At completion of the students' practicum, students enrolled in internship. Three participants engaged in online supervision with two other instructors. One instructor was a doctoral student serving in an adjunct position and the other instructor was a full-time professor. The two other faculty members engaged in their own style and approaches to online supervision.

For the remainder of the internship experience of the participants, at least half (*n*=3) engaged in online supervision from other instructors. As previously discussed, online supervision was provided by other instructors during the participant's internship. One instructor was a doctoral student serving as an adjunct and the other instructor was a full-time professor. The online supervisors during internship engaged in their own style and approaches to online supervision. Therefore, the experiences and perceptions of online supervision shared by three participants were not solely focused on the style and approach of this researcher's practicum course.

In a further attempt to improve trustworthiness of the study, the researcher engaged in weekly peer review discussions with the dissertation committee chair as well as maintaining a reflective memo. Throughout the process, the use of the reflective memo allowed the researcher to maintain an audit trail and document the process of analysis to offer transparency. These memos were used to enhance the development of protocol questions, to provide detailed reflection in this discussion, to clarify the analysis process, and to inform the researcher of notes that occurred during the interview process. For the duration of analysis, the researcher reflected upon impressions and thoughts during and after each interview. The review of the transcripts and notes taken were recorded in the reflective memos to track any ideas or thoughts that came to mind. Ideas and thoughts were re-examined throughout the process of analysis and were aligned with the transcripts to match any impressions that were made during the interview. During the analysis, the researcher engaged in ongoing reflections in between interviews to offer in-depth analysis and thought. All of the themes and use of reflective memos were discussed with dissertation committee chair to help reduce researcher bias.

Reflective memos were used during the process of analysis by adding thoughts and notes to discuss in-depth during the reviews with the dissertation committee chair. Additionally, reflective memos helped to track timelines to remind the researcher of the process and changes that occurred. This included adding or tracking changes in questions or prompts. Additionally, during individual interviews notes were taken on topics such as: protocol questions being too long or difficult for participants to understand, perceptions of how participants answered questions were different to how the researcher perceived prompted responses, and further investigation on roles of supervisors as perceived by supervisees. Discussion on uses of reflective memos were shared throughout the discussion under themes and sub-themes. This included key points and reflections made by the researcher. Discussion and notes tracked in the reflective memo allowed the researcher to examine the study and include plans for further examination for future research and concluding thoughts. Extensive effort was made to share participant voice in each theme to help establish authenticity. The final chapter will present ideas on how these themes may be utilized in implications for counselor education and supervision, suggestions for online supervision, and future research.

CHAPTER 5: DISCUSSION

The purpose of this basic interpretative qualitative study was to examine the uses of technology in online supervision and the potential impact on the development of the supervisory working alliance. As a result of this qualitative study, the conclusion of these finding are not to be considered as actual fact or generalizable to a large population. The reported experiences are unique to each individual and were reported by the participants. The experiences of this study can be transferable to similar situations despite the unique and individualized experiences. The detailed descriptions provided during data analysis and collection can help readers determine whether findings can be applicable to their setting. Many of the ideas and constructs reported by the participants were consistent with the purpose of supervision and development of the supervisory relationship. The qualities and strategies necessary for the development of supervisory relationships were also applicable to online supervision. The characteristics, style, interventions, and techniques used by supervisors for providing effective supervision are similar when using online supervision.

Several discussions and experiences described by participants were similar to previous research findings discussed in Chapter 2. The findings of this study expand on previous research on the supervisory working alliance and how style and approach are effective in the development of the supervisory relationship. The results of this study indicate how style and approach of supervisors are applicable to an online setting. Furthermore, the results confirmed uses of technology in online supervision to enhance the process of counselor development, the process of change, and the development of the

supervisory relationship. This research was particularly significant due to the examination of the supervisory working alliance during online supervision. Previous studies have examined the supervisory relationship and effective online strategies. This study specifically examined the style and approach to online supervision and any impact on the development of a supervisory working alliance. The findings included participant recommendation on effective strategies and uses for online supervision. An interesting theme from participant discussion included the various relationships that emerged from online group and triadic supervision. This included discussion on the relationships developed between the supervisor and supervisee and peer-to-peer.

The purpose of this basic interpretative qualitative study was to capture real and meaningful experiences from the participants who engaged in online supervision. The goal was not to develop theory but to analyze and to present the perceptions of the counselors-in-training who participated in online supervision. The analysis identified four final themes that distinguished participant voices on the supervisory relationship through technological means. The discussion of the final themes corroborate the similarities in technique, intervention, and style of supervision regardless to the method of delivery (i.e. face-to-face, online supervision). Participants expressed how their experiences were overall positive and meaningful based on the access/availability, style, and role/approach to online supervision. Participants also concluded how experiences with the supervisory relationship can be viewed as good or not so good when these qualities are not present and applicable for online or face-to-face.

The following sections will summarize and review the relevancy of this research and why the findings can be useful in counselor education. Incorporation of technology in

counselor education, counseling, and supervision continue to be a prevalent trend of practice. Implications for counselor education and supervision will be discussed including: need for training in the uses of technology and relevancy to current research. The next section will include a brief discussion on suggestions for online supervision as a result of recommendations from participant voices and current research. Finally, the conclusion of this dissertation includes the limitations of the current study and implications for future research.

Implications for Counselor Education and Supervision

An emerging trend within the field of supervision includes integration of technology in the delivery of supervision. Incorporation of technology in counselor education programs, counseling, and supervision is becoming prevalent in practice. Technologies used in supervision may vary among supervisors and can incorporate asynchronous and synchronous modes of communication. As technology evolves the use of online supervision will continue to adapt. Clinical supervision continues to be utilized through uses of technology and online communication can serve as a supplement to traditional face-to-face supervision (Clingerman & Bernard, 2004; Haberstroh & Duffey, 2016). Counselor educators, supervisors, and supervisees could all benefit from research to identify evidenced-based practice for online supervision. Counselor educators who utilize technology in the classroom can use these results to identify activities, tools, and interventions for effective online learning. Supervisors can use this information to enhance the online supervisory experience through group, individual, and/or triadic supervision. Finally, supervisees who are knowledgeable about online supervision may

be informed on their role in the development of the supervisory working alliance and expectations for growth.

     Training for counselor educators. Within counselor education programs, there are a plethora of opportunities to include technology to enhance the learning experience. As this continues to be an emerging trend, counselor education programs could reap the benefits of research for utilizing technology within the classroom. There are increasing demands and need for counselor education programs to be adaptive and flexible that could include use of technology and distance learning. McAdams and Wyatt (2010) concurred that there is a need for counselor education programs to include training and curricula that encompasses technology in practice and delivery for supervision and counseling. Effective strategies and outcomes continue to expand in this area. Jencius and Baltrinic (2016) described how there is a need for counselor educators to be knowledgeable in the use of technology in the classroom and the application within clinical supervision. This includes the integration of technology in class design, method for feedback and communication, and interventions/strategies for learning. The authors stated:

> There are pedagogical implications of extending technology competencies to supervision in counseling. In other words, we believe that having existing competence in technology (e.g., e-mail, videoconferencing, e-learning instructional tools) is essential to designing and conducting training in online supervision. (p. 257)

The exploration and uses of technology in the classroom are indispensable to ensure the quality and effective strategies for counselors-in-training. The use of technology in supervision is also critical within counselor education programs. There are many ways to utilize technology in supervision and these can incorporated within counseling practicum

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and internship. There are benefits to use of technology for coursework and supervision, as described by participants which include: diverse opportunities for practicum/internship placements, flexibility of scheduling and efficiency with time, and increased access and availability. With increased use of technology, there is a greater need for research to expand on the application of technology in supervision.

Training for supervisors. The qualifications of supervisors include the role in teaching and evaluation of counselors-in-training. This discusses expectations and responsibilities that uphold and maintain the tasks of supervision. The training of supervisors should focus on comprehensive and effective approaches in the process of supervision. Online supervision is no exception. The need for online supervision competencies is necessary for effective uses in supervision. Ethical implications and considerations for online supervision should also be discussed. The need to identify effective strategies and interventions for online supervision is imperative. Accrediting bodies such as CACREP (2016) and ACA (2014) contain guidelines to ensure competent uses of technology in supervision. The guidelines include ongoing training and education to successfully implement technology into the supervised experiences.

In the previous section, counselor education programs are encouraged to expand on the training for online use and technology. For counselor education programs, doctoral students may also benefit from utilizing online supervision in their training to apply within practice. Most counselor education doctoral programs require coursework and training for supervision in order to meet guidelines of CACREP (2016) standards. The standards embrace the need for doctoral programs to address professional roles in counselor education. Supervision is inherently described and the following standards to

be included in the curriculum. The guideline states: "modalities of clinical supervision and use of technology" (CACREP, 2016, Standard B.2.g). There is an inherent need to begin training counselor-educators-in-training early in their careers as this method of teaching and supervision continues to evolve and is prevalent in practice.

Implications for counselors-in-training. For counselors-in-training, it is imperative for supervisees to utilize resources of technology and to be knowledgeable of expectations in online learning. It is important for counselor educators and supervisors to be mindful of the technological competencies of counselors-in-training and access/availability of resources in order to actively participate in online supervision. Additionally, awareness of comfort and competency of the counselors-in-training in technology is important and has been linked with overall positive outcomes and satisfaction with online supervision (Chapman et al., 2011; Coker et al., 2002; Conn et al., 2009). Participants expressed satisfaction in their ability to reach out and ask questions in regards to technology. Additionally, participants identified how their access to the supervisor helped with their needs and was vital to the relationship.

There is an ongoing need for training and education of online supervision in overcoming and reducing the limitations that occur (McAdams & Wyatt, 2010; Rousmaniere et al., 2014; Vaccaro & Lambie, 2007). For counselor education programs there is a need to begin incorporating methods and approaches to online supervision in order to examine positive and negative aspects. The continued examination on uses of technology in supervision for counselor educators and supervisors will offer insight and outcomes for the supervisory relationship. There is a need for further expansion on uses of technology in supervision and impact on the supervisory working alliance. As

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technology continues to be an emerging trend in practice there will continue to be a unique learning experience for counselor educators, supervisors, and counselors-in-training.

Comparison of findings to current research. A comparison of findings is critical in order to determine relevancy to current research and determine future implications for counselor education and supervision trends. There are few published studies on the role of technology on the supervisory working alliance. There continues to be lacking in discussion on the impact of technology on supervisory models/approaches, styles, and the supervisory working alliance. As this study draws to a conclusion, the researcher conducted another review of the literature. Nothing new has emerged and there continues to be a gap on the impact of the supervisory working alliance and online supervision for counselors-in-training. Most of the current literature in online supervision explores the purpose and effective strategies for online practice. Limited research is available on the effects online supervision has on the supervisory working alliance within counselor education. The researcher's literature review focused on research on the supervisory working alliance and counselors-in-training within a counselor education program. Research continues to be needed to explore uses of technology and the working alliance in the supervisory relationship. The incorporation of technology within effective supervision practice continue to have many advantages that outweigh several disadvantages when utilized effectively.

Suggestions for Use of Online Supervision

Counselor education programs and trainings will vary on their approaches to supervision. This may or may not include the implementation of technology. For those

counselor educators or faculty supervisors who decide to use technology for counselors-in-training, it is important to be informed of best practice techniques. For counselor education programs it is imperative to have a comprehensive understanding and approach to using technology for learning. For online supervision, the use of technology may include many formats and structures. This research has revealed favorable outcomes in using online supervision. Previous research and this study conclude how use of online supervision continues to support and to open communication and accessibility (Rousmaniere et al., 2014; Vaccaro & Lambie, 2007). Based on this study, the researcher will use relevant themes and findings to discuss implications and suggestions for use of online supervision. Additionally, previous studies will also be discussed in support of the findings on the effective strategies for use of online supervision. These findings and suggestions are not presented as fact, or generalizable to all online supervised experiences. The researcher suggests how these recommendations can be transferable to online supervised experiences.

Knowledgeable of trends in online supervision. When supervisors utilize strategies for supervision, the supervisor should be knowledgeable in the interventions used. As a result of the findings, participants expressed how important it was when a supervisor was knowledgeable about the technology used. This was helpful in developing a positive relationship when the supervisor was able to troubleshoot problems or identify alternative methods for communication. Similar to any intervention used in supervision, supervisors should know the applications and to ensure they are purposeful and helpful to the counselors-in-training. Additionally, participants expressed how the supervisors role in understanding the use of technology reduced the barriers and disadvantages present.

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Participants discussed how the supervisor's ability to resolve technological barriers or educate them on the uses of technology helped to minimize issues. This process helped to minimize technological distractions that occurred and loss of valuable supervision time. For instance, educating the counselors-in-training on how to use the interventions or tools during online supervision. This may occur in a face-to-face class during the initial course or the supervisor may develop a small handbook on strategies for online use.

Recommendations in previous research suggests informing individuals on the use of technology would reduce the barriers in online supervision (Conn et al., 2009). Conn et al. (2009) described the limitations that arose from attention to the lack of training or familiarity with technology used during online supervision. This is similar to participant responses when engaging with other supervisors who were unfamiliar with technology and felt the relationship was lacking. This added barrier led to dissatisfaction in the overall experience and inhibited growth in the supervisory relationship.

Technological uses for online supervision. Online supervision can be a useful method when multiple tools are selected for communication. In conjunction with various interventions, the online experience allowed the participants to feel supported and therefore more willing to engage with the supervisor. Participants expressed how it was helpful to identify multiple pathways for communication and resources for engaging in online supervision.

Asynchronous modes of communication (i.e. video and email) were identified as helpful tool in online supervision. Historically, video recordings have been identified as an effective strategy to capture the experiences and techniques of counselors-in-training. Use of email discussed by participants was useful for receiving feedback, scheduling, and

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reflective responses. Similarly to Coker et al. (2002) and Bernard and Goodyear (2004), email has shown usefulness and effectiveness in supervision. Overall, the study identified the benefits of email during supervision which include supervisees' perceptions of increased accessibility and support from the supervisor. Additionally, the access and availability of the supervisor, as perceived by supervisees, indicated increased openness and willingness to engage in supervision. This study's findings were similar to the Coker et al. (2002) and Conn et al. (2009) studies where utilization of email during supervision improved supervisees willingness to reach out to supervisors.

Synchronous modes of communication were noted as a preferred approach to online supervision by most participants. This included uses of videoconferencing, phone, and text contact. This method of communication was helpful in receiving direct, or task-oriented, feedback during the online supervisory experience. Videoconferencing was useful in removing barriers and disadvantages such as non-verbal cues, tones, and language. Synchronous modes of communication were described as being helpful to reach out to the supervisor which created potential for a strong supervisory working alliance. Abbass et al. (2011) described how videoconferencing for group supervision enhanced the supervisory working alliance. Additionally, Dickens (2010) discussed how overall satisfaction with supervisor working alliance can be similarly attained through online supervision or face-to-face supervision.

Hybrid formats of online supervision have also been reported as having overall satisfaction with the supervised experience. Conn et al. (2009) and Coker et al. (2002) discussed how hybrid methods of online supervision were helpful in receiving overall satisfaction with supervisory relationships. In both studies, counselors-in-training

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received face-to-face supervision and online supervision. There were little to no significant differences in comparing perceptions of the quality in supervision whether online or face-to-face. Similar to this study, participants expressed how methods of online supervision were beneficial with ability to meet with the supervisor for face-to-face supervision if feeling they were not satisfied with online supervision. As previously noted, the practicum course by this researcher included one face-to-face group supervision class. The online format and process was introduced during the first class and included: role of faculty supervisor, informed consent, limitations with confidentiality, emergency procedures, and additional limitations for online use. During the initial course introduction, students were informed and trained on the program used for online supervision. This included an introduction to: uses of email, cell phone contact via text or phone calls, and videoconferencing. The strategies and tools for utilizing online supervision and the effects it may have on the supervisory working alliance should continue to be explored.

Overall, participants described how their perceived support of the supervisor increased due to access and availability of the supervisor. The overall sense of satisfaction and positive outcomes for the supervisory relationship were mostly impacted by the ability to reach the supervisor and having their needs met through technological means. Increased pathways of communication were helpful in the development of the supervisory relationship. Asynchronous and synchronous modes of communication have their own advantages and disadvantages. When used conjunctively, the increased ability to access the supervisor enhanced the perception of the supervisory working alliance.

Group, individual, and/or triadic supervision structure. Participants recommended the need for online supervision to involve ongoing engagement and collaboration with students. This included having all counselors-in-training participant and engage in the discussion. Rousmaniere and Ellis (2013) discussed how a collaborative approach toward tasks, goals, and bonding was necessary in positive outcomes in the supervisory working alliance. Participants felt their relationship with the supervisor was better when they were receiving feedback and critiques and had the opportunity to collaborate. Participants discussed how there was a need to feel they were a part of the experience and inclusive to the supervisory relationship. Bordin (1983) discussed how it is important to have ongoing collaboration and mutual agreement of tasks and goals. For online supervision, participants felt that ongoing collaboration helped in the development of relationships with peers, as well as the supervisor.

For group supervision, a lecture-type format, based on the discussion, would not seem helpful for online supervision per participant discussion. Participants expressed use of small break out groups, engaging in hands-on activities (i.e. case scenarios), and interacting with resources online were helpful to learning. Per participants, the supervisor process to enhance online supervision included: engaging and guided approach and being familiar with leading discussions and topics during class.

In this study, participants described how the structure and approach seemed helpful and least helpful in various modes of technology. The goals and tasks for online supervision were developed early with participants and the role and focus would evolve for the duration of supervision. Supervision models should be adaptive to the modalities and interventions used by supervisor. This is just as applicable to an online setting.

During the practicum course, the researcher selected Bernard's (1979) Discrimination

Model due to the flexible nature and ability to adapt to interventions used. Each method,

or mode, of technology was used for the role and focus of supervision. During practicum

supervision the researcher served as the teacher role for group supervision as there was a

need for instruction, structure, and feedback. Interchangeably, the researcher selected

between teacher, counselor, and consultant during individual or triadic supervision. The

foci were dependent on the topics of the course. Interestingly, participants identified

personalization and conceptualization during asynchronous modes of communication (i.e.

email) similar to Clingerman and Bernard (2004) study.

      Establishing boundaries and online etiquette. A recurrent topic through the

individual interviews and member check included the access/availability to supervisor

and flexibility of schedules. This included conveniences to scheduling of supervisee and

supervisor time and ability to move around supervision if needed. Concerns for frequent

re-scheduling or cancellations may result in gap of supervision. It is necessary for

supervisors to establish clear expectations for supervisees in maintaining schedules and

importance in consistent meetings.

      Furthermore, through participant discussion the researcher noted the need to

establish an online relationship with supervisees through establishment of appropriate

boundaries. This framework is necessary for professional etiquette. Loss of boundaries

may occur between faculty, students, and supervisors as a result of easy access and

availability. Professional boundaries are necessary in creating an atmosphere of

professional and being clear on expectations. This also includes appropriate and

inappropriate contact. It is imperative to be clear on the methods for communication and

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access to supervisor. This could include: online office hours (i.e. appropriate times to contact via text/cell phone), establishment of criteria for contact via methods (i.e. phone call, text, or email), and education on language and communication when online. Previous studies have discussed how communication online can be unclear when through asynchronous modes of communication (Haberstroh & Duffey, 2016). The tones and language could potentially impact, or impair, the professional relationship. It is important to discuss with counselors-in-training and supervisees on the communication styles and developmental level when communicating through technology.

Limitations and Future Research

The individual interviews were helpful in providing experiences and perceptions of the counselors-in-training. Although the study originally included a focus group, participant member checks were an alternative strategy for trustworthiness. Through participant member checks, the researcher became confident in the final four themes. The participant member checks were useful in supporting the findings and four of the six participants were able to provide feedback and clarity. One participant shared how her experience with the study supported her belief in online supervision. She reported:

> I was a little nervous about it [study] and not realizing I was a little more prepared than I thought and then hearing them [questions] I didn't realize how many opinions I had with online supervision and when you came back with the themes I was really happy to hear that four out of the five of them, yes, I have said those words. I would definitely agree.

When presenting the themes to the participants during the member checks, I did not present them as absolute truths, rather I presented them as interpretations of their descriptions. Additionally, I also encouraged the participants to share any counterpoints to the themes and expand on any disagreeing points. Throughout the process, the

researcher supported participant responses and utilized respondent validation to open dialogue for accuracy. At completion of participant member checks and discussion and review with the dissertation committee chair, the researcher felt confident in findings and results of maintaining the voices of participant experiences.

Limitations of the study. Participants in this study had previous experience with the instructor during their practicum. This was described in Chapter 3 on potential limitations of the study. The researcher considered that a previous relationship may strengthen, or hinder, the responses by participants in sharing their experiences. As a result, participants were willing to share positive and negative aspects of online supervision and impacts in the development of the supervisory working alliance. The implications of participants' online experience during practicum may have influenced perceptions in their expectations for supervision. The design of the practicum course evolved from the researcher's training, review of literature, and consultations with faculty supervisor(s) in online supervision. The data collection and analysis discussed an in-depth description on the process in order to provide sufficient information for readers of the study to determine how these findings may or may not be transferable. One area that may be especially relevant in a broader sense relates to the discussion on strategies to enhance the supervisory working alliance while online as a result of participant experiences.

A second limitation would be the small sample of participants who engaged in the study. A convenience sample was utilized due to accessibility and convenience of participants available and is considered a sub-category of purposeful sampling. There are shortcomings present in a convivence sample as it may be a non-representative sample. If

the sample size was larger and criteria were extended to online supervision across CACREP accredited institutions, it may have alleviated the limitation. The experiences reported by participants are unique and individualized. Despite the unique responses, they can be transferable to similar situations. The findings presented share similar characteristics to previous studies conducted on the impact of supervisory working alliance while using online supervision.

A third limitation was an oversight in the pre-interview survey and the need for revision of two protocol questions during the individual interviews. As noted in Chapter 4, the questions limited potential participant responses. The error on the pre-interview survey did not allow participants to identify comfort level across the spectrum as it only measured: *very negative, barely positive, somewhat positive, mostly positive*, and *very positive*. The measure of the scale reviewed the level of comfort in uses of technology and did not rate the online supervised experience in general; however, the scale did not allow for many options for participants to rate negatively. The purpose for this question was to explore the comfort level and technological competence when using technology. This was not specifically focused on the technology in online supervision, but an overall level of familiarity to use of: computer/laptop, email, cellular device, and the internet.

In regard to questions (4) and (6), most participants required re-wording to be able to understand the questions asked. Participants asked the researcher to repeat, or expressed uncertainty on what the researcher was asking. Question (4) *How helpful, or unhelpful, was online supervision when it came to exploring personal counseling style or use of techniques* was developed to assist in identifying the role and style of supervisor in exploring personal counseling style and techniques. This was designed from Hart and

Nance's (2003) personal growth style and Bernard's (1979) Discrimination Model in attempt to foster: support, understanding, feedback, direction, reflection, and exploration. As the question was revised, participant responses were strongly focused on the mode used to assist in exploration of personal counseling style and technique. Participants identified use of videos and videoconferencing were useful in receiving critiques and feedback from the supervisor in the process of developing their counseling style and techniques.

In question (6) *Discuss a method of online supervision when you were able to receive direct, or task-oriented feedback* was developed from Bordin's (1983) supervisory working alliance. The purpose was to explore the goals and tasks developed during supervision. During the re-wording of the question, participants described the mode of supervision used to received task-oriented feedback. Participants identified how videos, videoconferencing, and email were used to receive feedback and responses from the supervisor. Although there was an abundance in responses on the mode of technology, participants did not respond to any specific intervention or technique used by the supervisor during online supervision. This is specially lacking in areas that explore task-oriented feedback and the style/role on the influence of supervisory working alliance.

Future research. There continues to be a gap in the literature exploring the uses of technology and the impact on the supervisory working alliance. Due to evolving uses of technology in supervision there should be ongoing research on the examination across the supervisory working alliance and technology. Technological advances are growing at a rapid rate. There is an ever-growing need to identify evidence-based practice that

supports the uses of technology in supervision. Clinical supervision serves as an imperative role to the counselor-in-training. There is a clear need to examine how technology incorporated in clinical supervision impacts the supervisory working alliance. The complex supervisory relationship can be shaped through current use and trends of technology. The findings indicate how the supervisory model/approach, style, and supervisory working alliance can have some impact during online supervision.

Future studies are needed to expand on current research in areas that focus the supervisory working alliance and online supervision. This is especially important as the supervisory working alliance has significant impact on satisfaction in the supervisory relationship and development of the counselor-in-training. This qualitative analysis focused on the perceptions of counselors-in-training regarding online supervision and the impact, if any, on the supervisory working alliance. More research is needed to extend on these findings. Future research could also consider the perceptions of counselor educators and supervisors who utilize technology in the classroom and during supervision. Evidenced-based studies are highly recommended to investigate the effectiveness of supervision when using technology in comparison to face-to-face supervision. Future research could explore models of supervision during online use and effectiveness in the supervision process. This can also include exploration of how experience level of supervisees and models of supervision are affected.

Future studies may also expand on areas of use of technology to practicum and internship supervisees. The counselors-in-training who engage in online supervision and expectations of availability and access to supervisor could potentially impact progress towards autonomy and counselor development. It should also be determined whether

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experience with online supervision could be impacted by the developmental level of the supervisee. This includes the experience of the supervisee and expectations/needs from the supervisor. This supervisor utilized Bernard's (1979) Discrimination Model during practicum experience. The developmental level of the counselor-in-training during practicum included high need for the role of the teacher and consultant and foci area on intervention and conceptualization. Interestingly, participants discussed how online supervision through email allowed time for reflection and increased personalization. For this study, participants discussed how the need for instruction, collaboration, and feedback increased the level of satisfaction toward online supervision. Future studies may explore how other supervision models are adaptive to online supervision and examine adjustments to developmental level of supervisees.

Finally, the supervisory working alliance and other relevant outcomes should be examined further across different methods of online supervision. This includes exploration of asynchronous and synchronous modes of technology. This could help supervisors to further understand how various modes of technology can be effective or ineffective in online supervision and the working alliance. Further evidenced-based studies would provide effective strategies for enhancing the development of the supervisory working alliance and online supervision.

Conclusion

The effect of online supervision and working alliance have not been extensively studied. From this basic interpretative qualitative study, there was an overall sense of satisfaction in online supervision and ability to develop the supervisory relationship. This research provided empirical support on the ability to develop a supervisory working

alliance during online supervision. Many participants implied there was little to no impact made on the bonding and connection with the supervisor while online. Additionally, structure of online supervision may have little to do with the online course as described by participants who engaged in more than one supervisors' online course. It appeared that the supervisor's experiences, style, role, and personality were strong influences on supervisee satisfaction during online supervision. Participants described how the supervisory working alliance did seem to be impaired due to barriers, or technological distractions, present during online supervision. Per participants, the supervisory working alliance was developed when the supervisor was able to troubleshoot during technological distractions. This implication is relevant in the importance of the supervisor's need to be knowledgeable and skilled in online interventions used during supervision. The final results also captured the need for collaborative approaches and feedback that are useful to online supervision. The supervisory working alliance identified the need for collaboration, mutual agreements, and bonding to occur in order to strengthen the alliance. Previous studies described how supervisors who were helpful and collaborative developed a satisfactory supervisory working alliance in online supervision (Dickens, 2010; Rousmaniere & Ellis, 2013).

This qualitative study captured supervisees' increased need to feel supported, able to access supervisor, and receive feedback/collaboration when using online supervision. This research adds to the current knowledge base in online supervision and specifically the supervisory working alliance. The perceptions shared by the counselors-in-training captured the essence and development of a supervisory working alliance. This study demonstrates support in the ability to have a satisfactory supervisory working alliance in

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online supervision and to initiate further strategies for effectiveness for technological

uses.

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APPENDICES

Appendix A:

Informed Consent and Disclosure Statement: Online Course

Department of Counseling and Educational Psychology
Informed Consent for Participating in Online Supervision & Disclosure Statement

Name:_____**Phone:**_____

Email:_____

Please read the consent form carefully. You will receive a signed copy of this form for your records and should be kept in your practicum portfolio.

Role of Faculty Supervisor: As your faculty supervisor, my purpose and role is to provide clear expectations, support, and feedback to foster overall growth, development, and satisfaction in your practicum experience. The supervisory relationship serves as a foundation for professional counselor development and to ensure the welfare of the client and populations served. The various roles supervisors play in the supervisory relationship will assist in the process of shaping the counselor-in-training and will continue to validate skills and knowledge through ongoing practice and application.

Limits of Confidentiality: Privacy and confidentiality limitations are considered crucial in online supervision. Transmission of information can be intercepted through third-party channels and is difficult to guarantee the confidentiality through online sources. It is essential and crucial for students to ensure the protection and prevention of violating clients' personal rights, which includes privacy and confidentiality. Please be mindful of information being shared through email, web-conference, text/chat formats and do not disclose confidential information that may create additional risks to the client.

Emergency Procedures: It is your responsibility to maintain and work closely with your site supervisor and follow all protocols and procedures at your site. In the event of an emergency, you will contact your site supervisor first. If the site supervisor cannot be reached, then you will contact your assigned faculty supervisor for practicum course.

Additional Limitations with Online Use: It is essential for the supervisory relationship to utilize effective communication to enhance overall development for the counselor-in-training. The limitations of using online counseling include loss of non-verbal cues and the potential for miscommunication may occur. The risks associated with miscommunication can potentially impact counselor development and training and would require ongoing dialogue and discussion on concerns and issues that may arise. Additionally, technological distractions and interruptions may create deficiencies in the process of supervision. If any interruptions shall occur, other online formats will be made available to continue the discussion. Use of online web-conferencing, email, phone, online resources/sharing, and face-to-face will be used to enhance the supervisory experience. If at any time you feel that your online presence is not providing optimal supervision in your practicum experience, then please inform the faculty supervisor immediately to work on a resolution.

Student
Signature:_____Date:_____

Faculty
Signature: _____Date:_____

<u>Professional Supervisor Disclosure Statement</u>
Ashley Nicole Brooks, MA, LPCC, NCC

Qualifications: I currently hold a Master of Arts degree with an area specialization in Clinical Mental
Health Counseling. I am a counselor-educator-in-training, and am enrolled in the Doctor of
Education Counselor Education and Supervision Concentration at Eastern Kentucky University.
I have worked as a counselor in various settings primarily working with young adults and adults
with co-occurring and addictive disorders and currently working in school-based setting with
children and adolescents.   My specializations are in counseling clinical mental health,
especially the areas of cognitive behavioral therapy, dialectical behavior therapy, and trauma-
informed services. I have published multiple newsletter articles on topics including recent trends
in counseling, ethics, and recent changes in LPCC licensing regulations. I have presented at
local, state, regional, and national conferences on best practice and counseling theory. I practice
a collaborative, constructive approach to counselor education that is strength-based in nature.

Limits of Confidentiality: As your course supervisor, I will be evaluating your work in
conjunction with the Department faculty who will provide with me individual and/or triadic
supervision that will include your work in the COU 880 class. Your work will also be discussed
in our practicum during group supervision. Counseling can be stressful work. If during my
supervision with you, I feel that you may be a potential danger to yourself or others, I may need
to take action such as bringing my concerns before the CEP Faculty or notifying emergency
help. I will also need to take appropriate action if I believe you have violated any ethical
standards related to our profession. According to ethical codes applicable to counselors and
supervisors, I will not be able to endorse you for future employment if I have questions about
your professional performance and/or personal disposition.

My Role as Faculty Supervisor: For this course, I will provide clinical supervision via a group
supervision format as well as provide individual and/or triadic supervision. This course format
will be a hybrid to online and on campus supervision. I will provide an average of 1 ½ hours of
weekly group supervision (per CACREP standards) and will meet with you individually as
needed. The focus of our group supervision will include attention to your professional
development as a counselor-in-training. You will work closely with your site supervisor on
client emergency and contract. If the site supervisor cannot be reached, then contact me. I look
forward to working with you over the course of the semester. If you have concerns about your
role in this class, please contact me immediately. The best way to reach me is via email at
Ashley_delatorre@mymail.eku.edu or by cell phone located under the course syllabus. Please
be aware that email is not a confidential form of communication and I strongly discourage
sharing any identifying information or confidential information over email.

College of Education Professional Education Program Model:
EKU Professional Education
Model: Effective Educators as
Effective People

Appendix B:

Recruitment Letter for Participants

My name is Ashley Nicole Brooks and I am a doctoral candidate from the Department of Educational Leadership and Counselor Education at Eastern Kentucky University. You are receiving this letter due to your involvement with COU 880 practicum online course at Eastern Kentucky University in the Department of Educational Leadership and Counselor Education. I am writing to invite you to participate in my research study about the development and impact of supervisory relationship and working alliance during online supervision. Your contact information was obtained in the COU 880 practicum online course during the informed consent process to participate in an online practicum course.

If you decide you would like to participate in this study, you will be involved in 75-90 minute individual interview, and invited back to participate in a 75-90 minute focus group. Prior to the individual interview, you will receive a brief survey via email to complete and return before scheduling an individual interview. Both the individual interview and focus group will be conducted online and can be scheduled at your convenience. I will audio record your participation in the individual interview and the focus group. This audio recording will be used for the purpose of collecting, organizing, and analyzing data.

Please be aware, your participation in this or any research study is completely voluntary. There will be no consequences to you whatsoever if you choose not to participate.

Please respond to this email if you are interested in participating in this study, or if you may have any questions.

Thank you,

Ashley Nicole Brooks

Ashley Nicole Brooks, MA, LPCC-S, NCC
Doctoral Candidate, Dept. Educational Leadership and Counselor Education
Eastern Kentucky University
Email: Ashley_delatorre@mymail.eku.edu

Appendix C:

Informed Consent to Participate in Research Study

Eastern Kentucky University Institutional Review Board

Informed Consent to Participate in a Research Study

Researcher's Name: Ashley Nicole Brooks

Researcher's Contact Information: Ashley_delatorre@mymail.eku.edu

Title of Study: A Qualitative Examination of Master's Level Counseling Students'
Experiences of the Supervisory Working Alliance and the Use of Online
Supervision

Why am I being asked to participate in this research?
You are being invited to take part in a research study about the development of the
supervisory working alliance through online supervision. You are being invited to take
part in this study and have the right to be informed of the purpose of the study and have
the right to consent in participation of the study. There are no costs to participate in this
study.

Your participation in this study is <u>voluntary</u>, and may refuse to participate. If you wish
to not continue to be in the study, you may stop at any time without prejudice or with
penalty. You will not lose any benefits or rights you would normally have if you choose
not to volunteer. You can stop at any time during the study and still keep the benefits
and rights you had before volunteering.

Who is doing the study?
The person conducting this study is Ashley Nicole Brooks at Eastern Kentucky
University with the Department of Counselor Education and Supervision. Ashley
Nicole Brooks is a doctoral candidate in the Department of Counselor Education and
Supervision and a Licensed Professional Clinical Counselor (LPCC). Mrs. Brooks is
being guided in this research by her doctoral committee: Dr. Carol Sommer (Chair), Dr.
Ken Engebretson, and Dr. Lawrence Crouch. They can be reached at the Department of
Counselor Education and Supervision: (859) 622-1125.

What is the purpose of the study?
This research is being conducted for the purpose of exploring counselor-in-training
experiences related to participation in an online supervision practicum course. It is also
being conducted to examine the strategies utilized to enhance the supervisory working
alliance and supervisory relationship through online supervision.

Where is the study going to take place and how long will it last?
The research procedures will include an online individual interview with the primary
investigator, Ashley Nicole Brooks via Zoom. Prior to scheduling an interview, a brief
online survey will be sent when informed consents have been received. The online
individual interview will be scheduled between the months of June 2018 through

August 2018. Each of the individual interviews will last approximately 75-90 minutes. You will be asked to participate in an online interview session and may schedule additional sessions in the event of technological interferences. Additionally, you will be invited to participate in a 75-90 minute focus group to review emerging themes, or topics that arise from the individual interviews. Between 6-12 participants may be in the focus group.

Confidentiality

Your identity and participation will remain confidential. Your name will not be included as part of the audio recording or any of the written analysis of the data. If your name presents during any point of the focus group discussion, your name will be omitted from the transcription.
The dissertation committee will be involved as part of the debriefing process during data analysis. Your name will not appear on any of the transcriptions, or analysis. All information will kept in a locked cabinet, or any information on my computer will be password protected.

Since this study will be conducted online, there are risks associated with online use. Privacy and confidentiality limitations are considered crucial in online supervision. Transmission of information can be intercepted through third-party channels and is difficult to guarantee the confidentiality through online sources.

In the event this study is published, identifying information will not be used including name and university in which the study was conducted. Information that will be shared may include quotes, or phrases, but will not have any identifying information.

Privacy

The information provided during this study is subject to HIPAA regulations and will be treated as Private Health Information. No identifying information will be released.

What are the possible risks and discomforts?
To the best of our knowledge, your participation in this research study will have no more risk of harm than you would experience in everyday life. Your participation in this study will not have any negative impact on your relationship to the Department of Counselor Education and Supervision. There are no adverse consequences that will occur if you decide to terminate your participation and consent to participate in the research study.

What will I be asked to do?
You will be invited to complete a brief survey after informed consents are received by Ashley Nicole Brooks. You will schedule an appointment for a 75-90 minute individual interview that will occur online via ZOOM within 3-4 weeks. The individual interview will include a series of 10 questions. These questions are designed to examine the development of the supervisory working alliance through online supervision.

After completion of the individual interview, the PI will transcribe the information obtained from the individual interviews and invite the participants for an online focus group via ZOOM. Invitation will take place between August 2018 through September 2018. This focus group will last between 75-90 minutes and will include a series of follow-up questions that emerge from the individual interview transcriptions. All participants who were in the individual interviews will be invited to participate in the focus group. The focus group can be between 6-12 people.

Will I benefit from taking part in this study?
There is no guarantee that you will get any benefit from taking part in this study. We cannot and do not guarantee that you will receive any benefits from this study.

Who will see the information I give?
Your information will be combined with information from other people taking part in the study. When we write up the study to share it with other researchers, we will write about this combined information. You will not be identified in these written materials.

We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is. For example, your name will be kept separate from the information you give, and these two things will be stored in different places under lock and key.

Can my taking part in the study end early?
If you decide to take part in the study, you still have the right to decide at any time that you no longer want to participate. You will not be treated differently if you decide to stop taking part in the study.

The individuals conducting the study may need to end your participation in the study. They may do this if you are not able to follow the directions they give you, if they find that your being in the study is more risk than benefit to you, or if the agency funding the study decides to stop the study early for a variety of scientific reasons.

What happens if I get hurt or sick during the study?
If you believe you are hurt or if you get sick because of something that is done during the study, you should call Ashley Nicole Brooks at (859) 462-1440 immediately. It is important for you to understand that Eastern Kentucky University will not pay for the cost of any care or treatment that might be necessary because you get hurt or sick while taking part in this study. That cost will be your responsibility. Also, Eastern Kentucky University will not pay for any wages you may lose if taking part in this study.

What if I have questions?
Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions about the study, you can contact the investigator, Ashley Nicole Brooks at (859) 462-1440. If you have any questions about your rights as a research volunteer, contact the staff in the

Division of Sponsored Programs at Eastern Kentucky University at 859-622-3636. We will give you a copy of this consent form to take with you.

You will be told if any new information is learned which may affect your condition or influence your willingness to continue taking part in this study.

I have thoroughly read this document, understand its contents, have been given an opportunity to have my questions answered, and agree to participate in this research study.

_____   _____

Signature of person agreeing to take part in the study   Date

_____

Printed name of person taking part in the study

_____

Name of person providing information to subject

Appendix D:

Protocol Questions: Pre-Interview Survey

Protocol Questions: Pre-Interview Survey Questions

1. Have ever had any experience with face-to-face supervision?
2. Have you already graduated?
3. Are you currently in the program?
   Anticipated date of graduation_____
4. Have you had experience with online supervision prior to engaging in an online practicum course?
5. Which program: Mental health counseling   AND/OR   School counseling

What is your comfort/familiarity level with using a computer/laptop?
   Very negative > Barely Positive > Somewhat Positive> Mostly Positive> Very

Positive What is your comfort/familiarity level with using e-mail?

   Very negative > Barely Positive > Somewhat Positive> Mostly Positive> Very

Positive What is your comfort/familiarity level with using a cellular device?

   Very negative > Barely Positive > Somewhat Positive> Mostly Positive> Very

Positive What is your comfort/familiarity level with using the internet?

   Very negative > Barely Positive > Somewhat Positive> Mostly Positive> Very Positive

How often do you use the following:

	Never	Rarely	Sometimes	Frequently	Constantly
Computer/laptop	☐	☐	☐	☐	☐
Social media (i.e. Facebook, Twitter, Instagram, Snapchat)	☐	☐	☐	☐	☐
Email	☐	☐	☐	☐	☐
Cellular device	☐	☐	☐	☐	☐
Text messaging	☐	☐	☐	☐	☐
Videoconferencing (i.e. Facetime, Skype, Zoom)	☐	☐	☐	☐	☐
Internet, Web-sources (i.e. Blackboard, WWW.)	☐	☐	☐	☐	☐

Appendix E:

Protocol Questions: Individual Interview

Protocol Questions: Individual Interviews

1. Describe your perceptions of online supervision.

2. Could you discuss an experience with online supervision when you were able to reflect or to feel confident?

3. Tell me about a time, if any, when using online supervision allowed you and your supervisor to collaborate on specific goals.

4. Describe an experience when using online supervision helped you to explore personal style or techniques.

5. Tell me your experiences with online supervision, if any, where you felt that you received encouragement or understanding.

6. Discuss a method of online supervision when you were able to receive direct, or task-oriented feedback?

7. Tell me about a time where online supervision offered clear communication or helped with techniques and skills.

8. Describe a time where online supervision allowed for personal disclosures.

9. Discuss how online supervision was helpful, or unhelpful, in overcoming obstacles.

10. What would you change about your experience with online supervision?

Appendix F:

Focus Group Questions

Focus Group Questions:

1. In what ways was online supervision impactful to your learning experience?

2. Reflect back on your work in practicum, what were your experiences for engaging with the supervisor during online supervision?

3. In what ways did technology interfere, or get in the way of learning during online supervision?

Appendix G:

Table 1: Participant Demographics

Table 1

Participant Demographics

	YES	NO
Previous experience with face-to-face supervision?	5	1
Have you already graduated?	2	4
Are you currently in the program?	4	2
Have you had experience with online supervision prior to engaging in an online practicum course?	0	6

Appendix H:

Table 2: Frequency of Use in Technology

Table 2

Frequency of Use in Technology

Measure	Never	Rarely	Sometimes	Frequently	Constantly
Computer/Laptop	0	0	2	4	0
Social Media (i.e Facebook, Twitter, Instagram, Snapchat, Linkedin)	0	0	0	4	2
Email (Personal or Work)	0	0	1	2	3
Cellular Device	0	0	0	3	3
Text Messaging	0	0	0	3	3
Videoconferencing (i.e. Zoom, Google Hangouts, FaceTime)	0	2	3	1	0
Internet, Web Sources, Browsing (i.e. Blackboard, WWW.)	0	0	0	5	1

Appendix I:

Summary of Themes and Sub-Themes

Table 3

A Qualitative Examination of Master's Level Counseling Students' Experiences of the
Supervisory Working Alliance and the Use of Online Supervision:

Summary of Themes and Sub-Themes

Theme 1: Online Access to and Availability of Supervisor: Bridging a Gap in
Communication

      Sub-Theme: Method to receive feedback (mode of communication)

      Sub-Theme: Access and availability to supervisor for ongoing support

      Sub-Theme: Convenience and scheduling

Theme 2: Online Supervision Fostered an Array of Relationships

      Sub-Theme: Impact in relationship with the supervisor

      Sub-Theme: Impact in relationship with peers/group supervision

Theme 3: Qualities and Style of Supervisor(s) Affect Online Relationships

      Sub-Theme: Process of change for counselors-in-training

Theme 4: Technological Distractions Negatively Influenced Online Supervision