

## AN ABSTRACT OF THE DISSERTATION OF

Ann T. Clark for the degree of Doctor of Philosophy in Counseling  
presented on October 15, 2003.

Title: An Exploration of Combined Distance and Direct Supervision  
Experiences.

Abstract approved: Signature redacted for privacy.  
 Judith L. Osborne

The purpose of this study was to discover if a relationship so necessary to effective supervision could be established and maintained over distance. Experiences with a combination of distance and direct supervision in the form of Internet interaction coupled with face-to-face, monthly group supervision were examined. Four participants, all masters-level counselors in training, were placed in rural school internship sites throughout the state. The distance and direct supervision experiences of the participants were examined over a 9-month period.

The qualitative design used a descriptive approach to illustrate the combination of supervision experiences in order to identify how the

formation of supervisory relationship developed over time. The analysis of data included an ongoing process of reading all of the electronic communication (E-mail) throughout the study, as well as feedback from both the participants and their on-site supervisors, and categorizing text scripts generated from taped group-supervision meetings. Recorded perceptions of the experiences of the researcher summarized the emerging themes and patterns. General supervisory themes identified were trust, self-disclosure, match, and empowerment.

Participants demonstrated a motivation to participate in the distance supervision experience as well as the face-to-face group meetings. As supported by Stoltenberg's developmental model, participants demonstrated advancement in clinical skill, moving toward autonomous functioning, with a combination of supervision methods. The participants reported a high degree of satisfaction with the supervisory relationships that developed through a combination of distance and face-to-face group supervision.

Findings supported that a working alliance in an effective supervisory relationship can be established using a combination of distance and direct supervision. Technological advancements and ethical considerations discourage the use of E-mail communication in future distance supervision interactions. Recommendations are offered for further

research and the development of experiential courses in the training of counselors, using distance supervision.

© Copyright by Ann T. Clark  
October 15, 2003  
All Rights Reserved

An Exploration of Combined Distance  
and Direct Supervision Experiences

by  
Ann T. Clark

A DISSERTATION

submitted to

Oregon State University


in partial fulfillment of  
the requirements for the  
degree of

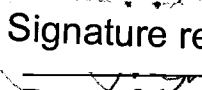
Doctor of Philosophy

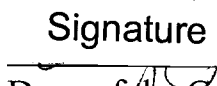
Presented October 15, 2003  
Commencement June 2004

Doctor of Philosophy dissertation of Ann T. Clark presented on October 15, 2003

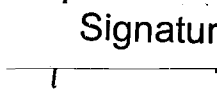
APPROVED:

 Signature redacted for privacy.  
\_\_\_\_\_  
Major Professor, representing Counseling

 Signature redacted for privacy.  
\_\_\_\_\_  
Dean of the School of Education

 Signature redacted for privacy.  
\_\_\_\_\_  
Dean of the Graduate School

I understand that my dissertation will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of the dissertation to any reader upon request.

 Signature redacted for privacy.  
\_\_\_\_\_  
Ann T. Clark, Author

## ACKNOWLEDGEMENTS

The process of writing this dissertation would not have been possible without the collaboration and support of the following people:

1. My major professor, Dr. Judy Osborne. You gave me enormous amounts time, patience, and the ability to pull it all together.
2. The members of my committee: Dr. Brooke Collison, Dr. Gene Eakin, Dr. Jim Firth, and Dr. Joseph Krause. Thanks for generously giving your time and sticking with me.
3. My research partner, Scott Christie. Thanks for inspiring me and making me laugh. Your friendship is invaluable.
4. The participants of this study. I learned more from you than you can ever know.
5. The doctoral students in my cohort and in the Silver Falls cohort. Thanks for the stimulating discussions, your help and feedback, and the good times.
6. My editor, Robin Rokey. Thank you for ensuring the professional look of my manuscript. You are skillful and patient and incredibly encouraging.

7. My reason for doing this in the first place, Dr. Reese House. I appreciate your wisdom, humanness, and genuineness.

8. My wonderful family and friends. My gratitude for your love, support, and keeping things in perspective.

9. My physicians and surgeons, Dr. Stephen Rubin and Dr. Elizabeth Newhall. I owe you my life.

10. My life, my love, my best friend, my spouse, Andrew. A lifetime of gratitude for the help, joy, support, the safety net, and the cheering section. You have always been there for me.



## TABLE OF CONTENTS

	Page
CHAPTER I: INTRODUCTION: FRAMING THE STUDY.....	1
The Research Problem .....	1
Overview of Study .....	2
Research Framing Questions .....	4
Definition of Terms .....	5
Counselor Supervision .....	5
Distance Education .....	6
Rationale and Significance of the Study .....	7
Limitations of Qualitative Research .....	9
CHAPTER II: REVIEW OF LITERATURE .....	12
Counselor Supervision .....	12
Trust .....	17
Match .....	19
Gender .....	21
Power and Empowerment .....	24
Implications .....	29
Distance Learning .....	32
Conclusion .....	40

## TABLE OF CONTENTS (Continued)

	<u>Page</u>
CHAPTER III: RATIONALE, DESIGN, AND METHODOLOGY....	42
Qualifications of the Researcher .....	42
A Constructive and Qualitative Methodology.....	43
Case Study Design .....	45
The Context of the Study .....	47
A Description of the Participant Population .....	48
Data-Collection Methodology .....	49
Source of Data .....	51
Observations .....	51
Participant-Generated Material .....	52
Researcher's Journal .....	53
Data Analysis .....	54
Validity and Reliability .....	55
Provisions of Trustworthiness .....	56
Maintenance of Subject and Client Confidentiality .....	57
Conclusion .....	58

## TABLE OF CONTENTS (Continued)

	<u>Page</u>
CHAPTER IV: ANALYSIS: EXPLORING, EXPERIENCING AND DESCRIBING DISTANCE SUPERVISION .....	60
Writing/Reporting Qualitative Inquiry .....	60
Observations and Impressions .....	62
The Supervisory Relationship .....	63
Developmental Model of Supervision .....	65
Supervision Course Development .....	69
Triangulation .....	75
The Participant Pool .....	76
Participant Profiles .....	80
Brad .....	80
Cara .....	81
Lynn .....	82
Nell .....	83
The Distance Supervision Experience .....	84
Brad .....	84
Cara .....	94
Lynn .....	99
Nell .....	104

## TABLE OF CONTENTS (Continued)

	<u>Page</u>
Participant Evaluations .....	107
How Did You Experience Distance Supervision? .....	108
What Influence Do You Believe Distance Clinical Supervision Had on Your Development as a Counselor? .....	109
What Elements of Learning and Change That You Experienced Can Be Attributed to Distance Supervision Experiences? .....	109
What Changes Did You Notice in Your Client(s) as a Result of Supervision Discussions? .....	110
Understanding the Experience .....	111
CHAPTER V: REFLECTIONS AND RECOMMENDATIONS .....	114
Assumptions of the Researcher .....	116
Emerging Themes and Patterns .....	118
Facilitative Conditions of the Supervisory Relationship .....	120
Trust .....	120
Self-Disclosure .....	121
Empowerment .....	123
Shame and Evaluation .....	125
Supervisory Style and Match .....	128
Ethical Issues .....	130
Confidentiality .....	131
Client Protection .....	132

## TABLE OF CONTENTS (Continued)

	<u>Page</u>
New Developments in Ethical Issues of Distance Supervision. . . . .	133
New Developments in Technology . . . . .	135
Reflections From My Journal . . . . .	136
Research, Research, Research . . . . .	141
Limitations . . . . .	142
Research Influences . . . . .	144
Recommendations . . . . .	145
Conclusion . . . . .	147
BIBLIOGRAPHY . . . . .	149
APPENDICES . . . . .	168
APPENDIX A: INFORMED CONSENT FORM . . . . .	169
APPENDIX B: FRAMING QUESTIONS FOR THE STUDY. . . . .	172
APPENDIX C: HUMAN SUBJECTS COMMITTEE APPROVAL . . . . .	173
APPENDIX D: E-MAIL SURVEY FOR COUNSELOR EDUCATORS USING DISTANCE SUPERVISION . . . . .	174

## DEDICATION

To Natalie Clark, who inspires me

# AN EXPLORATION OF COMBINED DISTANCE AND DIRECT SUPERVISION EXPERIENCES

## CHAPTER I: INTRODUCTION: FRAMING THE STUDY

### The Research Problem

Counseling literature has examined the role and effectiveness of the counseling supervisor but has only begun to consider the implications of distance supervision from the supervisees' perspective (Christie, 1998; Gammon, Softie, Bergvick, & Sorensen, 1998). The purpose of this study is to explore the experiences of supervisees who received both a combination of distance and face-to-face clinical supervision. The intention of this study is to contribute data and findings to a developing theory regarding the effectiveness of counselor supervision at a distance. The basic proposition of this study was to explore whether the supervisory relationship necessary to effective supervision (Holloway, 1992) could be established and maintained over distance.

In order to ensure that supervision at a distance can be a viable component of counselor training, we must examine perspectives regarding the nature of the supervisory relationship. Goodyear and Bernard (1998)

argue that understanding of effective supervision is hampered by several barriers—e.g., confusion rather than clear definition, lack of efficacy research, and excessive reliance on measures of satisfaction to determine successful supervision. Due to the increasing acceptance of qualitative methods, O'Byrne and Rosenberg (1998) and Ward, Friedlander, Schoen, and Klein (1985) believe that simultaneous advancements have occurred in the evolution of supervision research. A combination of qualitative modes of inquiry and constructivist theories creates an opportunity to view supervision from a systematic, contextual perspective (O'Byrne & Rosenberg, 1998; Ward et al., 1985). The purpose of this qualitative research was to explore the supervision experiences of supervising counselor trainees from a constructivist premise that relies on the primacy of meaning.

### Overview of Study

Clinical or counselor supervision is an integral part of the acquisition and application of counseling skills in counselor education training programs (Bernard & Goodyear, 1992; Borders & Leddick, 1987). Supervision is the main feature in counselor education that sets it apart from other professions and educational training (Sexton, 1998). Nevertheless, as



Goodyear and Bernard (1998) have suggested, counselor educators need a better understanding of what supervision practices work with whom and under what conditions. According to Goodyear, counselor educators are attempting "to catch up with a plethora of new training and supervision possibilities" (p. 19). These education professionals are beginning to address issues concerning on-campus clinical training that include recent trends in education research (Ametrano & Stickel, 1999). Many institutions are experimenting with new forms of distance education: the electronic delivery of courses by video and computer (Phipps & Merisotis, 1999).

Although distance learning is not a new phenomenon (Phipps & Merisotis, 1999), integration of distance education methods into traditional higher education programs continues at an unprecedented rate (Christie, 1998). With the advent of new technology that enables more rapid communication, counselor education programs continue to be influenced by these trends. Paradoxically, as technology increases exponentially, the interpersonal connections made within the technological context become more important (Thomas, 1999). One important interpersonal relationship is the supervisory relationship between counselors-in-training and their counselor educator supervisors. As models of distance counselor education continue to evolve, guidelines are being developed to inform counselor

education preparation programs about the differences between traditional face-to-face instruction and distance instruction (Christie, 1998). In addition to instruction, "distance supervision" has continued to be a topic of interest and debate (Goodyear & Bernard, 1998; Welfel, 1998).

### Research Framing Questions

The research in this study addressed the relational and process components of a combination of distance-supervision delivery methods. It was designed as a follow-up study to Christie's (1998) research with distance supervision in which the researcher provided distance supervision without face-to-face interaction. This study was a qualitative study of the phenomenological experiences of supervisees enrolled in a clinical internship supervision course that included distance and face-to-face methods of delivery. To investigate these experiences, the researcher framed the project with the following set of questions. The participants were asked throughout the data-collection phase:

1. How does the combination distance-and-direct format increase accessibility of supervision services?
2. How does this format allow for autonomy in the supervision interaction?

3. How do you positively or negatively evaluate E-mail?
4. Do you engage in group supervision forums?
5. What are you learning and how does this compare with your expectations?
6. What is the value of supervision?
7. How would you evaluate the effectiveness of this combination method of distance and direct supervision?

### Definition of Terms

#### Counselor Supervision

The various models identifying the major roles and functions of supervision also serve to define clinical supervision. Supervision literally means to "oversee" (Leddick & Bernard, 1980). Thus, a supervisor is one who oversees the work of another, with final responsibility of that work resting on him or her. Counselor supervision has been defined as "a complex process that is designed to facilitate change and that involves the formation of an interpersonal relationship of an evaluative nature" (Robyak, Goodyear, & Prange, 1987, p. 299).

Loganbill, Hardy, and Delworth (1982) defined clinical supervision as "an intensive, interpersonally focused one-to-one relationship in which one person is designated to facilitate the development of therapeutic competence in the other person." A professional parenting notion is reflected in Bernard and Goodyear's (1992) description of clinical supervision as an essential aspect of professional training, "a means of transmitting the skills, knowledge, and attitudes of a particular professional to the next generation in that profession" (p. 2). The terms "clinical supervision" and "counselor supervision" are used interchangeably.

### Distance Education

Distance education is a broad term whose meaning continues to change with the evolution of technology. In recent years, providing education at a distance has changed significantly as the use of computer-mediated learning, two-way interactive video, and other technologies has increased. Distance learning generally includes "asynchronous communication, which occurs when students and teachers do not have direct, person-to-person interaction at the same time or same place" (Phipps & Merisotis, 1999, p. 11). Distance education has several key factors. The most important are (a) the teaching/learning process, which involves

learners who are at a distance from the originator of the teaching material; and (b) the use of a combination of media, including television, videotapes, audiotapes, audio and/or video conferencing, E-mail, telephone and fax communications, the Internet, computer software, and print. The focus of this study was on distance learning through the Internet, specifically E-mail. Students also communicated through a listserve, which is a group of people with a subscription to receive E-mail from a common server. When an E-mail message is sent to a particular listserve, everyone subscribing to that listserve receives the message and can respond to the group. The terms "distance education" and "distance learning" are used interchangeably.

### Rationale and Significance of the Study

As counselor education programs make the transition toward distance learning, clinical supervision is an important component that must be examined. To date, research on distance supervision is in its very early stages. Because of a major gap in the research, counselor educators are hampered in their efforts to make informed choices about implementation of new ways to provide training to students. There is a dearth of studies exploring the effectiveness of alternative ways in which to deliver supervision.

Although a plethora of research on the supervisory relationship has emerged in past years, little consensus exists about what elements must be present for a successful supervisory experience. However, patterns that appear in the literature may provide a framework for providing supervision at a distance.

Studies have examined the processes involved in the supervisory relationship in terms of facilitative conditions and the role of empathy in supervision. Interrelated themes of trust, match, gender, power, and empowerment appear consistently throughout the current literature (Kaiser, 1992). Other credibility factors appear as well: compatible supervisor qualities (Putney, Worthington, & McCullough, 1992); a supervisor's ability to recognize the developmental level of the supervisee (Miars et al., 1983); and personality traits of the supervisor (Carey & Williams, 1986). In keeping with the role of education in supervision, researchers have also looked at the importance of relationship building within a supervisory relationship (Daresh, 1989; Kennard, Stewart, & Gluck, 1987; Schonberger, 1982). Kennard et al. (1987) found that positive supervision experiences usually involved situations in which supervisor and trainee possessed similar behavioral styles and theoretical orientations. More effective

interaction between supervisor and trainee contributes to a more positive experience in supervision.

A large body of research exists on distance learning in general. In the 1990s, studies examined digital technology via the Internet as the major new development for distance learning programs (Picciano, 2001). A review of these investigations suggests that learning institutions use distance learning in many ways. Daniels, Tyler, and Christie (2001) assert that "regardless of which approach an institution or counselor education program takes, the process is largely one of trial and error" because Internet technology is being used without the benefit of guidance from credible research (p. 304).

### Limitations of Qualitative Research

When one considers the results of this research, several arguments against doing qualitative research need to be acknowledged. The first is that qualitative inquiry is subjective. In the paradigm of qualitative researchers, subjectivity is an essential ingredient that promotes understanding of the phenomena studied (Stake, 1995). As a means of validating researchers' observations, "triangulation" protocol--i.e., using outside observers and participants to read the results--has proven invaluable

(Stake, 1995; Yin, 1994). Another criticism of qualitative research is that it can be expensive and time consuming (Stake, 1995; Yin, 1994). This study was conducted over 9 months, since the researcher believed it was necessary to allow time to understand the process of distance supervision.

Some critics believe that qualitative research presents more new puzzles rather than providing solutions to old problems (Stake, 1995). The purpose of this research is to see what "new puzzles" exist in distance supervision rather than arriving at solutions or discovering cause. Therefore, the findings in this study may not result in change or advancement in supervision practice, but perhaps contribute to a better understanding of the practice.

There are numerous ethical risks in qualitative research (Stake, 1995; Yin, 1994). For this researcher, it may be more ethical to enter the world of supervisees in order to gain understanding than to attempt to "stand outside" by using other methods (Mason, 1996). However, the dual roles of supervisor and researcher could present ethical dilemmas in instances where the roles could conflict. For example, a researcher may be hesitant to make an intervention that would influence the outcome of the research. Observation is rarely viewed or experienced by researchers as an ethically straightforward or easy method (Mason, 1996).



Privacy is another ethical issue that becomes even more complex with the addition of Internet communication. According to Mann and Stewart (2000), the collection of data in digital form poses new challenges for the qualitative researcher. The researcher's strategy in the current study was to make clear to participants the known implications of Internet communication and devise methods to conceal identity of participants and their clients. Due to the need for protecting the confidentiality of participants and their clients, the reporting of findings becomes complicated. The researcher must sufficiently present the evidence to support findings yet exercise extreme caution in exposing sensitive material.

A final limitation of the study is that the combination of distance and face-to-face supervision is not an established practice at Oregon State University's Counselor Education program. The supervision methods were designed specifically for this study; therefore, different outcomes may result in an environment in which students are accustomed to distance supervision.

## CHAPTER II: REVIEW OF LITERATURE

### Counselor Supervision

Clinical supervision has been practiced for over 100 years (Goodyear & Bernard, 1998). "Even with this long history, supervision remains relatively new as a specific domain of inquiry" (p. 6). Supervision research has produced inconsistent results in the attempt to identify the most effective approach or model of supervision. One area of agreement was the importance of an effective supervisory relationship. By reviewing the history of counselor supervision, the researcher attempted to identify the key elements of the relationship between supervisor and supervisee. It follows that these elements would then need to be present in order to establish an effective distance supervisory relationship. What approaches to supervision are most helpful? Goodyear and Bernard (1998) echo this researcher's frustration with the results of decades of investigation: "Unfortunately (and surprisingly) we found that the literature actually had little to offer in answer to this particular question" (p. 7).

Although the literature provides no consensus for what works, with whom, and under what circumstances, there is some agreement among several themes. The supervision literature spanned nearly four decades at

the time of this study. The researcher surveyed this literature to explore the salient elements of an effective supervisory relationship. Issues that emerged from the literature on "good" supervisory events included match of supervisor and supervisee, trust, and gender relations as well as power and empowerment. The characteristics of match, trust, gender, power, and empowerment were explored in depth as background for this study.

Clinical supervision of counseling trainees has been the focus of theorists (Goodyear & Bernard, 1998; D. H. Granello, 2000; Loganbill et al., 1982; Stoltenberg & Delworth, 1987) and researchers (Ellis, Ladany, Krenzel, & Schult, 1996; Holloway & Hosford, 1983; Worthington & Roehlke, 1979) for several decades. During its evolution, counselor education has gathered historically based approaches on which the assumptions of supervision are based (Sexton & Griffin, 1998). For the purpose of this research, a comprehensive review of the literature was conducted in order to discover systematic and reflective evaluations of common models of clinical supervision that are most effective. A serious shortcoming in the supervision literature has been a lack of empirical, descriptive studies on which to build a strong, quantifiable description of the supervisory process (Goodyear & Bernard, 1998; Holloway & Hosford, 1983). Goodyear and Bernard (1998) argued that counselor educators are

hampered by a lack of understanding of what supervision practices work with whom and under what conditions. According to Ellis (1991), clinical supervision has emerged as a "separate field of inquiry that consists of processes, skills and theory, which is distinct from counseling, teaching, and consulting" (p. 342). Supervision theory has evolved from specific counseling theories to more comprehensive and generic models (Robyak et al., 1987). These supervision models have integrated assumptions based on counseling practice (Leddick & Bernard, 1980). Sexton (1998) asserts that given the rapidly changing knowledge base and professional practices, a systematic reflection of these fundamental assumptions must be reconsidered. Goodyear and Bernard (1998) believed that in order to identify what supervision practices work, counselor educators must define supervisory functions.

A number of models of supervision have been proposed in the past 40 years that describe the major roles and functions believed to be important in clinical supervision (Heppner et al., 1994). Leddick (1994) identified three types of models (developmental, integrated, and orientation-specific) that emerged as the training of supervisors became more purposeful.

In the 1980s, developmental models of counseling supervision provided the theoretical base for supervision education, and research reflected those developmental assumptions (Borders, 1990). The primary weakness of developmental research has been that the definition and implementation of developmental level has been oversimplified so that more complex approaches consistent with developmental theory have not been considered (Ladany, Marotta, & Muse-Burke, 2001). Holloway (1987) criticized the limitations of the developmental approach and concluded that the formation of the trainee's professional identity takes place within the supervisory relationship. Efstation, Patton, and Kardash (1990) concurred with Holloway (1987) about the importance of the relationship, which they called the working alliance in counselor supervision (Efstation et al., 1990).

Bernard and Goodyear (1992) advocated a two-dimensional model that identifies roles (teacher, counselor, and consultant) as well as functions (process, conceptualization, and personalization). Although supervisors can rely on constructs like teacher, counselor, or consultant, Ladany and Friedlander (1995) believed that counseling trainees usually rely on their supervisors for accurate information about their roles. It is within the context of a positive supervisory relationship that trainees learn.

Much of the research that examines correlates of "successful supervision" highlights the importance of the supervisory relationship (Tracey & Sherry, 1993). Goodyear and Bernard (1998) noted that an inherent limitation of supervision studies is that they primarily rely on supervisee satisfaction measures to assess supervision outcomes. Worthen and McNeill (1996) explored the phenomenological experience of what elements or events constitute "good" supervision for trainees. Rather than applying a uniform formula to ensure a good experience, they concluded that supervisors must demonstrate certain interpersonal qualities along with theoretical knowledge, practical interventions, and experience base. A good supervisory relationship consists of warmth, acceptance, respect, understanding and trust.

Kaiser (1992) identified trust as well as power and authority issues as key elements in supervisory relationships. Respect and safety were identified as the most important characteristics of the relationship. Respect was demonstrated when the supervisor attended to the supervisee's learning style and developmental stage as well as the supervisee's level of vulnerability to criticism. Safety was defined as both the freedom to make mistakes and take risks as well as mutual vulnerability of both the

supervisor and supervisee. A recurring theme in trust building was the importance of clear communication that leads to a mutual understanding.

Because the supervisor holds greater power, Kaiser contended that the supervisor must use it in an ethical manner. A significant source of supervisor authority lies in the power to evaluate. The supervisor is responsible for setting appropriate limits and boundaries in the structure of the supervision as well as acceptable professional behavior. Appropriate use of supervisory power includes creating a safe space for supervisee self-disclosure without the fear of being shamed. Kaiser's findings are consistent with interrelated themes that appear consistently in supervision literature reviews.

### Trust

Carey, Williams, and Wells (1988) investigated supervisor credibility factors of expertness, attractiveness, and trustworthiness. In the study, the researchers found that trustworthiness was the most salient construct operating in the supervisory relationship. These findings support previous research showing that supervisees expect supervisors to be trustworthy more than expert or attractive. "It could be that supervisors who fulfill trainee's expectations create a more positive relationship and are

more able to influence trainees toward learning and improvement" (Carey et al., 1988, p. 135). Trust also plays an important role in reducing supervisee anxiety (Costa, 1994).

Kaiser (1992) named respect and safety as important elements in the supervisory relationship. Safety is defined as the supervisee's freedom to make mistakes and to take risks without the danger of a judgmental response from the supervisor. The supervisor needs to be able to challenge the supervisee, who, in turn, needs to feel safe enough to risk new behaviors.

In addition, Kaiser (1992) emphasized the importance of the role of empathy in supervision, which creates a link between client and counselor and supervisor. Kaiser's belief supports McNeill and Worthen's (1989) notion of how parallel process in supervision influences the outcome of therapy between supervised counselors and their clients.

Another aspect of trust building that Kaiser (1992) reported is the experience of supervisees with a supervisor who is not only supportive but also willing to explore the supervisee's work and fully understand it. In addition, the supervisor must demonstrate a willingness to share his or her own emotional responses. A final recurring theme in the discussion of trust



is the importance of clear communication, which leads to confidence on the part of the supervisee (Kaiser, 1992).

### Match

In the early 1980s, Loganbill et al. (1982) observed that the supervision literature lacked attention to the more complex, relationship-oriented aspect of supervision. There was much discussion but little empirical evidence to support the notion that a "match" was important in determining the quality of supervision relationships. Studies attempting to identify relationship variables leading to positive supervision experiences have investigated such characteristics as similarity in attitude and gender (Kennard et al., 1987). Kennard et al. (1987) identified two important variables in the supervision environment: (a) theoretical orientation of supervisor and supervisee, and (b) the nature of the supervisor's style. The researchers postulated that different styles are likely to match different trainee needs. Seeking the cause of negative or positive experiences in counselor supervision, they investigated the similarity in behavioral style and theoretical orientation of supervisor and trainee and found that a match supported a positive relationship more frequently than not. The findings of Kennard et al. (1987) point to the importance of the interaction between

supervisor and trainee in contributing to positive experience in supervision. They established that the relationship between the trainee and the supervisor is important, but the findings did not conclusively identify what characteristics should be matched.

Tracey and Sherry (1993) examined a three-stage model, including the establishment of a sound working relationship in which the supervisor adapted behaviors to complement those of the trainee. In less successful supervision, supervisors tend to match the trainee in both power and affiliation; however, this pattern was not true for successful supervision. The difference in handling passive trainee hostility by the supervisor was crucial in establishing a good working relationship.

Racial identity interactions were studied by Ladany, Brittan-Powell, and Pannu (1997) as they related to the supervisory working alliance. Racial identity is a multidimensional psychological construct in which a person's racial-identity development is posited to consist of a number of stages and ego statuses about how one feels about one's own race and people of other races (Ladany et al., 1997). The results indicated that racial-identity interactions predicted aspects of the supervisory alliance. Supervisees who reported the strongest agreements between goals and task of supervision were in a supervisory partnership with attitudes exhibiting

higher mutual respect. The supervisor who communicates acceptance to the supervisee may facilitate the development of the working alliance.

Putney et al. (1992) examined the effects of supervisor and supervisee theoretical orientation on supervisees' perceptions of supervisors' models, roles, and foci. Supervisee autonomy was among the variables studied. Cognitive-behavioral supervisors tended to be in the consultant role more than humanistic, psychotherapeutic, and existential supervisors. The latter tended to use the relationship model, playing the role of therapist and focusing on conceptualization. In this study, theoretical orientation did not influence growth and skills in supervisees. However, women were deemed more effective supervisors than men. Theoretical match and similarity predicted perceived effectiveness. Autonomy of the supervisee, which was the desired goal of supervision, was also predicted by theoretical similarity, low supervisor adherence to theory, and unmatched gender.

### Gender

Holloway and Wolleat (1994) examined how gender relations in social interactions, especially the power dynamics, enter the supervisory relationship. Supervision provides an opportunity for the supervisor to

guide the trainee in the counseling profession so that the trainee may attain knowledge, skills, and practice that fit his or her unique needs. Holloway and Wolleat (1994) assert that building on the unique needs of the supervisee allows a supervisor to contribute to the self-esteem and self-efficacy of the student. The goal of empowering the individual fits with the goals of counselor supervision. Although the accumulation of power is at least partly under the control of the individual, cultural roles, gender stereotypes, and practices of socialization are critical obstacles, especially for women. These impediments are inherent in the culture in general, but more specifically in the professional practice setting. Holloway and Wolleat (1994) assert that the supervisory relationship must reflect an attitude of power that is inclusive to women.

In addition, both support and evaluation are major components of supervision. Robyak et al. (1987) studied the effects of supervisor characteristics, which form a basis for the interpersonal relationship. They postulated that the supervisor displays sets of personal and professional characteristics designed to strengthen the trainee's perceptions of the supervisor's resources. If these resources match the trainee's needs, then the resulting power differential forms the basis of the supervisor's ability to influence the trainee in a way that will facilitate change.

Robyak et al. (1987) investigated the extent to which gender, the amount of supervisors' experience, and supervisory focus influenced preference for the use of referent, expert, and legitimate power bases. Expert power is based upon a display of resources such as specialized knowledge and skills, referent power comes from interpersonal attraction, and legitimate power is based on the socially sanctioned role of supervisor. Results indicated that men preferred the referent power base more than women did, and that, compared to supervisors with more experience, supervisors with relatively little experience demonstrated greater preference for the referent power base. According to Robyak et al. (1987), supervisors who focused on trainee self-awareness preferred the expert power base, a result that agrees with the literature on empowerment. In a study that examined gender relations in counselor training, Schiavone and Jessell (1988) discovered that counselor-trainee ratings of supervisor expertness and competence did not differ as a function of either supervisor or trainee gender. However, higher levels of ascribed expertness and competence were more favorably rated based on gender.

Granello, Beamish, and Davis (1997) studied the effects of supervisee gender on the influence and strategies used in the supervisory alliance. She found that supervisors asked for significantly more opinions

and suggestions from male supervisees than from female supervisees. Male supervisees in longer supervisory relationships were told what to do less often by supervisors than females. They were able to voice their opinions and suggestions more frequently. The authors observed that the power in the relationship inherently belongs to the supervisor who has an ethical responsibility to provide a climate that will enhance the trainee's skills, regardless of gender.

### Power and Empowerment

Salvendy (1993) explored the dynamics of the supervisory process, focusing on the factors affecting the balance of power between supervisor and supervisee. The assignment of inherent roles, issues of transference, countertransference, and the parallel process were viewed. Supervisors have been traditionally seen as gatekeepers of the profession, a role that allows considerable control and power. Expressions of anxiety and conflict are evidence of a trainee's struggle to maintain a professional level of self-esteem in the face of multiple contradictions and dependence on the supervisor. Thus, a development in training has been the shifting supervisory equilibrium in which trainees participate in a bilateral evaluation of the supervisory process. In order to avoid the pitfalls of

supervision, Salvendy (1993) recommended empowering students by informing them of organizational matters, creating an empathetic supervisory environment in which uncertainty and feelings of inadequacy can be discussed, and implementing a fair and equitable evaluation procedure.

Olk and Friedlander (1992) studied the nature and extent of counselor trainees' experience with role difficulties in supervision. Results indicated that role difficulties were predictive of more work-related anxiety, general work dissatisfaction, and dissatisfaction with supervision. Beginning trainees reported higher levels of role ambiguity than did more experienced trainees. Role conflict for participants in Olk and Friedlander's (1992) study seemed to be problematic only for advanced trainees, for whom ambiguity was minimal.

Ladany, Corbett, and Nutt (1996) studied nondisclosures in supervision and discovered the most frequent nondisclosures were related to negative reactions to the supervisor. The most frequent reasons were perceived unimportance, a disclosure deemed too personal, negative feelings, and a poor alliance. Supervisor style was related to the content of, and reasons for, nondisclosure. Supervisees were less satisfied when they reported more negative reactions to supervisors and when they did not

disclose because of poor alliances, supervisor incompetence, and fear of "political suicide" (Ladany, Corbett, et al., 1996, p. 18). Ladany, Corbett, et al. (1996) concluded that nondisclosure affects the process of supervision and recommended that supervisors strive to develop relationships that have didactic, supportive and collaborative components.

Ladany and Friedlander (1995) learned that when supervisors and trainees discuss expectations, set goals, and agree on the tasks of supervision (within the context of a positive relationship) trainees are less likely to experience confusion or conflict. A stronger supervisory working alliance was predictive of fewer trainee role conflicts and less ambiguity in supervision. The degree to which trainee role difficulties and anxiety exist seems to be predicted by trainee perception of the strength of the supervisory relationship.

Role conflicts, according to Ladany and Friedlander (1995), arise when supervisees engage in behaviors that are incongruent with personal judgment or assume multiple roles that are incongruent. Role ambiguity leaves trainees unclear about role expectations in supervision. Weekly time spent in supervision was predictive of greater role conflict because the trainee was expected to behave as student and counselor simultaneously. Because dissatisfaction and anxiety can inhibit a trainee's ability to learn



and become an effective counselor, Ladany and Friedlander (1995) advised supervisors to develop a collaborative and trusting work environment in which expectations for the trainee's behavior are discussed and mutually agreed on early in the relationship.

The nature of the supervisory relationship necessarily creates hierarchical distance and a power structure as the supervisor evaluates the supervisee (Olk & Friedlander, 1992). The supervisee's self-esteem, job potential, licensure, and professional career are partially dependent on that evaluation (Borders & Leddick, 1987). The power differential can create a favorable working relationship, as Robyak et al. (1987) explain:

To influence trainees, supervisors engage them in interpersonal relationships by displaying sets of personal and professional characteristics designed to enhance trainees' perceptions of supervisors' resources. If these resources correspond with trainees' needs, then a power differential in the relationship is created and forms the basis of supervisors' ability to influence trainees in a way that will facilitate change. (p. 299)

However, Costa (1994) identified sources of anxiety such as conflicts with supervisors, receiving feedback and evaluations. This anxiety results when the perception of a power differential interferes with a successful working alliance. In order to alleviate some of their anxiety, Costa (1994) identified nonproductive ways in which some supervisees

attempt to change the power imbalance. Examples include redefining the supervisory relationship and reducing the supervisors' power, avoiding uncomfortable topics, and intellectualizing or discussing tangential issues. Although some level of anxiety may be helpful, an inordinate amount can interfere with the learning experience. Thus, Costa (1994) suggests establishing clear contracts, matching method to supervisee developmental stage, directly addressing anxiety and fear, developing a collaborative supervisory attitude, creating a positive evaluative focus, and encouraging independence.

As part of a qualitative study, Wark (1995) interviewed supervisees and supervisors who described helpful supervision as experiences of support, teaching/directing, and collaboration. It was interesting to note that teaching/directing behavior was not perceived as helpful in supervision by the supervisee. "Supporting" included behaviors in which the supervisors tried to make the supervisees feel comfortable and affirmed and validated the supervisee.

Interpersonal skills have been found essential in supervisory relationships. Wark (1995) discovered that supervisees found it important that supervisors could collaborate rather than direct. If supervisees are to develop autonomy, supervisors must use restraint during supervision so

trainees will learn to monitor, trust, and use their own abilities (Wark, 1995).

Frankel and Piercy (1990) found that supportive behavior appeared to be more powerful than simply "teaching" by itself. If supervisors' support behaviors were ineffective, trainees' support of their clients tended to deteriorate as well, which again supports the notion of the impact of parallel process (McNeill & Worthen, 1989). McNeill and Worthen found that the effectiveness of the supervisory relationship ultimately affects the outcome of the therapeutic relationship.

### Implications

In the past decade, attempts were made to understand how supervisors could be trained to do supervision effectively, rather than focusing on how supervision is done (Bernard & Goodyear, 1992; Goodyear & Bernard, 1998; Holloway, 1995; Holloway & Neufeldt, 1995). Since the effects of specific supervisory interventions on therapist and client appear to remain unknown (Holloway & Neufeldt, 1995), effective supervisory training must be linked to understanding factors that are potentially influential to the process and outcome of supervision, as well as understanding how to influence those factors (Holloway & Carol, 1996).

Holloway and Carol (1996) identified the tension between what is relevant in the practice of supervision and the methodical rigor of research. They discovered that what has been uncovered in research is not necessarily useful in guiding practice.

Ellis et al. (1996) comprehensive analysis of research over the past decade, in which they used traditional methodological tools of post-positivism, is accompanied by a group of studies that have turned to different forms of interpretive methods. Ellis et al. concluded that the efforts of interpretative methodologies in supervision literature have often yielded a base of literature built on poorly constructed, poorly executed research (Ellis et al., 1996). Worthen and McNeill (1996) wrote,

Past research has spent little time examining the experience of good psychotherapy supervision, in part because of the design characteristics of traditional research methodologies, which are not devised to ask questions about personal meaning.  
(p. 25)

Sexton and Griffin (1998) established a goal to reflect systematically on the assumptions that define counselor education and consider those assumptions in light of the professional knowledge base. While a vast body of research yields an emphatic agreement that a positive supervisory relationship is necessary in training counselors of the future, there are still only a few consistent themes available to guide the practice of supervision.

While understanding the qualities of supervision is important, the research has yielded only pieces of the puzzle and the picture remains incomplete. Neufeldt (1997) believed that the use of qualitative research produced richer results in examining the aspects of a successful supervisory alliance that can be helpful in guiding the education and practice of supervisors.

At present, there exists a large gap between the ideas and application of supervision theory. With this in mind, Goodyear and Bernard (1998) declared that supervision literature actually had little to offer in order to determine what approaches to supervision help trainees the most.

The research that has particular implications for this study focused on supervision context. The relationship between supervisor and trainee is itself a supervisory context (Goodyear & Bernard, 1998). "It seems intuitive that the context of supervision would affect its nature and process," yet only a few contexts have been examined (p. 18). Regarding the context of distance supervision, Goodyear and Bernard write,

In addition to such a classic dichotomy of expectation, counselor educators are now engaging in Internet supervision (a new millennium indeed!) before we even have any evidence that particular models are more salient than others in a person-to-person format. The implications of technology on what we know (and don't know) about supervision simply boggles the mind of anyone who has spent time reflecting on current practice. (pp. 18-19)

### Distance Learning

Not only does supervision take place without consensus in the literature about the most effective approach, the use of technology in distance learning is "largely taking place in the absence of well-designed studies" (Daniels et al., 2001). In the absence of research on distance supervision over the Internet at the time this study was designed, the researcher reviewed the distance learning literature. An attempt was made to identify solid research of on-line instruction that could direct the design of distance supervision of counselor trainees via the Internet.

The researcher did not assume that one could simply transfer traditional supervision practices to the new context of the cyberspace. It was hoped that the literature would reveal agreement on what constituted effective supervision as well as effective distance learning so that a model or, at the least, characteristics could be integrated into a new model of web-based distance supervision.

Since technology is a constantly growing and changing aspect of distance learning and distance supervision, many advancements have taken place since this study was completed. The following will cover a brief overview of the distance learning history, the advent of on-line instruction

that influenced this study's research design, and recent advancements in distance learning.

Much of distance learning history related to the communications technologies available at a particular time (Picciano, 2001). Distance education began with the development of the postal service in the nineteenth century when commercial colleges began providing correspondence courses (Phipps & Merisotis, 1999). In the 1950s, universities began providing distance education by television, and in the following two decades, improvements led to cable, satellite communications, and fiber optics. In the 1980s, universities established networks of educational satellite systems that delivered education to remote locations throughout the world (Picciano, 2001). The advent of distance learning opportunities coincided with an increase in college attendance in the United States through the 1980s and early 1990s (Christie, 1998).

Changes in the last two decades have resulted from the advances in computer-mediated learning as well as substantial interest in universities in employing new technologies for delivering alternative services to a changing population (Daniels et al., 2001). Researchers have attempted to analyze the efficacy of learning through the use of technology. This has resulted in a limited though not insignificant body of original research.

Most of these studies suggest that the learning outcomes of students using technology at a distance are similar to the learning outcomes of students who participated in conventional classroom instruction (Phipps & Merisotis, 1999; Daniels et al., 2001). Hiltz (1993) focused on discovering if the virtual classroom was a viable educational delivery option as well as good and poor outcome variables in this new environment. The attitudes and satisfaction of students using distance learning are also characterized as generally positive. The writings conclude that distance learning is viable and effective. However, there are gaps in the research that require further investigation (Phipps & Merisotis, 1999).

In keeping with these findings, one important issue that developed in technology-mediated instruction is how the communication changes once face-to-face dialogue is reduced or eliminated (Christie, 1998). Even the definition of distance learning continues to evolve with technology. It is important to understand that distance learning generally includes "synchronous communications," which occurs when teacher and student are present at the same time—even if they are in two different places. A student participating in videoconferencing is an example of synchronous communication. "Asynchronous communication" occurs when students and teachers do not have person-to-person direct interaction at the same



time or same place. E-mail communication that is not conducted in "real time" is an example of this type of interaction (Phipps & Merisotis, 1999; Picciano, 2001). Traditional routes of communication are changed once computer hardware and software are not in the classroom itself. One study suggested a certain degree of control by the teacher so that a tacit level of trust was established between teacher and students (Everett & Ahern, 1994).

In the mid-1990s, studies began to appear that focused on the advantages of Internet communication. Bailey and Cotlar (1994) reported that the ease with which questions can be delivered to students can stimulate thinking and discussion. The anonymous interaction of the Internet appeared to increase the dynamic interaction among all participants more than any other condition, including face-to-face communication (Everett & Ahern, 1994). Anonymity seemed to impact communication in Danielsen's 1994 study because it "forces clients to express themselves through written and oral language" (p. 26). Each sequence of interaction would build additional contexts for subsequent messages, so the interaction not only increases but it includes diverse subject matter. Unlike a typical classroom, the discourse is free from monitoring by the teacher, so the

discourse is more free flowing than the traditional initiation-reply-evaluation classroom interaction (Christie, 1998).

Computer-mediated instruction tends to result in more complexity, with more dialogue exchange and a longer engagement with the material (Everett & Ahern, 1994). The possibility of nearly instantaneous turnaround time makes the dialogue more efficient. The interactive environment has no time or place constraints (Bailey & Cotlar, 1994). Bush and Williams (1989) postulated that distance education might actually enhance the ability to teach theory and practice concurrently because time constraints are minimized.

Disadvantages of distance learning included such problems as educators who lack the skills to integrate new technologies into their curriculum (Brown, 2000; Everett & Ahern, 1994; Picciano, 2001). The necessary skills to teach web-based curriculum included the ability to fully utilize the technology in teaching techniques, matching the technology applications to the needs of the students, facilitating student cooperative learning groups, encouraging ethical behavior, and troubleshooting software/hardware problems (Kearsley & Kynch, 1992). The psychosocial issues that emerged as distance education has developed include (a) overcoming resistance to new technology, (b) using the appropriate

technology, and (c) developing the needed skills to use the technology effectively (Bush & Williams, 1989).

Everett and Ahern (1994) discovered that what they deemed to be effective Internet instruction appeared to enhance the individualized and humanistic instructional elements that lead a teacher to act as facilitator rather than leader. The hope was that this type of interaction would facilitate learner-centered instruction in which the teacher focused on the needs of the learner rather than on what needs to be taught (Hirumi & Bermudez, 1996). A computer-mediated environment tends toward a more student-centered, individualized instruction mode as well as enhancing the teaching and learning process (Swan & Mitrani, 1993). Rather than view technology as separate from human interaction, some educators believe that on-line learning can create opportunities to help students think, socialize, and learn (Brown, 2000; Palloff & Pratt, 2001; Picciano, 2001; Simonson, Smaldino, Albright, & Zvacek, 2003). The advent of the Internet radically changed the way that students and their teachers are able to interact. This included the learner's and instructor's ability to make more frequent contacts and the student's ability to rapidly obtain the information they seek (Beshears, 1998; Christie, 1998; Swan & Mitrani, 1993). Counselor educators have discovered uses for the Internet as well. For example,

resources such as CESNET (Counselor Educators and Supervisors Network) for counselor educators have become a popular means of communication (P. Granello, 2000). There has been a growing relationship between counseling and computers in the past four decades, including assistance in "treating clients as well as educating new counseling professionals" (P. Granello, 2000, p. 12).

A review of research since 1998 reveals that the question that seems to generate much discussion is how to integrate technological advances into current counseling or supervisory practice. To date, many distance learning classes are delivered either through interactive video or over the Internet, but not all on-line instructions are created equal (Palloff & Pratt, 2001). Some counselor education programs use high-security courserooms with a variety of methods for delivering distance supervision (Patrick, personal communication, September 15, 2003; Baltimore, personal communication, September 16, 2003). Daniels et al. (2001) discovered that in the postsecondary classroom, the Internet is used in several ways. The identified uses ranged from a "minimalist approach where there is only information available on-line," such as a course description or syllabus, to providing "entire courses, and in some cases, entire programs over the Internet" (pp. 303-304). Counselor education programs have also been

influenced by these trends in on-line instruction. For example, an entirely on-line master's degree is offered in human services with an emphasis in counseling studies; a clinical track for marital, couple, and family counseling therapy; and mental health counseling as well as social work. The same university also offers an on-line doctoral program in counseling studies (Capella University, 2003).

Because of inconsistent research results and the difference between on-line learning dynamics and traditional classroom teaching, researchers recognized "a need for caution as well as a need to provide counselor educations with a direction" (Daniels et al., 2001, p. 305). As a result, the Association for Counselor Education and Supervision (ACES) Technology Interest Network developed a set of standards for on-line instruction. These guidelines cover course quality, course content/objective, instructional support, faculty qualifications, instructor course evaluations, technological standards, and grievance procedures. Assistance with the on-line course design and guideline implementation is offered in a three-step process (Daniels et al., 2001).

Brown (2000) asserted that the ACES guidelines that cover design and delivery concerns for on-line courses are the "proper starting point in using web-based training, videoconferencing, and other approaches to

training" (p. 63). The author foresees "a time when we will conclude that technological approaches and the use of resources available in cyberspace may be superior to traditional approaches in teaching certain skills and facts" (p. 63).

### Conclusion

This chapter reviews clinical supervision literature spanning more than three decades in an attempt to identify the key elements of a successful working relationship or alliance between supervisor and counselor trainees. Consistent themes of effective counselor supervision that emerged were match, trust, gender, power and empowerment. Implications for distance supervision include the ability to include these characteristics in the relationship. The review of research on distance education that guided this study was limited, and much of it was inconclusive. However, technology has helped higher education to continue its focus on the essential goals of teaching and learning. A growing body of research illustrated advantages and disadvantages of on-line interaction.

The most encouraging themes in the distance learning literature were increase in dynamic interaction of the learners, increase in expression through written and oral communication with anonymity, and increase in a

more complex and prolonged dialogue of the learners. Developments in counselor education revealed advancements in technological methods of delivery, increase in on-line programs and instruction, and professional guidelines for the design and delivery of on-line courses. The key elements identified in supervision and distance learning literature formed the framework for this study and a lens through which the findings were viewed.

### CHAPTER III: RATIONALE, DESIGN, AND METHODOLOGY

#### Qualifications of the Researcher

The researcher is a 54-year-old Caucasian female of European American heritage. She received a Master of Science degree in Counseling from Oregon State University and worked as a community college counselor in Eugene, Oregon. While in this position, the researcher was the on-site supervisor for interns seeking master's degrees from the University of Oregon or Oregon State University.

In 1996, the researcher entered the doctoral program in Counselor Education and Supervision at Oregon State University in order to gain more understanding of the supervisory process. The appeal of the program was the emphasis on the collaborative relationship of doctoral students with faculty in the training of students seeking a Master of Science degree in Counseling. The program's philosophy provided consistent and prolonged opportunities to provide clinical supervision for students. During this time, the researcher supervised school and agency trainees in both group and individual settings. The length of the supervisory relationships varied from one to eight quarters.



In addition to the experience and training in supervision, the researcher had attended workshop training in use of E-mail and use of the Internet. She is proficient in technological applications necessary to communicate with students. The researcher was a member of the Association for Counselor Education and Supervision Technology Interest Network as well as a member of the subcommittee that developed guidelines for web- based counselor education. She was a founding member of the American Counseling Association Cyber Technology Task Force.

### A Constructive and Qualitative Methodology

The focus of this study was to explore the supervisory relationship at a distance. Since supervision can be theoretically viewed as collaborative and constructivist in nature, a qualitative design formed the blueprint of what to study, what data are relevant, what data to collect, and how to analyze the results (Neufeldt, 1997). Neufeldt reviewed literature related to collaborative supervision, the systems approach to supervision, and principles of supervision that may lead to constructivist application. Although there are many definitions of constructivism, the theoretical framework that guided this research is social constructivism. Social

constructivism is the individual's personal cognitive and social construction of applied knowledge (Lambert et al., 1995). In social constructivist theory, learning occurs in the social context in which the learner interacts.

Existence is defined and knowledge and meaning is created with every idea, thought, and fact that is embedded in that individual's experience (Duffy & Jonassen, 1992).

Constructivist learning theory can be applied to clinical supervision of counselor trainees. Stoltenberg and Delworth's (1987) developmental model of supervision encourages supervisors to design learning activities that actively encourage the autonomy of supervisees (Costa, 1994). In constructivist theory, learning occurs through design. In supervision models, the design of task building is seen as a natural outcome of perception, individual cognitive process, and construction within the supervisory relationship (Bernard & Goodyear, 1992). Thus, the supervision process becomes "a process of creating experiences and developing, guiding and sharing meaning systems" (Sexton & Griffin, 1997, p. 13).

### Case Study Design

A research design is the logic that links the collected data and the conclusions drawn to the initial questions of the study (Yin, 1994). As a sociological approach, the case study strives to highlight features of social interaction (Hamel, 1993). The method fits well with the study of the supervisory process in that the focus is on interactions. Although there are different methods of case study, Hamel defined participant observation as a process that allows for firsthand observation and information gathering by the researcher through regular contacts over a long period with the population being studied. By using this method, the researcher can become integrated within the population. Other researchers insist that a group cannot be studied as a single unit, but rather the focus must be on key elements. These elements will serve as a prime observation point, or the case. Although observation is part of the data, additional supporting information must be collected as well. Within the case study framework, the social structure (such as a counselor education supervision group) would be considered a "laboratory," providing a miniature replica of problems frequently encountered within similar populations (Hamel, 1993). The case study design for this research was selected based on the researcher's desire to explore the key elements necessary to a successful

supervisory relationship over distance. In addition, the researcher would act as participant observer, collecting supporting information along with personal observations and the experiences of the supervisees.

In designing the research, five components described as essential by Yin (1994) were included: (a) the study's questions, (b) its propositions, (c) its unit(s) of analysis, (d) the logic linking the data to the propositions, and (e) the criteria for interpreting the findings. The study questions asked, "How will a combination of face-to-face and distance interactions be experienced by the supervisor and supervisee?" The study of supervisee's and supervisor's perceptions of a combination of distance and direct supervision was consistent with the approach of phenomenological research. This is because the purpose of this investigation was to understand how the formation of supervisory relationship developed, using a combination of distance and direct methods.

The study's proposition directs attention to something that should be examined within the scope of the study (Hamel, 1993). This study's proposition is to explore the key elements that must be present in an effective supervisory relationship conducted via the Internet. The unit of analysis is the individual participating supervisee. Relevant information

about each individual was collected, and four cases were included in the case study.

Methods for linking the data to propositions, and criteria for interpreting the findings, have not been well developed in case study research (Hamel, 1993). Campbell (1975) described an approach called "pattern-matching" in which several pieces of information from the same case may be related to some theoretical proposition. In this study, the pattern of supervisee interactions will be related to supervision theory. The case study will seek to understand how a combination of face-to-face and distance interactions can form the basis of a working alliance necessary to an effective supervisory relationship.

### The Context of the Study

This research was conducted at Oregon State University in Corvallis, Oregon. Corvallis is a city with approximately 48,000 inhabitants. The name of the college was changed to Oregon State College in 1920 and then to Oregon State University in 1961. Oregon State University is a Land-, Sea- and Space-Grant institution accredited by the Northwest Association of Schools, and it is also designated a Carnegie One Institution. The University offers more than 70 different graduate degrees, and during the

fall 1998 quarter, enrollment reached approximately 14,500, including about 12,500 full-time students. Over 75% of the student population registered as Oregon residents. At the time of the study, 62 graduate students were enrolled in the Counseling Department, which was a division of the College of Home Economics and Education. Within the College of Home Economics and Education, the female-to-male ratio is 7.5:1. The counseling program maintained a female-to-male ratio of 4:1.

#### A Description of the Participant Population

Participants for the study were selected from a pool of male and female volunteers enrolled in a campus-based internship course. Their enrollment was a requirement of the internship experience, as stipulated by their Council for Accreditation of Counseling and Related Educational Programs (CACREP). Supervision was provided on-site by an experienced and practicing counselor in the internship setting, and through group supervision sessions provided by a faculty member of the University Counselor Education program. I offered the alternative method of supervision to all participants enrolled in the internship and counseling at school internship sites located throughout Oregon. Once volunteers were identified, they were assigned based on their willingness to participate as

well as Internet and E-mail access. All other placement site requirements remained the same as traditional campus courses.

Participants included 4 volunteers (3 females and 1 male) from a group of 18 students enrolled in an internship course. These participants were selected for the study because they had completed course work prior to placement at an internship site.

### Data-Collection Methodology

Qualitative research is a "nonmathematical process of interpretation, carried out for the purpose of discovering concepts and relationships in raw data . . ." (Strauss & Corbin, 1990, p. 18). The data of qualitative inquiry are most often extracted from the words and actions of people's phenomenological experience within the context of their particular environment (Lincoln & Guba, 1985). The most distinctive characteristic of qualitative research is its emphasis on interpretation (Stake, 1995).

Since identifying multiple sources of evidence adds to the credibility and trustworthiness of a study (Lincoln & Guba, 1985), qualitative inquiry and research is represented by two important dynamics: (a) the emphasis on research as an ongoing activity and (b) the use of primarily inductive analytic processes (Maykut & Morehouse, 1994). These dynamics create a

"chain of evidence" through analytical induction, pattern matching, and explanation building (Yin, 1994). By using these conceptual labels, the constant comparative method of analysis is interpreted and understood through the context of the participants (Strauss & Corbin, 1990). When one builds preliminary constructs that explain the phenomena, the construction of meaning is derived inductively from the data collected (Maykut & Morehouse, 1994).

This qualitative research was conducted using descriptions in the natural language of participants through methods such as E-mail communication, tapescripts of group supervision sessions, and participant observations. The study was exploratory and descriptive in nature. The researcher used purposeful sampling criteria and collected data in the context of combined distance and face-to-face supervision environment. Maykut and Morehouse (1994) suggested that an in-depth case investigation and emphasis on inductive data analysis support the trustworthiness and credibility of a qualitative investigation. The researcher was the collector of relevant data and the one who "sifted for meaning" within that data (Maykut & Morehouse, 1994).



### Source of Data

As Yin (1994) suggested, the sources of evidence for this study were documentation, direct observations, participant observations, and physical artifacts, including audiotapes, E-mail messages, and tapescripts of group supervision. A variety of methods of data collection were used to achieve a clear understanding of the phenomena under investigation (Maykut & Morehouse, 1994). Units of meaning were analyzed to increase the credibility of the findings. Identified as an emergent research design, other avenues for understanding the experiences of the supervisees were explored through constant-comparative analysis.

### Observations

The researcher maintained the role of participant observer by viewing the interactions in a text transcript of group supervision sessions (Yin, 1994). Participant-observation is a special mode of observation because of the observer's assumptions of many roles as well as actual participation with the research situation. The observer "may actually participate in events being studied" (Yin, 1994, p. 87). In a review of each group-supervision session, the patterns of interaction between supervisees were noted as well as those between supervisees and supervisor.

### Participant-Generated Material

Copies of E-mail supervision sessions were used to further understand the participant's internal processes not evident in the structured interview sessions that used audio- or videotape reviews. Referred to as a first-person narrative that describes an individual actions, experiences, and beliefs (Bogdan & Biklen, 1992), personal documents have been requested in numerous qualitative studies for capturing the meaning of experience by the participants (Maykut & Morehouse, 1994).

Throughout this study, the participants were given questions (see Appendix B) that focused their attention toward the intent of the study. The intent of these questions was to encourage the reflective process and promote meaningful reconstruction of the professional experience. In addition, the questions were designed to help the investigator frame the supervisees' experience in order to understand the developing supervisory relationship (Christie, 1998).

Interpersonal Process Recall (IPR) of videotaped counseling sessions promoted the recollection of thoughts, feelings, and images recalled during the supervisory session (both face to face and via E-mail). With a research design focused on understanding the phenomenological experience of interns engaged in distance clinical supervision, this method contributed to

an inductive understanding of the data collected (Kagan & Kagan, 1991; Lincoln & Guba, 1985). The phenomenological experience of supervisees emerges using IPR; thus, "the phenomenological is established" (Bernard & Goodyear, 1992, p. 26).

### Researcher's Journal

A researcher's journal was maintained and analyzed throughout the study as an aid to the validity and integrity of this study. As an integral part of the research process, a personal record of insights, understanding, reactions, and concerns can assist in identifying undue bias impacting the collection and analysis of data (Glaser & Strauss, 1967; Lincoln & Guba, 1985). By recording events, thoughts and impressions, the researcher attempted to become aware of biases, viewpoints, and assumptions regarding the investigation of phenomena (Patton, 1990). According to Maykut and Morehouse (1994), in order to understand the participant's intentional record of lived experience, a researcher must first arrive at it by suspending all presumptive constructs about it. However, the newer generation of qualitative researchers emphasizes the socially constructed nature of reality, a close relationship between the researcher and the object

of study, and the context that influences the inquiry (Rudestam & Newton, 2001).

### Data Analysis

The analysis of case study data evidence is one of the least developed and most difficult aspects of conducting case studies (Yin, 1994). A goal in the case study design was to treat the evidence fairly, produce compelling analytic conclusions, and rule out alternative conclusions. The general strategy employed was to rely on a theoretical proposition, which propelled the case study. Using the original design, the study reflects research questions that guided the review of literature and provided new insights. The theoretical proposition facilitated organization of the entire case study and definition of alternative explanations to be examined (Yin, 1994).

For case study analysis, the researcher used a pattern-matching logic (Yin, 1994). The constant comparative method (Glaser & Strauss, 1967) was used to inductively identify themes and patterns from multiples sources of data, including group supervision sessions, E-mail postings, and face-to-face meetings (Bogdan & Biklen, 1992; Glaser & Strauss, 1967). In qualitative research, the investigator begins with specific observations and

moves toward development of general patterns that emerge from the cases under study (Rudestam & Newton, 2001). Each emerging category or pattern was selected for case analysis and then compared to all previous and subsequent data. If there were no similarities in meaning or negative case analysis, then a new category was created. The process of developing and refining the categories from the units of meaning is a continuous one. Categories are changed, merged, and generated (Bogdan & Biklen, 1992).

The intent of the data analysis was to provide a representational theoretical model of clinical distance supervision based on the participants' representations of their experiences (Glaser & Strauss, 1967). The constant comparative procedure is a process to seek connections between categories involving context, intersectional strategies, and causal influences. The refinement of categories occurred by developing rules of inclusion that became meaningful as plausible explanations that could stand across categories (Christie, 1998).

### Validity and Reliability

Research design is supposed to represent a logical set of statements that can be judged by certain logical tests such as trustworthiness, credibility, confirmability, and data dependability (Yin, 1993; see also Yin,

1994). According to Yin (1994), three tests are relevant to case study research:

1. Construct validity: establishing correct operational measures for the concepts being studied.
2. External validity: establishing the domain to which a study's findings can be generalized.
3. Reliability: demonstrating that the operations of a study--e.g., the data-collection procedures--can be repeated with the same results.

In order to deal with construct validity, this study used multiple sources of evidence, established a chain of evidence, and underwent a review at the draft stage of the case study report. External validity was established through pattern matching in the data-analysis phase of the research. Through the use of case study protocol and the development of a case study database during data collection, reliability is created in that another investigator could arrive at the same findings and conclusions (Yin, 1994).

#### Provisions of Trustworthiness

Using several methods of data collection (Lincoln & Guba, 1985) satisfied trustworthiness of this study. Data collection was conducted over

a 9-month period that involved building an audit trail. A University faculty member and a former doctoral student reviewed the data analysis and plausibility of conclusions. Throughout the study, the University faculty supervisor and three doctoral peers reviewed the researcher's data, assumptions, and interpretations. Finally, to ensure accuracy of the written text and plausibility of the analysis and conclusions, the participants in the study reviewed the outcomes.

All notes and transcripts were prepared for analysis by first photocopying all data, and then identifying units of meaning for the purpose of pattern matching. These units of meaning were then separated and typed to index cards during data analysis. The research findings are presented in the form of summaries that identified themes and patterns within individual lives and across lives (Lincoln & Guba, 1985).

#### Maintenance of Subject and Client Confidentiality

The researcher applied and received approval from the Oregon State University's Committee for the Protection of Human Subjects and the U.S. Department of Health and Human Services for this project (see Appendix C). There was no linkage of actual data to the participant except for a file that contained the participant's pseudonym. All linkage information, tapes,

transcripts and other materials that were of a sensitive nature are kept under lock by the researcher.

The issue of confidentiality was important to the success of the research project and is also a concern surrounding distance supervision in general. Anonymity of all participants was reviewed, and all information gathered was presented so that no individual could be identified from a response. Confidentiality was accomplished through password-protected software and file server. Client anonymity was maintained by the use of coding for electronic communication. Tapes were exchanged through registered United State Postal Service mail. Group supervision transcripts identified speakers by number linked to pseudonyms.

### Conclusion

This study was designed to provide a greater understanding of supervisees' and supervisors' experiences with a combination of clinical supervision methods. While maintaining the five components of case study research design and inductive analysis, this study explored perceptions of how supervisees and supervisor interpreted their learning experiences, using the rapid advances in technology within traditional contexts of face-to-face clinical supervision.



The intent of this study is to add to the meager body of research on distance supervision. It was also designed as a follow-up study to address conclusions offered by Christie (1998). The researcher's role was that of participant observer in order to investigate the dynamics of intern supervision in a counselor training program while maintaining criteria of rigor consistent with an interpretive study (Strauss & Corbin, 1990).

## CHAPTER IV: ANALYSIS: EXPLORING, EXPERIENCING AND DESCRIBING DISTANCE SUPERVISION

### Writing/Reporting Qualitative Inquiry

Analyzing case study evidence consists of examining, categorizing, tabulating, and combining evidence (Yin, 1994). In reporting the analyses and conclusions of this study's findings, the researcher presents them in "first person," which is consistent with the idea of having the researcher as instrument of data analysis and inquiry (Lincoln & Guba, 1985; Maykut & Morehouse, 1994). Also, first person is used to characterize a style of ethnographic and first-person prose that is in keeping with the qualitative research design, emphasizing the researcher's perceptions (Denzin & Lincoln, 1998; Lincoln & Guba, 1985).

Data analysis consists of examining, categorizing, tabulating, or combining evidence to address the initial propositions in the form of the research questions of the study (Yin, 1994). My analysis of data included an ongoing process of reading all of the electronic communication (E-mail) and categorizing text scripts generated from taped group-supervision meetings. I recorded my perceptions and experiences as participant observer in the role of researcher and supervisor in a research journal,

noticing themes and patterns as they emerged. In addition, I collected feedback from both the participants and their on-site supervisors throughout the study. The faculty internship supervisor reviewed my ongoing observations to compare my impressions with his experiences of the supervision group.

Yin (1994) stated,

Unlike statistical analysis, there are few fixed formulas or cookbook recipes to guide the novice . . . instead, much depends on the investigator's own style of rigorous thinking, along with sufficient presentation of evidence and careful consideration of alternative interpretations. (pp. 102-103)

One strategy for researchers to reach new meanings about cases is to rely on theoretical propositions that led to the case study (Hamel, 1993; Stake, 1995; Yin, 1994).

My research design was based on a proposition that reflected a set of questions, reviews of literature, and new insights. In the basic proposition—the creation of a combination of distance and direct supervision experience for counselors-in-training internship in the form of Internet interaction coupled with face-to-face monthly group supervision—I wanted to understand how the formation of supervisory relationship developed. I wanted to know if a relationship so necessary to effective supervision (Holloway, 1992) could be established and maintained over

distance. This study reflects the experiences of the participants and supervisor examined through that lens. The proposition illuminated all interactions with participants by helping focus attention on certain data and determining what data to ignore (Yin, 1994).

A descriptive approach was used to illustrate the supervision experience in order to identify the appropriate observations, impressions, themes and patterns that emerged. The case study research design is part of a hypothesis-generating process (Glaser & Strauss, 1967) in which the goal is not to conclude a study but rather to develop ideas for further study (Yin, 1994).

### Observations and Impressions

In the description of the research findings, it is important to remember that the primary purpose of this study was to focus on the experience of a combination of distance supervision with traditional face-to-face group seminar. As a participant/researcher, my task was to "gather data and present them in such a manner that the informants speak for themselves" (Straus & Corbin, 1990, p. 21). The following illustrative material is meant to give the reader a sense of what this form of supervision was really like, while my interpretations are meant to represent a more

detached conceptualization of that reality. It is important to acknowledge my bias resulting from a dual role as participant supervisor as well as my presence as researcher. Straus and Corbin believe that this bias should not intrude upon the research and data as long as the participants' views are reported in spontaneous and meaningful ways.

### The Supervisory Relationship

In the review of literature, I searched for research that would help me understand what needed to be present in a supervisory experience that would make it effective. It seemed to follow that if key characteristics of effective supervision could be determined, I could discover the factors that needed to be present in a successful distance supervision format. Although supervision has been researched extensively, the supervisory relationship is one of the few factors found to relate to success. Very few instruments have been developed specifically to measure the supervisory relationship (Holloway, 1992). Research on supervisory relationships has focused on facilitative conditions (Carkhuff & Berenson, 1967) to relationship characteristics (Holloway & Wampold, 1986) and supervisory styles (Friedlander & Ward, 1984) as well as the supervisory working alliance (Efstation et al., 1990).

In the literature, several themes emerged as indicators of an effective supervisory relationship in a traditional face-to-face format. The themes were trust, match, gender, and power and empowerment. Carey, Williams, and Wells (1988) found trustworthiness of the supervisor to be the most significant characteristic. Therefore, as I continued to read materials on related topics, listen to group supervision tapes, read E-mail dialogues, and write down ideas and insights in my journal, I looked for these themes. Because of my inherent bias formed by my literature review and supervision experience, I found that I was looking for evidence that would support these themes. My ability to recognize new categories was filtered through these pre-existing notions. So, it is important to note that this analysis and the data are biased by my subjectivity. My approach was to acknowledge my subjective viewpoint while weaving together the selected pieces of data that formed relationships to themes and patterns throughout the case study.

In addition, the technology literature lacked any reference to the use of the Internet in supervision. The only research that existed on Internet applications was conducted on distance learning or "cyberlearning" and, in rare instances, Internet counseling or "cybercounseling." The technical literature raised issues regarding confidentiality, access and satisfaction.

Once again, the studies were exploratory in nature, so rather than offering a guide to conducting distance supervision, they simply offered markers.

Therefore, rather than trying to organize the data around the emerging themes and meaningful categories, I used an ethnography approach to describe the participants within the experience of a combination of individual distance supervision and traditional group supervision (Fetterman, 1998). The framework that makes the most sense in trying to describe a dynamic process in a linear medium is a combination of the developmental model of supervision and the stages of group process.

### Developmental Model of Supervision

In developmental supervision, the term "developmental" depicts a dynamic process that occurs over time in which supervisees acquire professional and personal behaviors and cognition that necessitate new reactions to, and new expectations of, supervisors (Bernard & Goodyear, 1992). As I looked at the field notes in my journal, I noticed that the participants were in different stages in their professional development, so my interactions were different with each. Of all the developmental models, I found Stoltenberg's (1981) theoretical model to be the most useful in conceptualizing the growth of the participants.

In his Complexity Model, Stoltenberg (1981) described four stages or levels through which the trainee progresses throughout the course of the supervisory relationship. In addition to offering linear stages of development, Stoltenberg's model focuses on the optimal learning environment to meet trainee needs as well as supervision of the developing counselor, and has origins in psychosocial developmental theory (Bernard & Goodyear, 1992). Primarily, this model is grounded in the work of cognitive theorists such as Piaget and Dewey and developmental theorists such as Erikson (Stoltenberg & Delworth, 1987).

At the first level, a trainee who is dependent on the supervision will be imitative, neurosis bound, lacking in self-awareness, and will display categorical thinking with knowledge of theories and skills but have minimal experience. The supervisory environment should offer instruction, support, awareness training, and exemplification. Structure is necessary and the supervisor should encourage autonomy within limits. Level 2 is one of dependent-autonomy conflict, as there is a striving for independence with increased awareness. The environment should offer more autonomy with less structure and instruction in which the supervisor uses support, ambivalence clarification, and exemplification.



Level 3 is characterized by conditional dependency when the trainee is developing a counselor identity and is more differentiated, motivated, insightful and empathetic. The supervisor should treat the counselor as a peer with more sharing, mutual exemplification and confrontation, allowing for counselor autonomy. At Level 4, the "master counselor" has emerged with adequate awareness of self and others, is insightful regarding personal strengths and weaknesses, willfully interdependent with others, and has integrated standards of the profession with personal counselor identity. The supervisor recognizes that the counselor can function adequately in most environments and supervision becomes collegial.

In the revised model, Stoltenberg and Delworth (1987) added three developmental levels of the trainee over eight dimensions: intervention skills competence, assessment techniques, interpersonal assessment, client conceptualization, individual differences, theoretical orientation, treatment goals and plans, and professional ethics. In order to trace the progress of trainees through the levels on each dimension, three structures are proposed: trainee's awareness of self and others, motivation toward the developmental process, and the amount of dependency or autonomy displayed by the trainee (See Table 1).

TABLE 1. Stoltenberg and Delworth's (1987) Integrated Developmental Model (IDM)

Critical issues in supervision	Dependence	Awareness of self and others	Motivation	Autonomy
Intervention skills competence				
Assessment techniques				
Interpersonal assessment				
Client conceptualization				
Individual differences				
Theoretical orientation				
Treatment goals and plans				
Professional ethics				

*Note.* Adapted from *Developmental Supervision: A Training Model for Counselors and Psychotherapists* (pp. 35-36), by C. D. Stoltenberg and U. Delworth, 1987, San Francisco: Jossey-Bass.

With this model as a framework, the developmental level of the participants determined the supervisory goals throughout the study. Goals were based on what I perceived to be the developmental needs of the participant as well as the stated goals of the participant, reflecting his or her developmental level. The participant's level on the scale between dependence and autonomy also affected the types of supervisor interventions that I employed in both distance supervision as well as group seminar (Ronnestad & Skovholt, 1993).

Throughout the distance supervision sessions and group meetings, I conducted informal assessments of each participant's developmental level by noting numerous social interactions. The participants had important interactions with their clients, peers in the supervision group and with me as their supervisor, as well as the historical information available from past supervisory contacts and their on-site supervisors. These interactions helped me to determine the level of dependency of the participant (Stoltenberg & Delworth, 1987) in order to guide their intervention strategies (Loganbill et al., 1982). Formal assessment of the supervisee was structured during an audio or videotape review and feedback to the supervisee was both oral in group-supervision sessions and written through Internet communication (Leddick & Dye, 1987). What follows is a discussion of how I developed the combination distant and direct supervision course.

### Supervision Course Development

Prior to beginning this study, I started my research journal on September 24, 1998, to record my thoughts, reflections, and questions as well as a means to problem solve. After meeting with the faculty supervisor as well as other faculty members, I began recording the process

for developing a supervision experience that would combine distance supervision over the Internet and an on-campus group seminar. I recorded the preparations for the course, my interactions with faculty supervisors, my peers, the participants, and my reactions to research material and experiences.

Because my research design was a follow-up study to Christie's (1998) on distance supervision, I wanted to offer my participants the same means to communicate with me over the Internet. I E-mailed Instructional Media Services (IMS), the department at the University responsible for the maintenance of the computer network server. University technology allowed three ways to communicate with students, including an E-mail listserve, the WWW Board (called Hypernews or a private bulletin board), and an electronic communication system or password-protected "chat room" called Eugie for group interaction.

For individual distance supervision, I chose to use my personal E-mail account because I had more security options through my local server than I could obtain through the University system. At my E-mail request, the IMS technical person gave me access to these systems with instructions on how to use them. He also provided written instructions to hand out to

participants who would use these communication systems. I was assured that all communication would be password protected and secure.

I met with the faculty supervisor to develop course material for the internship class as well as planning for my research. With the technology systems in place, I could concentrate on how to attract participants to the study and the appropriate evidence to gather. In the research's journal of October 1, 1998, I wrote,

Met with XXXXX (faculty member) to discuss how I would collect data. She suggested that I tape all of my group supervision sessions as well as record E-mail supervision. We discussed at length how to select participants but I think I'll be lucky to just get volunteers. I am a lot clearer on what data I am collecting and how I am going to do this. I still feel a bit confused about my methodology, but after today, I am getting clearer.

During the first Saturday seminar on October 24, 1998, the faculty supervisor introduced me to the class and allowed me to describe my study. My handouts included a description of the study and an informed consent form (Appendix A). I outlined how we would conduct the supervision over the next term and indicated that I would accept volunteers who were proficient with using E-mail and the Internet. Participants would have to commit to submitting at least four tapes to me by mail and engage in E-mail

supervision exchanges regarding those tapes. In addition, participants would agree to attend the group supervision sessions that I would tape.

Although I had encouraged students to take the handout material to read and consider before they made a decision by the next month's seminar, I had 10 participants who returned their informed consent forms by that morning's break. The faculty supervisor and I had previously agreed that 10 supervisees would be the limit for the study.

The format of the Saturday seminar class was a large group seminar for all students enrolled in internship class followed by small-group supervision. The faculty supervisor would lead a discussion about counseling issues or client issues of interest to all students. Small groups of 6 to 10 students would be assigned to doctoral students and the faculty advisor for group supervision. Traditionally, students would present an audio or videotape of a counseling session and receive feedback from both the supervisor and their peers. The amount of time for case presentations was an hour and one half.

Although I had not planned to have volunteers in this first meeting, I was prepared to do a group-screening interview consisting of a brief questionnaire for students and an informal oral discussion. I taped this first session and in my journal entry of October 29, 1998, in which I reported,

First tape was hard to make sense of, to sort out who is talking, as they do not identify themselves. Also, the conference room did not have good acoustics so sound is "echo-y" and hard to hear often. If student has soft voice, it is very difficult to pick up all the words. (Note: Perhaps saying each students name when I talk to them will help me figure out who is speaking.)

This tape is almost impossible to transcribe accurately. However, I can still get overall impressions. I noticed I really structured the meeting and that I talked to them as a group. The students seem to prefer to interact with me rather than each other. This seems to be a normal beginning. I will try to get a different room with better sound and also practice recording differently.

In the group meeting, I verbally requested that each participant write answers to the following questions:

1. What do you hope to gain from participating in a combination of distance and face-to-face group supervision?
2. Do you have your own E-mail account?
3. What is your E-mail address?
4. Are you proficient in using the Internet and E-mail?
5. Do you have any questions?

Of the 10 volunteers, only one student did not have her own E-mail account. All students said they were proficient in using the Internet and E-mail.

The reasons given for joining the research group were very similar. The majority said they thought they could save time by having supervision over the Internet. Eight out of 10 said they wanted to try something new. Seven said they felt isolated or "cut off" from supervision and campus resources, so they hoped to have better access. Five people wanted to "learn new skills," so they hoped they would be able to get more feedback from the supervisor.

Most of the questions generated by the volunteers had to do with "how we would handle distance supervision" and the "details of mailing tapes and getting feedback." One student wanted to know if she participated in the distance supervision process for all of her required tapes, would she be excused from coming to the on-campus supervision sessions. The volunteers agreed to mail their tapes to me, using certified mail. We agreed on how to code the E-mail communication so that name or situation could not identify the client. The focus of our E-mail communication at this stage would be on the counselor's techniques and skills.

Originally, I had intended to follow students through one term of distance and group supervision for this study. However, in order to observe the students' growth over time in supervision, I decided to continue the study with four students who wanted to participate for the entire academic



year. In consultation with my faculty supervisor, I decided that a longer period of time might possibly allow the distance supervisory relationship to develop more fully. Also, I believed that I would be able to observe more participant growth in keeping with the developmental nature of supervision. Finally, because this internship class was designed with limited face-to-face meetings in one term, I believed I would have a richer source of observations with more opportunities throughout the year.

### Triangulation

Triangulation is essential to qualitative research, improving the "quality of data and accuracy of ethnographic findings" (Fetterman, 1998, p. 94). In order to achieve ethnographic validity, triangulation is used to test one source of information against another to strip away alternative explanations (Crabtree & Miller, 1992; Fetterman, 1998). Typically, the researcher compares information sources to understand the parts more completely and ultimately put the whole situation into perspective (Fetterman, 1998).

During my study, my faculty supervisory continually reviewed my findings. Throughout the study, we met once a week to discuss my group supervision tapescripts, my E-mail correspondence with participants, and

my impressions of the experience. In addition, three doctoral students provided peer review. One peer had completed a similar study on distance education, while the other two doctoral students had provided face-to-face supervision to similar groups of master's students.

I relied on peer review of the distance supervision component from the doctoral student who supervised interns, using Internet technology entirely. Because my research was designed as a follow up to his study, I frequently consulted Christie (1998) on research design, course development, technological issues, data analysis, and interpreting findings. In an informal process, I requested review of my tapescript impressions and group counseling experiences from the two doctoral students who assisted at the Saturday seminar. Once a month for 9 months, I requested a half-hour discussion session with one or both of the doctoral students who were present that day.

### The Participant Pool

In describing the participants, I have changed their names to protect their identity as well as their clients' confidentiality. The demographic data is purposefully vague, but I included descriptors that demonstrate typical

internship settings and geographical distance. Each participant was enrolled in 3 terms or 30 total weeks of internship class.

Although I supervised 10 "summer sequential" students enrolled in an internship class, the total number of volunteers exceeded the number planned for the study, so I carefully selected four individuals for the purpose of this study. The rationale for selection of the four participants was based on the following factors. Each student's internship site was in a rural community approximately 50 to 300 miles from the University. The students were enrolled in the internship class for the duration of the study: 3 academic quarters or 9 months. All students had access to and were proficient in the use of the Internet and E-mail. Each participant was willing to meet face to face at least once a term and provide E-mail contact regularly throughout each term.

In addition, the students all had on-site supervisors who were experienced and practicing school counselors at the internship site. The students demonstrated varying levels of counselor proficiency, but all could articulate experiences in supervision. The participants consisted of three women and one man, all of European American heritage. This ratio and ethnicity were consistent with the total summer sequential population.

The participants were volunteers, consenting to their involvement in the research (see Appendix A). After I collected signed consent forms, the participants joined a face-to-face group supervision session that the researcher conducted. Each session was audiotaped and transcribed.

The supervisee/participants in the study were placed in school internship sites throughout the state of Oregon. The faculty member who served as liaison between the University and school placement sites did the placement. This faculty member also supervised the remaining internship students during the on-campus sessions. It is important to note the faculty member was responsible for grading the internship class.

Participants were required to fulfill 40 on-site contact hours at their placement site for each potential credit earned in the internship class. They were required to have seven passing tapes each term. The interns were required to mail a minimum of four audiotapes of their counseling sessions each term to me for a critique and discussion with the participant via E-mail. Three of the four participants mailed more tapes than required, averaging about five to six tapes each term. The remainder of required tapes were shown in face-to-face supervision meetings. Care was taken both by the supervisor and supervisee not to identify the counseling client in any E-mail discussions but rather focus on the counseling techniques. As

in the tradition of the on-campus course, each participant stated his or her theoretical orientation and demonstrated progressive counseling practice in order to receive credit for a "passing" tape. If a tape was deemed "nonpassing," it was not counted toward credit (or seven required tapes) for the course requirements.

Although the students had access to the WWW Board as a place to post journal entries and share information with each other, the participants did not use it. Instead, participants preferred to contact me individually by E-mail to discuss their cases then use the face-to-face group supervision time to interact with their peers.

The class differed from the traditional course in several ways:

- (a) communication and materials could be processed at a distance, (b) all communication was recorded for the purpose of data analysis, and
- (c) transcript segments were provided for discussion of mailed audiotapes.

The four participants used the distance supervision option for the entire length of the study. What follows is my interpretation of the participants and the supervision experience framed in a developmental lens.

### Participant Profiles

#### Brad

Brad was completing his final off-campus internship requirements for his master's degree. As a full-time counselor with over a decade of teaching experience, Brad was doing his internship as a counselor in the same school in which he was employed. He lived approximately 300 miles from campus, so he wrote that he was "excited to participate in this experience."

In our initial meeting, Brad described the difficulty of traveling to campus for supervision during the school year and his sense of isolation from other students in the program as well as community resources. His on-site supervisor was another experienced counselor in his school district. He wrote, "We have the luxury of a mental health person in our building twice a week. I can send some of the kids that need more extensive therapy to him. It has really worked well."

Brad identified his theoretical orientation as "solution-focused brief therapy. I chose it because of my work as a school counselor; it really gives me ways to work with a large number of kids and do all the other things that are required of me."

### Cara

Cara's internship site was approximately 50 miles away and the closest distance to the University of all the participants. In addition to a sense of isolation, Cara was experiencing frustration with her previous supervision. Her professors had recommended that she take additional internship hours before she could graduate. Cara wrote,

The reason I want to be in this study is because I want to get all the help I can get. I would like more help with my counseling and I hope you can give it to me. I like the idea of being able to E-mail when I have a question.

Although Cara did not have her own computer, she had access to a computer with a secure E-mail address at her internship site. Her on-site supervisor helped her to establish a secure account and Cara believed she had the technological skills necessary to communicate at a distance.

Cara was not employed during the study, so, she was "free to devote all [of her] time to [her] internship and graduation." Her on-site supervisor was an experienced, certified counselor for whom Cara expressed a great deal of respect.

When asked about her theoretical orientation, Cara replied, "I thought I fit with Glasser since I work with students in school. But now I

am more interested in client-centered counseling (Rogers), so maybe a combination of those two."

### Lynn

Lynn lived approximately 120 miles from the University and she worked full-time as a teacher. Her teaching assignment required her to travel between several schools, so she stated, "My time is so limited that I jumped at the chance to have supervision that I don't have to drive to, and I like to try new things. Thanks for letting me in the group. I'm glad you did."

Lynn's internship was located in yet another school's counseling department, so that meant "more travel and less time." Her on-site supervisor had many years of experience supervising OSU interns and was reported to be interested in the possibilities of distance supervision.

The theoretical orientation that Lynn is most drawn to is Reality Therapy, since "Glaser's beliefs fit with my own. I am also looking at Alder's work as well as Maslow, so I'll probably end up with an integrated approach."



## Nell

Nell's internship site was approximately 110 miles from campus. She had taught in the same small rural community for many years. Her internship placement within her school district was in another school. Nell reported,

I want to be part of distance supervision because I will try anything once. I want to have more confidence as a counselor, so I know I could use more supervision. I don't get enough interactions with other counselors because we have such a small town. And anything that means less travel, I am for!

Nell's on-site supervisor was a counselor at the school at which Nell was doing her internship. She reported that she did not believe she was getting enough supervision about "my counseling skills. We just talk about the kids and how it's going, and I don't know how to move past that."

Nell identified her primary theoretical orientation as client-centered therapy but wrote, "I need help in working with students who need an action plan so they can change what isn't working for them. I think kids need more than just someone who understand them."

### The Distance Supervision Experience

I followed four participants throughout the study, providing them with distance supervision via E-mail communication. After I reviewed the first tapes, I surmised that the participants were performing at different levels according to Stoltenberg and Delworth's (1987) developmental model. The following discussion will focus on each participant and include examples of different ways in which distance supervision occurred.

#### Brad

Brad was the most responsive participant, and I believed his developmental level to be the most advanced when we entered a distance supervisory relationship. I found it helpful to transcribe the sections of tape that I wished to discuss and insert my comments so that he could see his counseling process. Here is an excerpt that demonstrates the way I gave general feedback:

Brad,

I am E-mailing my review of your tape with AA [client] with comments. Your other tape review is in a separate E-mail.

General Feedback: Overall, I believe this is an effective session with this student. I did a tapescript and added my comments. It would help me to know if goal setting is important in your theoretical orientation.

I believe that you have a nice rapport with a student who seems to have difficulty expressing herself beyond monosyllabic responses. I am wondering if that is why you use so many questions.

I like the way you help her focus on her previous goal and explore how that went. You have a warm tone, which I believe invites her to share. I would suggest that you try slowing your pace down when she becomes quiet or nonresponsive. It seems to occur when you speed up and ask a lot of questions. Try letting silence exist, which opens up space for students to respond as well a time to reflect and process thoughts.

I like the length of your interventions for the most part. You use clarifiers, reflection of content, reflections of nonverbals, and summary well. I have added some food for thought (in parentheses) throughout the tapescript. My hope is for you to connect your interventions to what you believe as well as what is going on with you in session. Is that happening?

As I listened to Brad's tape, the intervention I wanted to demonstrate was difficult to express via E-mail because I was seeing a pattern of interaction throughout the tape rather than a specific microskill. I decided to transcribe the tape and insert comments or questions so that Brad could see the pattern and think about his interaction with his client. The next excerpt illustrates the pattern of Brad's questions and his client's response. My interventions are in brackets.

B = Brad; C = client: AA (Client) 12/22

Issue: Worked on strategy for contacting AA's dad.

B: And you got pictures. Who sent you the pictures? Did your dad send you those?

C: Yeah.

B: Okay and these are all your cousins, right?

C: Yeah, see this is where his stitches were.

B: Okay. So this is [name].

C: He is the one that.

B: [Interrupts] So, has he sent you pictures of your cousins before?

C: Huh?

B: Has he sent you pictures of your cousins before?

C: Noooo [voice rises]. My uncle XXXX . . .

B: [Interrupting] Your Uncle XXXX sent these?

C: No [emphatically]. My dad sent these; my Uncle XXXX has two boys and he came over last night.

[What is your hypothesis about that exchange starting with "Huh?" It seemed she got "whiny" and emphatic. Is she not feeling heard? Does she do that often? Might want to check in with her and ask her what was going on with her. She sounds either mad or frustrated or something.]

B: O.K., O.K. But your dad sent the pictures. [I like your comeback with a clarifier.]

C: Yes, my dad sent me the pictures [sounding impatient and speaking faster]. Here [she describes what's in the pictures, rapidly]. And here's my Uncle XXXX, but he looks different and I don't know why . . . but he looks like he's going to have a baby [laughs].

[What is your response to her "impatience"? You seem to be calming her by saying "O.K., O.K." in a softer tone and laughing along with her description. What would happen if you looked at the process that was

happening between the two of you? How do you feel when she gets agitated? What do you think you do? What is your role here? Is this a recapitulation of what she does with her dad? Other adults? She wasn't able to finish what she was saying so she got "whiney, impatient, emphatic, and spoke very rapidly." Kids have a hard time being heard. How does she make sure she is understood? What happens when an adult doesn't understand her? I suggest you look at slowing your pace down a bit to match the warm tone you use.]

- B: Well, you know what? That looks like a picture out of the 1970s. People kinda dressed a little different and had a little different hairstyles then [laughs]. And that's your mom, isn't it?
- C: This is my uncle, my mom and that's my grandma and that's my grandpapa. And he died when I was real young and. . .
- B: That's what I thought you said there. So, your dad sent these of your cousins? Has he sent you pictures of them before?
- C: Uh uh.
- B: So, this is a step in the right direction maybe?
- C: Uh huh.

Later in the session, Brad begins to ask his client for her interpretation of events and then responds with a series of questions. My intervention was an attempt to contrast the types of responses he was eliciting in this excerpt:

- B: So what do you think your dad might be saying by sending you pictures if he hasn't done that before? And writing you a letter?

[I like this invitation for her to interpret events!]

- C: I don't think he sent them.  
B: You don't think he did?  
C: He doesn't write the letters.  
B: Who writes this letters?  
C: His son, XX.  
B: Oh really.  
C: Or his dad.  
B: Did you feel better about what was in the letter than what you talked about on the phone?

[What is your intention with the intervention? What would it be like to explore the lack of trust this student is exhibiting? This is incongruous with her earlier statement that her dad wrote her a letter. So you are learning something important. How do you help her explore this? What are you feeling here? Thinking?]

- C: Uh huh.  
B: Do you feel like he's starting to open up maybe?  
C: Uh huh.

[How does this follow? How can he be opening up if he is not writing his own letters?]

- B: A little bit? [Pause.] So, compared with last time when you came in, you were pretty frustrated with him. . . . Let's say we're going to rank those . . . 1 to 5 . . . how did you feel about your dad last time when you were thinking about your dad and talking to him, 1 being the lowest and 5 being highest?  
C: A 1.

As Brad explores his client's experience with her father, again he lapses into a series of questions and focuses on helping his client interpret her father's thinking rather than his client's experience. My intervention is

aimed at his awareness of what I perceive is his avoidance of his client's feeling or perspective.

B: Do you think the chances are that he'll send something this year?

C: He said he'd send me something for my birthday and he never did.

[Is she crying?]

B: Never did. O.K. Oh that's right. It was [a] birthday not Christmas. So, what is your outlook on that? Is that going to be frustrating for you if he doesn't? Yeah.

C: Except he said he was going to.

B: Right, he made a promise. [Pause.] What can you do about that? If it doesn't show up?

C: Call him.

B: Call him. What would you say to him?

C: I want my present [laughs].

B: What do you think he'll say?

C: Probably get defensive like he always does.

B: He kind of avoids it?

C: Like I told him I needed some money and I called him six different times every month for 6 months in a row and he still doesn't seem to be able to remember.

B: So, when you call and that kind of stuff happens, what do you think he's thinking?

[What are you thinking about with this line of questioning? How about helping her focus on herself and how disappointing/frustrating—whatever she is feeling—it is to deal with a father who won't remember her, won't respond to her.]

I know he had a hard time saying things sometimes. What do you think he's thinking when you're calling and saying, "Where's the present you promised me?" What do you think?

- C: I think he's embarrassed. [Answers with a feeling statement.]
- B: Embarrassed? Because he made a promise and nothing showed up?
- C: Uh huh?

Even though these excerpts demonstrate Brad's tendency to ask questions as one of his strategies, I assessed Brad's overall tape at Level 2. Brad demonstrated his understanding of his theoretical approach and his ability to apply that knowledge in his practice. He was moving from Level 1 dependence to a more autonomous stage, so I was offering less instruction and more support and requests for clarification of his intentions. This medium offered Brad an opportunity to see his interactions and reflect on his approach.

Brad's January 5, 1999, E-mail is an example of how he responded to my feedback:

Ann,

First, thank you for taking the time to type out the session I did with AA. That must have taken quite a bit of time. The comments you made were extremely helpful. The comment about slowing my pace has really helped. I need to give her time to process, and I need to worry less about the quiet moments and what I need to ask next.

You asked if AA is young. She is [age] and [grade]. She is rather immature for her age. I think this is partly due to the fact that she is very insecure from moving so much and because of her family situation. From my 15 years of working with [level of school] kids, I have noticed they become like AA or put up tough fronts to hide their insecurities.



You also made a comment about the number of questions [that] I asked. You were right on it when you said that she has very short responses. I get so worried about the quiet that I jump in with another question. Hopefully, in the last tape you received from me, you noticed that I gave her more time to respond and I asked fewer questions.

Once again, thanks for the time you took to put this review together. I look forward to hearing from you again.

Brad

I believe the dependence-autonomy conflict was evident in Brad's need to remind me that he had worked with children for 15 years. His next tapes reflected more of his emerging counselor identity with his ability to conceptualize his cases, clarify treatment goals that were consistent with his theory base, and face ethical dilemmas.

During the time of our distance supervision, Brad had to deal with an ethical dilemma involving a case of suspected sexual abuse. He consulted with me by E-mail throughout that period, asking for both support and information. On March 6, 1999, Brad presented this case and his decision process to the on-campus supervision group during a monthly meeting. His evaluation of the events follows:

B: What really helped was that I could E-mail Ann and ask for advice. She doesn't know the kids; she doesn't feel pressure from the parents . . . so, like I said, she is outside the situation. It was so important to be able to get outside help when I didn't know what to do. I think my ethical instincts [interrupted] . . .

Another student: You knew what you had to do; you just didn't know how to do it.

B: Right. But I needed help from someone I could trust who wasn't in the situation. This was so helpful. I didn't have to wait to get help. I got help immediately!

In following his work through both distance supervision and group seminar, I observed that Brad was usually functioning at Level 4 by the end of the final term. He had adequate awareness of self, demonstrating insight into his own strengths and weaknesses as well as integration of professional standards with his "counselor" identity. As Brad's growth occurred, my distance supervision communication reflected our more collegial relationship. An example of our changing relationship is illustrated by an April 28, 1999, E-mail. Brad responded to my comments:

Ann: I thought your last tape with AA (4/21) was excellent. This was a great example of slower pace, giving her time to talk, listening, and relating her story back to her theme. I liked when you asked her if her strong ties to her family had anything to do with how she was missing her Dad.

[B: This really helps. I tried to be natural. Some of the tapes I have made seemed phony or almost rehearsed. I was just being myself in this one and it really felt good.]

Ann: Your pacing and silences elicited much more of a response from your student.

[B: She opened up a great deal. She has opened up a lot this year. He aunt came in during conferences and said she is doing much better outside of school. That is nice to know because I don't see her outside of school.]

Ann: I liked how you described her animation when she talked about her family, and I liked that you said you admired how she kept track of everyone. This is when she began telling you about the family book. I wonder if this is the truth, how does she see herself belonging to the family? If it isn't, what does this fantasy serve? What do you think?

[B: I think some of the things she says are the way she would like to see them. Her family is such a mess that she would really like to see them all get together for a reunion. Just like she would like things to be great with her relationship with her dad. I think the book is a way for her to have some power. I don't think she gets to make decisions about family matters and her mom really hovers over her, so the book might be a way for her to feel some power. I think there is a book, but it is more like a personal diary.]

Ann: I found it interesting that she came to you because she was upset with [family situation]. I might have noticed that for her: "When you came in, you were upset. What is going on with you right now?" I do think she presented the problem, and it is legitimate to check back if she veers off on a tangent. Somehow these tangents might serve to keep her out of her feelings. This storytelling really did seem like a defense mechanism because she resisted any attempt by you to relate it to what she was feeling or how it relates to her relationship with her father. I think you hit it just right.

[B: Thanks.]

Ann: I'll send this tape back tomorrow so you can listen to it again, if you wish. I would be interested in your response to my feedback as well as your thoughts after you have had a chance to review the tape.

[B: Thanks again for the work you have done with me, listening to and giving feedback to my tapes.]

### Cara

Cara was another participant who asked many questions in her counseling sessions but was functioning at a lower developmental level. In the following discussion, I have selected excerpts from E-mails and notes from my research journal to illustrate how I used the distance supervision process with a student who was struggling as a counselor intern.

I assessed Cara's ability at an early stage in Level 1 of the developmental model (Stoltenberg & Delworth, 1987). My review of the early tapes made it clear that she did not understand how to perform in the counselor role. Her work reflected a high degree of imitation, a lack of self-awareness, and minimal experience. My supervisory strategy was to offer Cara instruction, support, awareness training, and modeling of desired counselor interventions. An example of my feedback is excerpted in this January 22, 1999, E-mail:

In reviewing your second session with BB, I noticed you had a tendency to ask a great deal of questions, much more so than in the first tape. Can you tell me what was going on with you this session?

BB still seems to trust you and reveals her feelings to you. She is able to identify what she is feeling each time you ask as well as volunteer her feelings: "I just feel like crying all the time. I cry without knowing why."

I had a sense that you were leading this session rather than following her. Did you have an agenda? I noticed you kept coming back to suggestions that she call her home at

lunchtime to check on her father even though she did not seem to think that would help. What was your need there?

The pace of this session seemed quicker until about half way through the session. Do you recall what was going on with you that prompted faster responses, more questions, and very little silence? Did you feel you needed to do something for this student? Help her solve a problem?

A part that I thought was well done was when [describes section of tape where she is demonstrating client-centered techniques].

Cara responded well to written feedback. In our first face-to-face group meeting, Cara had seemed defensive and closed to suggestions. My faculty supervisor questioned whether she should be in my study, because she had struggled with previous supervision. I had decided to include her with the other participants because of her willingness to try another method.

In our first exchanges, Cara would E-mail me two or three times in response to my feedback. She would locate sections on the tape that I had made suggestions for her to try and write out new responses to rehearse a different strategy. I could hear the difference in her tapes as she applied what she had learned in a conscious manner. Cara seemed to enjoy taping her sessions and showing me what she had learned. She made many more tapes than were required for the internship class so she could practice and receive more feedback.

A sample of Cara's desire to get feedback follows in her February 2, 1999, E-mail:

I have a couple of tapes I'm reviewing with [on-site supervisor]. But I have one with BB that is very different and I would like to share it with you since you have heard her before. I'll probably send it later this week.

I was encouraged that Cara was moving from a distrustful, defensive position to soliciting feedback. She was receiving a great deal of instruction and support from her on-site supervisor. I had met Cara and her on-site supervisor at the beginning of winter term at the internship site, and we were in agreement with how we would supervise Cara as well as communicate with each other.

At the March 6, 1999, group supervision session, Cara presented a tape that demonstrated skills she had been focusing on through our distance supervision. She had copied all of the E-mails and highlighted the questions or comments that I had made in my critique of her tapes. After playing a segment of her tape, Cara discussed her client with the group.

The following is an excerpt of feedback from the group:

Cara: I might have just noticed what my client just did: "I noticed you crossed your arms and yawned. What is going on with you?"

Brad: Maybe somehow bring up how's she feeling?

Ann: I noticed that you were really nodding, Nell. What. . . .

Nell: Yes! She was following that client really well. She was right with her. You did real well reflecting feeling and slowing your pace, keeping it low key.

Brad: She paraphrased instead of asking questions, too.

Cara: [Laughs] Yeah, I'm learning.

An example of how Cara began to evaluate her own work, demonstrating a growing self-awareness, is excerpted from her May 14, 1999, E-mail:

I reviewed the tape from March and I know a few spots that I went places I felt I shouldn't or didn't do it correctly. I have been working as a goal on not going into any of my stuff with students. I did a real good one that [on-site supervisor] reviewed. The student talked about [topic] and I stayed with her and was real proud of where we went with it.

And, later in the E-mail, Cara begins to explore how the principles of choice and responsibility in her evolving theoretical orientation could be applied in her practice:

I've also been working on some techniques of [underscoring that] the student has a choice, most of the time. What do they want? Then we talk about circumstances with that choice and responsibility. . . . [I say] things like "What are the choices you see for yourself today?"

I did it yesterday with a student-and-a-friend situation. I said, "You already know what you want to do?" And she said, "Yes." I asked, "So, why are you here?" Then we discussed the responsibility and [how] it would affect her schoolwork. It went real well, I felt.

Cara began to develop more confidence in her counseling skills in the final term. I assessed her growth to be in Level 2, a stage in which she

was striving for more autonomy. She showed this desire by discussing counseling sessions that she had not taped for credit but for her own learning. Cara would review old tapes many times to try to identify areas in which she could improve. She would suggest her own interventions, try them, and send me the tape demonstrating how she had used them. Cara was also exploring what she believed and how to apply those beliefs in the counseling session.

Near the final term, Cara was working on client conceptualization and individual difference. Excerpts from her May 26, 1999, E-mail highlight her thinking:

I got the tape and your E-mail today so I listened at lunch and wrote some things down. Here are my comments.

[I believe] my client is young and not sure about her feelings and is experimenting with sexual encounters that could be unsafe for her. . . . She comes across as almost a motherly figure to [name], taking care of him, worrying about him, playing a controlling role.

After listening to the tape again, I just thought if she heard this part on the tape, how would she respond to how it sounded to be trying to change someone who doesn't want to change? In regards to my theoretical orientation, I feel if she could accept responsibility for herself and learn to nurture and enjoy other friends then she might have freedom she deserves.

Cara's on-site supervisor E-mailed me to say she had noticed significant growth in Cara's confidence and counselor skill in her final term.



We agreed that Cara was beginning to explore Level 3 competencies such as conditional dependency, developing a counselor identity.

She was attributing much of Cara's progress to the distance supervision and group reinforcement that Cara had received as well as consistent on-site supervision. The supervisor thought that our working together to support the same skills and concepts had helped Cara but also reaffirmed her own supervisory skills. She was willing to participate in more distance supervision projects.

### Lynn

Lynn wanted to participate in distance supervision with the hope that it would save her time. Her first E-mail, on November 19, 1998, addressed her goals:

I finally have a videotape that I am sending to you to view and evaluate. My hope is to finish my internship this year, and I know I have to pass at least seven videotapes each term to achieve that goal. I appreciate your willingness to work with me through distance supervision.

Within the developmental framework, I believed that this participant was functioning somewhere between Level 1 and Level 2. Although Lynn was striving for more independence, she seemed to seek a great deal of support for her evolving counselor identity. She demonstrated an

increasing awareness of herself and her client, using insightful and empathetic interventions. At the same time, Lynn would need reassurance about her work. At times, she would lapse into the "teacher" role and tell her client what to do in subtle ways. In addition to pointing out instances on her videotape that supported my observations, I decided to encourage Lynn's self-evaluation of her work.

I discovered that each student had a preferred way to conduct supervision over distance. Lynn preferred to communicate in "real time." Even though we did not have the technology or equipment to use actual real time, Lynn would E-mail me in advance to set up an "appointment" with me. On April 14, Lynn wrote,

I should have 3 tapes [to send to you] by Tues., April 20, if my technological scheduling difficulties smooth themselves out by then. [Here she inserted a smiley-faced emoticon.]  
Would you be available on Tues., April 20, at 3:30 p.m.?

In this arrangement, I would be on-line at my computer at the same time as she was at hers, and then we would have an E-mail discussion, sending E-mails back and forth to each other. Although this method was not instantaneous, we could have dialogue that more closely resembled a face-to-face format. Yet, the act of typing our responses and the delay of sending E-mail through a server slowed the process considerably.

After I sent a portion of a tapescript of her counseling session with a client on January 26, 1999, an exchange using the "real time" discussion format occurred. Here is an excerpt of a typical exchange:

Ann: I noticed something changed at this point. What was going on with you there?

Lynn: Good point. I really don't know why I made that shift. I think I was getting nervous because it was at the end of the session and I wanted to make sure [client] was O.K.

Ann: Can you recall the process that you went through from having him set off something in you that brought out this different role?

Lynn: Well, I tried to stay in my counselor role through most of the session. I can see in this part I'm rushing . . . out of time . . . things to say and my client is getting quiet. So, I started to worry that I wasn't "helping" him—not being a good counselor. I think I started to give advice then.

Ann: And, so to you, advice-giving is helping?

Lynn: No, I can see it isn't. . . .

Ann: How would you do this differently?

Lynn: I need to learn to be more comfortable with my client's silences. I want to resist my need to take over for the client. . . .

Lynn's interactions in the group meetings mirrored her preference for the same style of supervision and group feedback. She would seek feedback on one section of her tape, focusing on a single intervention. Then Lynn would practice different interventions she could have used, often eliciting help from the group. I interpreted this to mean that she needed reinforcement for her own self-evaluation of her work. I concluded

this was Lynn's way of achieving mastery of a skill so she could use it in treatment (Ivey & Authier, 1978). This excerpt from a tapescript of group supervision on April 29, 1999, provides an example:

Ann: [To group] So, if you were to focus on what Lynn is doing rather than the client, what would you say?  
[Everyone talks as once.]

Lynn: O.K., O.K. . . . How about. . . .

Nell: When [the client] was talking about the father, she never talked about how she felt, and then it came out what she was going to do. . . .

Lynn: So, you're saying I should have helped my client to focus on her feelings about what was happening?

Nell: Yes: "How do you feel when your father. . . ."

Lynn: Uh, huh [practices several intervention statements].

Cara: Yeah, you say something like, "You have your priorities straight," and that keeps her in her head, and then she just said yes and went on, but you didn't really explore what was going on with her.

Lynn: Uh huh.

Brad: Instead of "What's your plan if he doesn't do . . ." you might try something simple like, "How is that for you?"

Lynn: I like that, keep it simple.

Ann: I am struck by how much this client has changed since you began seeing her. . . . What happens for you when you see such a change in your client, yet . . . ?

Lynn: Right! She has a lot going on but she is not talking about it. She describes events but she doesn't seem connected to what she is talking about. I found myself saying things like, "It will be O.K." Things I know aren't good counseling. I found myself changing from counselor and trying to be a nurturer or even rescue her. I think I get anxious that she can't handle all these problems.

Ann: What happens to you when you start to get role confusion? What happens in general when you get confused?

Lynn: I don't know what to say next so I just stay up in my head and say whatever comes to mind. I think I lose track of what is happening with the client.

Ann: [To group] So, how would you help this client? What suggestions do you have for Lynn to help this client while staying in the counselor role?

Nell: [Later in the tape] Well, you could have said, "What is going to happen to you? [Voice raises, louder] You can't just go out and get a job. Stop and think about it! You don't move out and live by yourself and raise that baby by yourself and still try to go to school!

Ann: [To Nell] What role are you in now?

Nell: [Laughs] Mom. [Group laughs.]

Lynn: Yeah, so I resisted that role.

Ann: Yes, I think you did a good job at staying out of the mom role and not lecturing her and being real judgmental, because I am sure she gets enough of that.

...

Lynn: Yeah, that's why I asked her at the end, "Did you meet your goal here?" "What do you want to get out of this?" Because I want to give her the support and help her work through this.

Lynn's on-site supervisor was also interested in participating in the distance supervision experience. When Lynn and her supervisor met, he would ask her to review our E-mail exchanges so that his supervision was consistent with mine. He would also E-mail me to share his perceptions of Lynn's work as well as the process of distance supervision. On April 29, 1999, he wrote,

Ann, just a quick note to let you know that I looked at the last E-mail [discussion] you and Lynn had regarding [client]. I agree that Lynn still has a tendency to want to give advice. We have been working on strategies to help her stay in her

counselor role. It's great to see her work and her thoughts about what she does in black and white. When we review her tapes, we use those E-mails too. I am finding places in the tapes where she is working really well and try to reinforce those for her. I can see a lot of growth and that will be reflected on my evaluation. I think this type of supervision has real potential.

### Nell

Nell's motivation for joining the group was also to save time and bridge the sense of isolation she was experiencing in her internship. I assessed Nell's work to be at Level 2, moving to Level 3 when we began supervision. Although Nell seemed to welcome my feedback, she was striving for more independence by controlling the section of her work on which we focused. She demonstrated a high level of self awareness and awareness of client conceptualization. My interventions allowed her more autonomy as I confronted her ethical dilemmas and helped her to refine her counseling style. I believed that Nell was functioning well as a counselor and yet needed supervisory support, connection and affirmation from me as well as the supervision group.

Of the participants, Nell used the distance supervision format the least. She consistently mailed tapes for me to view and I would E-mail

comments. However, her E-mail responses were brief and rarely led to discussion. On April 28, 1999, Nell wrote,

I think I understood your questions, Ann. I'm using them for my next tape so you can see that I am getting it. Yes, I will be attending the May 1 session and so can we talk about my tapes then?

Or, she would follow up on an issue that I would raise. On May 7, 1999, she assured me,

I have not forgotten about checking into my ethical and legal obligations re: my last tape. I did call SCF. They said I need to call the county in which this boy lives and find out my obligations through them. That, of course, will be a delicate, if even possible, course of action. This certainly is an interesting lesson for me. I'm glad I got to be in your group.

And yet, in our group supervision meetings, Nell would discuss her cases at great length, eliciting my feedback and that of the group members. Here is an excerpt from a tapescript of the June 12, 1999, supervision meeting:

Nell: Keeping quiet is my agenda here. I want to allow my client time to think and to let silences happen.

Brad: You did it. That was a good thing to hear. I liked everything that you did there.

Ann: Everyone's nodding. Do you agree? [Everyone gave praise for her work.]

Ann: What do you think Nell's theme was here?

Nell: I think [client] is very smart, very savvy; I think she knows what she had to do, but she doesn't know how to do it. She's afraid she will hurt [person], so she stops herself short of doing what she knows she has to do. So, I think she's afraid of being hurt herself.

Cara: Afraid to hurt others and she's afraid she'll be hurt . . .  
that's her thing, and you brought everything she said  
back to that.

Brad: Yeah. I really liked the role-play. You rehearsed with  
her how to do things.

Lynn: And, you talked about what hooks her is her fear about  
hurting others. That was so "aha" for her. You stayed  
in your counselor role: support, confront, support. . . .

Nell: Thanks! What is helping me the most is [to remember]  
my tone and pace, tone and pace, that's what I always  
focus on. When I slow it down, my client "works" . . .  
not me.

Brad: What a difference!

The tapescripts of the face-to-face supervision meetings show a pattern for group development as well. In the beginning session, the group members were dependent on me for direction, instruction, and structure. As they individually moved to more autonomy in their development, the participants also behaved more autonomously in group supervision. As they began to respond to each other more spontaneously, I was required to intervene and model less. As the group assumed more leadership, I spoke less, mainly focusing the discussion from the client issues back to the counselor's work. The group would model interventions for each other, give accurate feedback and support each other's growth.

The following is an excerpt from my research journal, dated June 18, 1999:



### Overall Impressions:

I listened to all my tapes again, focusing on themes and patterns. Like I found when I was making tapescripts, tapes are hard to sort out who is talking all the time and they talk over each other. Sometimes, I can't understand what they have said. Still, as I hear them again, I can hear overall development that I didn't notice when I was transcribing each tape.

I am struck by the difference from our first meetings to the last. In the first supervision, they are very quiet and I do more leading and talking. When we listen to a tape, they wait for me to respond and critique before they say anything. They are very cautious and careful about what they say to each other.

As they get to know each other, they are "bonding." I noticed that the students who are [in the study] are better prepared for supervision and they give each other more suggestions than the people who aren't regular in the group. Maybe the participants are more comfortable because they have had more interactions with me and they know "the drill." Anyway, the participants jump right in.

The final term is the most striking in all the tapes. First of all, usually I am down to just the participants in the study, so they don't have "outsiders" to share the time with. They are so much looser. They laugh, they speak when they want, and they offer each other lots of feedback and support. They are teaching each other and I am doing very little except facilitating.

### Participant Evaluations

In much of the supervision literature, researchers measured the supervisees' satisfaction with supervision. In an effort to capture the participants' experience with distance supervision, I asked questions

throughout the study. Based on the participants' responses over time, I refined the original framing questions from seven to four. At the end of the study, I asked the participants to E-mail their responses to these four questions as a final evaluation of their experiences.

### How Did You Experience Distance Supervision?

All participants responded that they felt less isolated, more supported, and could get timely help. One participant wrote,

It is great to have someone who doesn't know the kids or parents of the kids that I am dealing with. It really helps to have unbiased opinions or ideas offered by someone who is not swayed because they know the kid or parent or situation.

Another participant said, "I am so glad I did this. I think my counseling improved so much because of all the support [and] I got good supervision, too. I could get help when I needed it." A third response was,

I appreciated your comments and I used your suggestions with clients. Before I joined your group, I was feeling angry at being deserted. When I got your E-mail right after every single tape I sent, I knew you would not forget about me. Distance supervision helped me feel less isolated.

### What Influence Do You Believe Distance Clinical Supervision Had on Your Development as a Counselor?

All the participants emphasized how important it was for them to be in charge of the interaction, what they chose to initiate, how much they shared, and what they chose to focus on in both group and distance supervision. One participant reflected, "Even though you listened to all of my tapes, I could select the 'good parts' to share and what I wanted help on." Another participant wrote,

As in any profession, it is helpful to have someone give a different look at what it is that they are doing. Having someone offer suggestions and constructive comments has helped me look at dealing with kids a little differently. Sometimes I get locked into how I view situations. It is nice to have another view. Distance supervision has helped me open my eyes to people's different perspectives of the world around them.

### What Elements of Learning and Change That You Experienced Can Be Attributed to Distance Supervision Experiences?

The E-mail communication was evaluated as mostly positive except for "the technical glitches such as a server going down," and "cumbersome since we had to use code to protect client confidentiality." Even though three out of the four participants said they found it "hard to travel this far" for group supervision, all four liked "the peer review and a chance to meet

face to face." Most attributed this to "the ease of communication with the supervisor" and the feedback they received. In addition to the technical issues, participants reflected on what they learned,

I have a much more positive outlook on my supervision experiences. It was very helpful to have the questions [in the E-mail] so I could understand what I was doing wrong and what I was doing right. I liked the way you gave me feedback and then I could use it in my next session and see results.

Another stated, "I learned so much and my counseling changed so much while I was in distance supervision that I don't know where to start.

Mainly, I think I gained a lot of confidence in myself." And, another reflected on change, "I think I have changed how I deal with students. It has given me new ways to deal with kids. My counseling has benefited because I have tried new techniques provided by distance supervision."

#### What Changes Did You Notice in Your Client(s) as a Result of Supervision Discussions?

Students had different responses to this question based on what I saw as their individual developmental needs. One student believed the clients benefited from her improvement in her "ability to follow her client and be a better counselor." Another said the participant had gained "more confidence as a counselor, trusting my own instincts." A third said "the

amount of time I got helped me to work with my clients better and I could get almost instant feedback so the next session was better." And the fourth wrote,

Because of suggestions that were made on how to deal with clients, the clients I made tapes with this year have benefited from suggestions that were made that I would not have thought to try. [One client's] original goal this year was to visit her dad. She is doing that in July. (Her mother verified that for me.) I think this is partly due to the help given to me through distance learning.

### Understanding the Experience

In creating a combination of distance and direct supervision experience for counselors-in-training, I attempted to understand how and if a supervisory relationship under these circumstances could develop. I wanted to know if the essential element of supervision—the relationship (Holloway, 1992)—could be established and maintained over distance. In looking at the experiences of the participants, including myself as supervisor, I had to remind myself continually that the study was not about the individual people Brad, Cara, Lynn and Nell. It was not about developmental supervisory experiences. And it was not about my supervision skills. Although all these elements were integral to the design, this study was seeking to explore the possibility of using distance

supervision with a face-to-face group format in order to provide "successful" supervisory services.

Since there was a paucity of research on distance supervision delivery using the Internet, this experience along with Christie's (1998) was creative in design and exploratory in nature. The supervision literature was extensive, leading to the assumption that the focus of this study should be on the supervisory relationship.

All the participants agreed to undergo distance supervision via the Internet E-mail process as well as meet on the University campus for group supervision. Each supervisee was at a different developmental level and each found a slightly different way to use distance supervision. Most participants used the discussion format of E-mail more than they were required. One participant seemed to prefer the group interaction to Internet communication. None of the participants used the auxiliary technology available to them such as a bulletin board and chatroom.

The study lasted an entire academic year and provided a wealth of data. In sorting through all of this information, I focused on how each participant responded to this type of supervision. Throughout, I recorded my own reactions to providing supervision in this format and I sought other perspectives from faculty and peers. In reflecting on this experience, I am

convinced that a supervisory relationship can be established over distance and that this type of supervision can be effective. A discussion of these experiences as well as recommendations follow in Chapter V.

## CHAPTER V: REFLECTIONS AND RECOMMENDATIONS

My first counseling position was in a small rural community in a remote region of the state. The closest counselor education program in the state was located over 400 miles from my work site. I longed to have access to counseling resources, to have appropriate supervision, to talk to other counselors, to have someone to mentor me in my early practice, and to have someone with whom I could consult about ethical dilemmas. Unfortunately, I had no access to any of these luxuries, so I felt isolated. I felt like I was "flying without a net."

During this period, I enrolled in a computer course, and for the first time I heard the term "High Tech High Touch." I thought it was an oxymoron. How could "cold" technology create a need for a higher degree of human contact?

As I lugged a single computer from one small school to another over a distance of 200 miles to conduct a high school career counseling program, I began to experience "High Tech High Touch." Students flocked to my voluntary counseling sessions, using a career computer program, which sparked such a volume of interaction that I had to make student appointments twice as long. Although the program was designed to stand



alone, my experience was that the students' interaction with a computer created a need for them to talk to their teachers and to me about their discoveries. This experience actually increased the students' need to connect.

It was from these experiences that the seeds of my interest in distance supervision began to germinate. With the advent of the Internet and its "instant" communication over time and space, I wondered if there was some way to use this new medium to connect to the disconnected. The Internet is also called the Web and a web implies connections. How would it be possible to deliver supervision to counselors in remote or rural locations? Would distance supervision work for counselors in training who need a great deal of support as they develop their skills and counselor identity? What aspects of traditional supervision should be present in distance supervision to ensure that this new type of delivery worked? What ethical issues arise from using a different medium to deliver supervision? And, what guidelines would need to be in place for distance supervision?

As stated in Chapter IV, my research design was part of a hypothesis-generating process (Glaser & Strauss, 1967) in which the goal was not to conclude a study but rather to develop ideas for further study (Yin, 1994). In doing this research, I unearthed more questions than

answers. It made me think about my assumptions and it made me more aware of my subjectivity. Following the style of the Japanese morality play *Rashomon*, I questioned my experience from many viewpoints. What follows is my interpretation of what I discovered after examining the data from a 9-month study of the combination of distance and direct supervision experiences.

### Assumptions of the Researcher

My assumptions about learning and supervision are grounded in social constructivist and humanistic theory. I believe in the constructivist principle, which states that meaning and knowledge are created in the act of existence and experience. I adhere to constructivism's basic assumption that knowledge and reality are rooted in the individual and in society (Mahoney, 1991). Knowledge is relative and changeable and is a function of both personal and social constructs. This philosophical framework has a contextual focus that forces the consideration of the social, cultural, psychological, economic, and political circumstances on which professional behaviors are based (Griffin, 1993).

Attitudes and values are embedded in current counselor supervision practice that influence how the supervisee, the client, and the process of

supervision are viewed as well as what is effective and ineffective. In considering a constructivist perspective in regard to implementing distance supervision, I understood that it was important to focus on each participant's unique reality. In accepting diverse approaches and developmental levels, I observed how each participant found his or her individual solutions in counseling practice. Moreover, each participant customized the distance supervision format to suit his or her individual needs.

Also, I believe that a constructivist approach to research may provide a clearer understanding of the multilayered, complex process of supervision. Constructivist researchers see a socially constructed world and their quest is to find the forces that construct consciousness. They attempt to use their understanding of the social construction of reality to rethink and reconceptualize the types of questions asked about supervision.

Constructivist researchers seek a system of meaning that grants ways of knowing, different forms of knowledge, and different approaches to research. They choose strategies of inquiry that may not be quantifiable or replicable yet believe that knowledge rests with the knower (Kinchloe, 1991).

This study was guided by humanistic and social constructivist principles that underlie my developmental model of supervision. By

adopting an integrated model of supervision, I provided distance supervision through the role of teacher, consultant, counselor and evaluator. In delivering distance supervision, I assumed that I would oversee the participant trainees' work for the purpose of facilitating personal and professional development, improving competencies, and promoting accountability in practice. As a distance clinical supervisor, I was responsible for holding the supervisee accountable for counseling performance as well as providing a tool for feedback through an evaluation process (Bradley, 1989).

### Emerging Themes and Patterns

Throughout my review of data, including participants' E-mail correspondence, group-supervision tapescripts and my research journal, themes and patterns emerged that were consistent with the literature. Although counselor supervision research has not demonstrated what exactly constitutes an effective supervisory relationship, these experiences with distance supervision have given me intuitive glimpses of how important trust, self-disclosure, match and empowerment are in this powerful working alliance.

The supervisory relationship has a profound influence on the quality of the counselor's work with a client (Worthen & McNeill, 1996). Thus, one of the challenges was to create a positive relationship in the distance environment, one in which the processes of supervision could operate and the counselor trainees could learn so that their clients were ultimately better served.

Parallel process, the intricate interplay between the therapeutic and supervisory relationships in which the participants' behaviors frequently parallel those of their clients, is a phenomenon that has received much attention in the literature (Frankel & Piercy, 1990). In their review of the counseling tapescripts via E-mail in concrete form, the participants could see how their counselor behavior mirrored their clients' behavior. Often, the same process appeared in the supervisory relationship. For example, one participant was counseling a client who believed she was "stuck" in a relationship; the participant became "stuck" by "going blank" so was unable to help the client think of options. In our distance supervision session, the participant and I got "stuck" in conceptualizing effective interventions for the client. What was unique was how a concrete record provided by the distance medium helped the participant and me track the counseling and supervisory exchange to identify problem areas quickly.

### Facilitative Conditions of the Supervisory Relationship

My experiences as a distance supervisor reinforced my belief that it was equally important to establish facilitative conditions for the participant as it was for the client (Bernard & Goodyear, 1992). I used a humanistic, person-centered supervision approach (Rogers, 1951) because I assumed that a successful supervisor must have profound trust in the participant supervisees' ability and motivation to grow and explore both the therapy situations and the self (Bernard & Goodyear, 1992).

#### Trust

I assumed that trust would be the most important factor in establishing a distance supervision relationship among all of the participants. Research on the supervisory process supported this assumption in terms of facilitative conditions. Of the three key credibility factors, trustworthiness, expertness, attractiveness, and trustworthiness of the supervisor was found to be the most important aspect (Carey et al., 1988). My experience supported this assumption. Much of the dialogue and feedback revealed patterns of trust building throughout all stages of the distance supervisory relationship. The level of authentic communication

between supervisor and supervisee (Beatty, 1977) was assumed to be the indicator of an increased level of trust.

I believed I could establish a trusting supervisory relationship characterized by genuineness, respect, and empathy so critical to supervisee progress (Halgin, 1986), while using the distance format. Trust is essential to providing a safe environment in which the supervisees can explore their work with clients, their personal issues that arise, their self-doubts, and their accomplishments.

### Self-Disclosure

An unanticipated consequence of conducting distance supervision was the willingness of most of the participants to self-disclose in their E-mail communication. When reflecting on this pattern, I concluded that this might have occurred with the "confessional" nature of E-mail communication. This more anonymous form of communication might create the atmosphere found in a confession booth where a priest and a penitent do not face each other in order to share at a deep level. The participants would often write in an almost "stream of consciousness" manner, revealing a great deal about their fears and hopes as they struggled with their evolving counselor identities.

In addition to increasing self-disclosure, I believe this distance supervision format facilitated conflict resolution so essential in establishing sound relationships and increasing trust. Carey et al. (1988) discovered that trust facilitated supervisee development while it minimized defensive responses and power struggles around performance evaluations.

As I experienced increasing levels of trust based on the participant's increased willingness to self-disclose, I noticed a sharp decline in participant defensiveness. I concluded that several factors facilitated the level of trust. The participants had a great deal of access to me via the Internet. In the high volume of E-mail exchanges, the participants received a great deal of feedback, experiencing a high degree of interaction with me. This feature of distance supervision seemed to minimize the participants' defensiveness, reduce conflict and eliminate power struggles. When conflict arose, the participants and I had the option of working it out face to face in group as well as through E-mail discussions.

For example, one participant demonstrated a high degree of defensiveness when she met with our first on-campus supervision group. She resisted any feedback she received from me and engaged in what I deemed a full-fledged power struggle. When we entered a distance supervision relationship, she received a great deal of feedback and



encouragement from me. As she began to demonstrate an increased trust in our supervisory relationship and improvement in her counseling skills, her defensiveness disappeared. The participant reported that the concrete aspect of reviewing and reflecting upon my written feedback helped her to understand that my critiques were not a personal attack but rather a desire to help her. And, this concrete form of feedback actually helped her to improve her practice. As she learned to be more self-evaluative and less dependent on me for suggestions, she moved into a collaborative, collegial relationship with both the other participants and me.

### Empowerment

Supervision provides an opportunity for the supervisor to guide the trainee in attaining knowledge, skills, and practice in the counseling profession that fits the unique needs of the individual (Bernard & Goodyear, 1992). By building on the unique needs of the supervisee, Holloway and Wolleat (1994) assert that the supervisor can contribute to the self-esteem and self-efficacy of the student. The goal of empowerment of the individual fits with the goals of counselor supervision.

Distance supervision provided a means to empower the participants that I had not foreseen. In traditional group supervision formats that I had

previously experienced, the supervisor acted as a gatekeeper. The supervisor facilitated the communication flow among the supervisees and the group focused on one topic at a time. In the distance format, the participants often chose the topic, when to initiate contact with me, what the content of that contact would be, and how many interactions we would have in a "session." The participants reported a high level of satisfaction with this arrangement as well as a sense of empowerment. In addition, each participant adapted the distance format to suit his or her style and needs. This kind of control in the supervisory relationship seemed to increase the participants' sense of personal power. Thus, the increased sense of access as well as control shifted the supervisory equilibrium.

Clarkson and Aviram (1995) learned that supervisors thought that "teaching" was the most important function of supervision but found that "nurturing" was just as important. In reviewing the body of E-mail communication with participants, most of our exchanges contained some form of nurturing in the form of support, encouragement and collaboration. Trust was essential to providing a safe environment in which the participants explored their work with clients, their personal issues that arose, their self-doubts, and their accomplishments. The distance format

provided them with a more immediate, private, and accessible means to shape a creative supervisory relationship.

### Shame and Evaluation

Two aspects of the supervisory relationship that often seem in conflict are (a) trust building, in which a supervisor encourages self-disclosure; and (b) evaluation, in which the supervisee risks exposures, resulting in feelings of shame. In the relationship-building stage of this study, I believed an essential part of my distance supervisory role was to help minimize the impact of supervisee fear, anxiety, and defensiveness arising from the evaluation and assessment process (Borders & Leddick, 1987). Although evaluation can be a frightening experience, I discovered that the Internet provided a low-threat environment as another tool for learning. The "confessional" conditions of E-mail that I have described appeared to help reduce participant anxiety around evaluation. This format allowed participant control over what we selected on their tapes and in their performance to be evaluated. I informed them of all evaluative procedures as well as encouraged the participant in self-evaluation (Bradley, 1989).

Because of the personal vulnerability inherent in clinical practice, supervisees are susceptible to feelings of shame (Kaiser, 1992, 1997).

Shame can be defined as an inner feeling of being diminished or considered insufficient as a person. Therapy is a very human activity, so to be lacking in therapeutic skills, counseling trainees can perceive themselves as being less than an adequate human beings (Bernard & Goodyear, 1992). In addition, the impact of intense pain experienced by clients, the experience of transference and countertransference in the counseling process, over-identification with the client, the "impostor syndrome," a sense of confusion and feeling stuck can all evoke a sense of shame in the supervisee. Rather than question whether or not shame would surface in the supervisory relationship, I focused on how I would handle shame effectively when it did arise. I agree with Kaiser (1997) that unless shame is adequately addressed, it can compromise the well-being of participants.

Another unanticipated advantage of the distance supervision communication was how it provided me with a way to detect when participants were experiencing a sense of shame early in the relationship. For example, when I would read a participant's E-mail that expressed a sense of inadequacy and uncertainty, I would focus on those feelings in my reply. I believe that shame, like conflict, does not need to be avoided but can be handled productively to improve the supervisee's work with the client as well as strengthen the supervisory relationship. I followed

Salvendy's (1993) recommendations for empowering the participants by creating an empathetic supervisory environment in which uncertainty and feelings of inadequacy could be explored. E-mail communication seemed to provide the privacy necessary to exploration much more than the group supervision format in this study.

In both face-to-face and distance supervision, I consistently expressed my belief in the participants' ability as well as their work. I acknowledged that mistakes would happen and encouraged participants to talk about those mistakes rather than covering them up. As Kaiser (1997) suggests, I focused on giving corrective feedback by acknowledging strengths and framing the problematic behavior in a positive manner with suggestions for alternative approaches. The participants tended to respond to my written interventions over the Internet much more openly than to the same verbal interventions in group supervision. I concluded that the private, one-on-one nature of E-mail communication facilitated trust and alleviated shame in the early stages of supervision in this study.

Since I listened to the entire tape of each counseling session, the participants were aware that I would detect their mistakes. All participants were more willing to acknowledge those mistakes in an E-mail exchange than in the early group meetings. I observed that once the participants had

established a more trusting relationship with the other participants and me, they began to identify mistakes and accept feedback in face-to-face group supervision.

### Supervisory Style and Match

Ladany et al. (1996) revealed that the most frequent reasons for nondisclosures in supervision were related to negative reactions to the supervisor. Supervisees usually did not self-disclose because they perceived the information as unimportant, they thought the disclosure was too personal or involved negative feelings, or they reported they had a poor supervisory alliance. Supervisees who reported more negative reactions to supervisors did not disclose because of poor alliances, supervisor incompetence, and fear of "political suicide" (Ladany et al., 1996, p. 18). Since the participants had shown evidence of ever-increasing levels of self-disclosure, I believed that they were responding favorably to my supervisory style in both the distance and group forums. Because the participants were at all different levels in their development, I found it necessary to adjust the nature of my interventions, but I was consistent in my humanistic supervisory style.

An area of match that did not occur between the participants and myself was in theoretical orientation. Kennard et al. (1987) stressed the importance of theoretical orientation as well as similar behavioral style to positive supervision experience. I postulated that because the participants were in the beginning stages of "trying on" their belief system as well as practicing new counseling interventions, they were not invested in having a theoretical match with me. In addition, they were all in the experimental stage, often adopting and rejecting their beliefs as they gained experience.

Robyak et al. (1987) studied the effects of supervisor characteristics, which form a basis for the interpersonal relationship. The supervisor displays sets of personal and professional characteristics designed to strengthen the trainee's perceptions of the supervisor's resources. If these resources match the trainee's needs, then the resulting power differential forms the basis of the supervisor's ability to influence the trainee in a way that will facilitate change. I learned that both the on-site supervisors and I were perceived by the participants as having knowledge and skills to offer them. The participants commented that distance supervision offered them even greater access to supervision resources than they had previously had experienced in their remote internship sites.

### Ethical Issues

Distance supervision has been fraught with unresolved ethical issues from its inception, partly because the practice preceded the guidelines and ethical codes. When I was appointed to the American Counseling Association's Advanced Technology Committee in 1999 to help establish guidelines, I had already completed this study. During my research design period, no ethical codes were in place to guide my exploration of computer-based supervision. The University did not have guidelines for distance supervision, so I relied on the approval of the ethics/human subjects committee as well as the research guidelines of the National Board of Certified Counselors (NBCC) and the American Counseling Association (ACA). However, ethical concerns regarding the advent of "cybervision" or distance supervision were beginning to surface in the literature.

Welfel (1998) expressed concern about exclusive reliance on distance supervision, predicting complications with compliance of "the most professional responsibilities of the supervisor" (p. 4). Welfel was not convinced distance supervisors could (a) assure the clients are receiving appropriate, beneficial, and confidential care; (b) foster proper professional credentials; (c) allow only qualified persons to be endorsed for professional credentials; and (d) meet one's legal and contractual obligations. At the



time, ACES (1993) guideline 2.07 for counseling supervisors read, "Supervisors of counselors should meet regularly in face-to-face sessions with their supervisees." The only format that fit within those boundaries at the time was the videoconference. A combination of face-to-face supervision with distance supervision was recommended. However, distance supervision was seen as a supplement to direct delivery.

### Confidentiality

An ethical concern in this study that I never was able to resolve fully was confidentiality of the client material. At the time, there were no guidelines about the transmission of text. The participants and I were careful to code our messages and omit identifying information. Although the Internet Company that handled my E-mail went to great lengths to assure me of a secure server, information sent into cyberspace can be intercepted. Encryption technology did exist but was not available or affordable to participants and we did not have compatible computers on which to use it.

Even though the participants would send audio or videotapes of their counseling sessions by certified mail, there were no guarantees that the tape would arrive at its destination. Videoconferencing technology was in its

most primitive development and was not readily available to the participants. The computer software that was being pioneered required identical computers, which we did not possess. A video image transmitted through cyberspace was as vulnerable to third-party interception as text was at the time.

### Client Protection

Welfel (1998) expressed doubts that a counselor in training could be relied upon to make appropriate judgments about what information to communicate to the supervisor. Welfel feared that distance supervisors would not have access to the information that they need to protect the welfare of the client. Finally, fears were expressed that clients would be at more risk if distance supervisors did not have institutional authority or logistical resources to intervene with a client in another setting. I believe that all these issues were eliminated with the presence of an on-site supervisor. More importantly, the collaboration between the site supervisor and the university supervisor helped facilitate the participants' growth as well as offer protection to their clients.

Although the state licensure board members were receptive to a 1999 distance supervision presentation on which Christie (1998) and I

collaborated, today distance supervision is still not an acceptable form of supervision in Oregon. The board members expressed the same concerns illustrated in the literature.

### New Developments in Ethical Issues of Distance Supervision

Since my research, Counselor Education programs throughout the country are using various distance learning formats. Some universities offer entire degree programs on-line with distance supervision components. Methods of distance supervision vary from videoconferencing to telephone to firewall-protected "courserooms" similar to password-protected chatrooms. In response to an informal E-mail survey of counselor educators (see Appendix D), Baltimore (personal communication, September 16, 2003) wrote, "More and more programs are using distance supervision, but few states recognize distance supervision for licensure. I wish that this were different."

Ethical codes and guidelines have been created to ensure that emerging distance options will be more congruent with professional ethical and legal obligations. The Association for Counselor Education and Supervision (ACES, 1999) Guidelines for On-line Instruction in Counselor

Education suggest that distance learning approaches "must offer, at minimum, an equivalent opportunity to that provided in a traditional course" (p. 10). The ACES guidelines cover numerous areas of concern necessary to the design and delivery of on-line courses (Brown, 2000).

Patrick (personal communication, September 15, 2003) describes one such distance delivery format:

We are using a combined model that includes FTF [face-to-face] supervision by the site supervisors as prescribed by CACREP in our on-line courses that are companions to each of the internship courses. . . . [T]here is a group supervision component, and . . . weekly telephone group supervision with the on-line course instructor. Tapes, if allowed by the site, are mailed to the instructor for review and feedback by telephone contact. We have found that many sites in the areas where our learners are located do not allow video taping; in those cases, audiotapes are used for supervision discussions.

When asked about the ethical risks of mailing tapes, Patrick replied,

Other than the certified, return receipt required method of tracking, we cannot control what happens to the tapes when they enter the mail/transfer system in hard copy format. We do ask learners to disguise identity by positioning of the client on tape and in deleting references to last names. This is a thorny issue and one we haven't yet resolved. The review of tapes by our faculty is weekly, since the tapes are reviewed weekly (when allowed) by the site supervisors as part of primary supervision.

And, technology has evolved to better protect confidentiality in distance supervision delivery, as Patrick explains,

We do not use e-mail for supervision. Supervision written communication is done in our courserooms that are protected by state-of-the-art firewalls. In addition, confidentiality requirements are also followed as noted above.

One of the most profound changes that has occurred since this study was conducted has been the advent of the Health Insurance Portability and Accountability Act (HIPAA, 1996) revised Privacy Rule (2002). This rule essentially prohibits the electronic transfer of any information that would identify clients. As Patrick shares, this has impacted the way distance supervision is conducted:

Transfer of patient information is a thorny issue as well due to HIPAA requirements. We are still working that one out to ensure that confidentiality is protected, but in reality, in our courses and current methods of supervision, patient information is largely retained in the supervision sites under their secure systems. Interns must adhere to these regulations at the site.

### New Developments in Technology

As previously discussed, technological developments have helped alleviate ethical concerns that were raised in this study. These advancements along with the development of ethical guidelines have increased excitement of distance possibilities in some counselor education circles. Brown (2000) "foresee(s) a time when we will conclude that

technological approaches and use of the resources available in cyberspace may be superior in teaching certain skills and facts" (p. 63).

### Reflections From My Journal

In reflecting in my research journal regarding my experience of experimenting with a new form of supervision, I traced patterns of discovery. I recorded events that excited my curiosity, made me think, disappointed me, and piqued my desire to learn more. The following is a discussion based on highlights of my discoveries.

When one enters a strange land, one must learn a foreign language. As I explored a new world of distance supervision, I realized I needed a new vocabulary. Interchangeable words and phrases like cyberspace, cybervision, web instruction, web-based learning, on-line service delivery, on-line courses, and web-based training appeared in my lexicon. I recorded expressions such as, "Various forms of distance supervision: videoconference, telephone supervision or computer-assisted supervision (using E-mail, and chatrooms)." And, in order to appear knowledgeable when communicating with technical support people or other researchers, I would slip these phrases into my conversation.

These words were connoting new forms of communication, changing notions of time and space. Communication was at the heart of this study. I was trying new ways to communicate with counselor trainees in order to establish connections that transcended time and distance. "Real time" became an attempt to reach each other from distant parts of the state in the same moments in time.

Relationships formed in ways that I could never have predicted. I focused on the supervisory relationship because the literature pointed to relationship markers that I thought I could use to determine if what I was doing was working. I had no idea of the power of these web connections on myself and on the participants. "Oh, the tangled web we weave when first we practice," I playfully wrote as I was trying to describe the pros and cons of communicating with novice counselors who were learning their craft through the world wide web and forging new relationships with each other and with me.

I had not foreseen how helpful the written communication could be in tracking counseling sessions and providing feedback. I could isolate sections of dialogue in minutes and show participants where they were engaged with the client and where they were not. The medium became a tool for change and self-evaluation, which participants quickly learned to

use. With so much writing and reflection, we could agree on what needed to happen, review to see if it did happen, and make adjustments. The participants dubbed this "read and act and checklist." At the time, this method seemed to have more impact and results on participants' performance than the verbal exchanges in group supervision.

At the same time, I found computer-assisted communication to be time consuming in several ways. First, although it helped me to distill my thoughts and curb my tendency to make too many interventions, I spent a great deal of time typing. When I learned that participants responded well to sections of tapescripts of their counseling sessions, I would spend many hours transcribing tapes until the participants began doing it for themselves.

When participants had to write about what they were doing in their sessions, it gave them time to think and reflect. Often the quality of their observations seemed to improve as they practiced looking at their tapes by writing out their interventions and what they could have said.

Access was a double-edged sword. While the participants constantly expressed satisfaction with having almost immediate access to supervision and support, that immediacy seemed to increase their expectations about my availability. Participants would expect me to respond almost instantly and I would get several reminder E-mails if I did not. I would get E-mails



that participants had written in the late hours of the night, wondering why I had not replied yet.

In a group discussion, the supervisor can control the flow and direction of discussion, and usually everyone is on the same track. All of the participants contacted me on all different topics, at all times of the day and night. In face-to-face contact, students can hear answers to other people's questions so the supervisor does not have to repeat the same material. Since the participants chose not to use the chatroom for discussion, I found myself answering the same questions repeatedly at different times. In group supervision sessions, I could give verbal responses and have a group discussion. Between the volume of E-mail and variety of topics, I devoted much more time to distance communication.

The participants began distance supervision at different developmental levels. In keeping with my supervisory style, I customized interventions to fit each person's needs. Although I was initially concerned that I would have a greater challenge in supervising these participants, overall it provided an opportunity. I wanted to try distance supervision with a population that I thought likely would occur in any supervision group setting.

In my opinion, the participant who was the most autonomous in the group and the participant who was the most dependent seemed to respond more favorably and expressed the highest degree of satisfaction with the experience. "Cara" used the concrete form of supervision to her advantage as well as the more accessible form of support and encouragement. The unforeseen advantage for this participant seemed to be my ability to coordinate interventions with her on-site supervisor via E-mail. As her on-site supervisor and I worked in concert, using E-mail communication, Cara received consistent direction and feedback. In my opinion, she bloomed.

Already in bloom, Brad reported his satisfaction with distance supervision because of the collegial interactions we had as well as his ability to consult with me. He reported that I was an important resource outside of his system.

Since there were no traditions about how to use this form of distance supervision, the participants could customize interactions to suit their individual style. "Lynn" arranged for our computer-aided communication to be more immediate, similar to videoconferencing. Another realization I had was that not everyone likes the Internet or enjoys communicating via E-mail. Although Nell would not participate in any in-depth E-mail

discussions over time, she reported satisfaction reading E-mail critiques of her counseling tapes. She said she liked having tapescripts to review and enjoyed the face-to-face group interaction and feedback. Nell's learning style seemed to fit well with live group supervision.

### Research, Research, Research

Lack of research still plagues those who are delivering distance services. Brown (2000) recommends that counselor educators encourage doctoral students to conduct evaluation studies and empirical tests of the relative value of distance learning in counselor education. Brown proposes that most counselor educators would be unable to give an informed opinion regarding the worth of distance learning. When asked what research guided the establishment of distance supervision guidelines, Patrick (personal communication, September 15, 2003) responded,

There is minimal research to guide us . . . we reviewed published research on e-mail supervision, only found a few studies; worked to stay within the ethical guidelines for practice within the profession as well as close, intense work with the counselor education faculty to ensure that we are meeting the standards for ethical practice. We have a bi-monthly curriculum meeting that this is reviewed at, unique problems identified, and solutions devised. We have research in process!

Baltimore (personal communication, September 16, 2003) reported that his unpublished research compared video conferencing supervision with face-to-face supervision and found many similarities. One important factor was that if there was an established supervisory relationship, videoconferencing was the same for the supervisee in rating the experience.

### Limitations

It is important to acknowledge several limitations in reviewing the findings of this study. The first factor that influenced the experience was that the participants were a small, homogenous group of graduate students. There were no minorities in the group. In addition, the participants did not present cases with minority clients. Although I am compelled by Pederson's (1991) argument that, to some extent, all counseling is multicultural, I did not discover the constructs of multiculturalism as a theme or pattern in this study. In the broadest sense, the term "multicultural supervision" implies the large umbrella of culture which, in addition to race, includes variables such as ethnicity, socioeconomic status, sexual orientation, religion, education, gender, and age (Fukuyama, 1994). I believe that these multicultural dimensions may have had a powerful but sometimes unacknowledged influence on the supervisory relationship.

A second limitation was the fact that I was researcher, supervisor, participant and doctoral student in this study. As clinical supervisor, I directed and affected much of the outcome of the activity. Since I assumed multiple roles with the participants, analyzing the data was more complex than in typical case studies (Stake, 1995). However, in qualitative design, the many roles of the researcher, including that of participant (Yin, 1994), are accepted practice.

A third limitation was the influence of my experience and style of supervision on the outcomes. Other supervisors and participants may have entirely different experiences with a combination of distant and direct supervision because of variations in styles and personalities. These participants responded to my humanistic developmental supervision practice as well as to my personal style, which tends to be warm, open and informal. In addition, as a doctoral student, I was not perceived by the participants as having the same amount of power or authority as the faculty and, therefore, presented less of a threat to each participant's willingness to self-disclose.

Finally, a fourth limitation was the lack of existing guidelines and methods for a distance clinical supervision course at the University. The course, methods, and technological applications were developed

specifically for this study. Since the time of completion of this study, other investigations have used more advanced technology. In addition, ACES guidelines to on-line instruction have been implemented and more methods for on-line instruction have been identified.

### Research Influences

Because this study followed Christie's (1998) investigation of distance supervision delivered solely through the Internet, it is important to acknowledge how Christie's findings influenced this research. While Christie devoted much effort to creating the Internet resources used to communicate with his participants, these technological resources were then in place for my study. In addition, Christie described the impact of technological struggles of the participants on their sense of autonomy and recommended that the history of the student be reviewed. My participant screening included inquiring into their technical proficiency, their supervision experiences as well as their expectations for course outcomes. Although Christie believed that lack of face-to-face contact did not create a need to return to traditional methods of supervision, one of his recommendations was to explore how distance supervision could "functionally supplement face-to-face supervision" (p. 155).

### Recommendations

The following recommendations are based on the constructed meanings of the researcher as a result of this study. It is hoped that these experiences will be considered in future research as well as the ongoing development of distance clinical supervision courses.

Recommendation 1: Continue to explore the possibilities of on-line courses and methods of supervision as tools to enhance counselor education programs. When I was designing this study, I had many discussions with counselor educators about distance supervision. I was met with what I considered considerable resistance to the idea that distance supervision could actually be supervision. I believe that distance supervision has potential to reach students who would not otherwise have access to counselor training and related services. Like Brown (2000), I believe on-line distance supervision courses will not replace certain methodologies but have a place in counselor education programs as valuable instructional tools.

Recommendation 2: Keep up with technological advancement as well as website, databases, courseware and instructional information on distance learning. The advancement in technology has made the delivery of distance supervision more feasible. Videoconferencing software programs

and increased security have addressed some of the ethical concerns of protected information and service delivery. Access to courseware is available to assist counselor educators in designing web-based courses as well as deliver supervision. Clearing-houses' databases help educators keep abreast of new developments and provide links to other databases.

Recommendation 3: Continue to research the distance supervisory relationship. One of the values of distance supervision in counselor education programs is the ability to connect with students over virtual time and space. More needs to be understood about facilitative conditions that are necessary to develop and maintain the distance supervisory relationship.

Recommendation 4: Consider distance supervision as acceptable supervision hours required for licensure. As distance supervision becomes a more common way to deliver services, supervisees will want to be able to accumulate supervision hours that will count toward licensure. As Welfel (1998) suggested, distance supervision could be one way to address increasing demand for qualified supervisors as more states pass licensure legislation. However, distance supervision is not clearly defined. It is delivered in a variety of ways, it is fraught with ethical issues, and it is not guided by sufficient research. More inquiry is necessary to address these



and other issues surrounding distance supervision. A key issue is to determine the necessary qualifications for a distance supervisor.

### Conclusion

With improvements in technology as well as ethical considerations, and legal constraints, I believe more practical and effective connections exist than the E-mail supervision used in this study. I am convinced that the distance supervisory relationship is as essential to an effective working alliance as it is in the traditional supervision. More research is needed to understand the facilitative conditions necessary to the distance supervision relationship. Without the understanding provided by investigation, practice will precede informed design and implementation.

I strongly support combining distance supervision delivery with some form of direct supervision because of the importance of establishing a supervisory relationship as well as the value of collaborative learning. Whether telephone, videoconferencing and/or high security courserooms deliver supervision, I would like to see the most important aspect of E-mail communication retained. Chatroom or courseroom communication can be made secure so that written communication can be exchanged. On the basis of my experience with participants' response to writing and reflecting on

their supervision practice, I believe some form of concrete electronic communication is a valuable learning tool.

Access to the supervisor seemed to be a crucial part of relationship building as well as learning. In an ideal learning environment today, I visualize counselor educators combining the reflective nature of written electronic communication with the connective nature of oral communication to deliver supervision effectively over virtual time and space.

## BIBLIOGRAPHY

- American Counseling Association. (1995). *ACA code of ethics and standards of practice*. Annapolis Junction, MD: Author.
- Ametrano, I. M., & Stickel, S. A. (1999). Restructuring the on-campus counselor education laboratory: Contemporary professional issues. *Counselor Education and Supervision, 38*(4), 280-292.
- Anderson, S. A., Rigazio-DiGilio, S. A., & Kunler, K. P. (1995). Training of family professionals: Training and supervision in family therapy: Current issues and future directions. *Family Relations, 44*, 489-599.
- Appelbaum, S. A. (1996). Visions of supervision. *Psychoanalysis and Psychotherapy, 13*(1), 59-67.
- Arbuckle, D. S. (1963). The learning of counseling: Process not product. *Journal of Counseling Psychology, 10*(2), 163-168.
- Association for Counselor Education and Supervision. (1993). Ethical guidelines for counseling supervisors. *Counselor Education and Supervision 34*(3), 270-276.
- Association for Counselor Education and Supervision. (1999). *Guidelines for on-line instruction in counselor education* [On-line]. Alexandria, VA: Author. Available: <http://www.chre.vt.edu/1-s/thohen/aceweb.htm>
- Bailey, E. K., & Cotlar, M. (1994). Teaching via the Internet. *Communication Education, 43*, 184-193.
- Barr, E. M. (1987). The relationship between student and clinical supervisor. *British Journal of Occupational Therapy, 50*(10), 329-331.
- Beatty, P. J. (1977). Dialogic communication in the supervision process: A humanistic approach. *Education, 97*(3), 226-232.

- Bernard, J. M. (1994). Multicultural supervision: A reaction to Leong and Wagner, Cook, Priest, and Fukuyama. *Counselor Education and Supervision*, 34(2), 159-171.
- Bernard, J. M., & Goodyear, R. K. (1992). *Fundamentals of clinical supervision*. Needham Heights, MA: Allyn & Bacon.
- Beshears, E. (1998, July 13). Online with professors: Internet changing student-teacher interaction. *The Washington Post*, pp. B1, B5.
- Blocher, D. H. (1983). Toward a cognitive developmental approach to counseling supervision. *Counseling Psychologist*, 11(1), 27-34.
- Bogdan, R. D., & Biklen, S. K. (1992). *Qualitative research for education*. Needham Heights, MA: Allyn and Bacon.
- Borders, L. D. (1989). A pragmatic agenda for developmental supervision research. *Counselor Education and Supervision*, 29(1), 16-22.
- Borders, L. D. (1990). Developmental changes during supervisees' first practicum. *Clinical Supervisor*, 8(2), 157-167.
- Borders, L. D., & Fong, M. L. (1989). Ego development and counseling ability during training. *Counselor Education and Supervision*, 29, 71-82.
- Borders, L. D., & Leddick, G. R. (1987). *Handbook of counseling supervision*. Alexandria, VA: Association for Counselor Education and Supervision.
- Borg, W. R., Gall, J. P., & Gall, M. D. (1993). *Applying education research: A practical guide* (3rd ed.). White Plains, NY: Longman.
- Bowman, V. E., Hatley, L. D., & Bowman, R. L. (1995). Faculty-student relationships: The dual role controversy. *Counselor Education and Supervision*, 34, 232-242.
- Bradley, L. J. (1989). *Counselor supervision: principles, process, practice*. Muncie, IN: Accelerated Development.

- Brashears, F. (1995). Supervision as social work practice: A reconceptualization. *Social Work, 40*(5), 692-699.
- Brown, D. (2000). The odyssey of a technologically challenged counselor educator into cyberspace. In J. W. Bloom and G. R. Walz, (Eds.), *Cybercounseling and cyberlearning: Strategies and resources for the millennium* (pp. 51-64). Alexandria, VA: American Counseling Association.
- Brown, R. D., & Dinnel, D. (1992). Exploratory studies of the usefulness of a developmental approach for supervising evaluation students. *Evaluation Review, 17*(1), 23-39.
- Burian, B. K., & Slimp A. O. (1993). *Dual role relationships: Do they impede education for the common good?* Kansas City, MO: American College Personnel Association.
- Bush, R. A., & Williams, C. J. (1989). Distance education: An option for social welfare and social work education in the 1990s. In D. Roberts (Ed.), *Distance education papers* (pp. 3-17). Riverina, Australia: Charles Sturt University.
- Campbell, P. T. (1975). Degree of freedom and case study. *Comparative Political Studies, 8*(2), 178-193.
- Capella University [On-line]. (2003). Available: <http://www.capella.edu/reborn/html/index.aspx>
- Carey, J. C., & Williams, K. S. (1986). Cognitive style in counselor education: A comparison of practicum supervisors and counselors in training. *Counselor Education and Supervision, 26*(2), 128-136.
- Carey, J. C., Williams, K. S., & Wells, M. (1988). Relationship between dimensions of supervisors' influence and counselor trainees' performance. *Counselor Education and Supervision, 28*(3), 130-139.
- Carifio, M. S., & Hess, A. K. (1987). Who is the ideal supervisor? *Professional Psychology Research and Practices, 18*(3), 244-250.

- Carkhuff, R. R. (1969). *Helping and human relations*. New York: Holt, Rinehart, & Winston.
- Carkhuff, R. R., & Berenson, B. G. (1967). *Beyond counseling and therapy*. New York: Holt, Rinehart, & Winston.
- Christie, B. S. (1998). Distance clinical supervision in cyberspace: A qualitative study (Doctoral dissertation, Oregon State University, 1998). *Dissertation Abstracts International*, 59(12-A), 4366.
- Claiborn, C. D., Etringer, B. D., & Hillerbrand, E. T. (1995). Influence processes in supervision. *Counselor Education and Supervision*, 35(1), 43-53.
- Clarkson, P., & Aviram, O. (1995). Phenomenological research on supervision: Supervisors reflect on "being a supervisor." *Counseling Psychology Quarterly*, 8(1), 63-80.
- Corey, G., Corey, M. S., & Callahan, P. (1988). *Issues and ethics in the helping professions*. Pacific Grove, CA: Brooks/Cole.
- Cornell, W. F. (1994). Dual relationships in transactional analysis: Training, supervision, and therapy. *Transactional analysis journal*, 24(1), 21-30.
- Costa, L. (1994). Reducing anxiety in live supervision. *Counselor Education and Supervision*, 34(1), 30-39.
- Crabtree, B. F., & Miller, W. L. (1992). *Doing qualitative research* (Vol. 3). Newbury Park, CA: Sage.
- Cronbach, L. J. (1982). *Designing evaluations of educational and social programs*. San Francisco: Jossey-Bass.
- Daniels, M. H., Tyler, J. M., & Christie, B. S. (2001). On-line instruction in counselor education: Possibilities, implications, and guidelines. In J. W. Bloom & G. R. Walz (Eds.), *Cybercounseling and cyberlearning: Strategies and resources for the millennium* (pp. 303-320). Alexandria, VA: American Counseling Association.

- Danielsen, T. (1994). Computer support for collaboration. In M. F. Verdejo & S. A. Cerri (Eds.), *Collaborating dialogue technologies in distance learning* (Vol. 133, pp. 21-32). Berlin: Springer-Verlag.
- Dares, J. C. (1989). *Supervision as a proactive process*. New York: Longman.
- Denzin, N., & Lincoln, Y. (1998). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage.
- Donigian, J. (1993). Duality: The issue that won't go away. *Journal for Specialists in Group Work*, 18(3), 137-140.
- Duffy, T. M., & Jonassen, D. H. (1992). Constructivism: New implications for instructional technology. In T. M. Duffy and D. H. Jonassen (Eds.), *Constructivism and the technology of instruction: A conversation* (pp. 1-16). Hillsdale, NJ: Lawrence Erlbaum.
- Efstation, J. F., Patton, M. J., & Kardash, C. M. (1990). Measuring the working alliance in counselor supervision. *Journal of Counseling Psychology*, 37(3), 322-329.
- Ekstein, R., & Wallerstein, R. S. (1958). *The teaching and learning of psychotherapy*. New York: Basic Books.
- Ellis, M. V. (1991). Critical incidents in clinical supervision and in supervisor supervision: Assessing supervisory issues. *Journal of Counseling Psychology*, 38(3), 342-349.
- Ellis, M. V., Ladany, N., Krenzel, M., & Schult, D. (1996). Clinical supervision research from 1981-1993. *Journal of Counseling Psychology*, 43(1), 35-50.
- Everett, D. R., & Ahern, T. C. (1994). Computer-mediated communication as a teaching tool: A case study. *Journal of Research on Computing in Education*, 26(3), 336-357.
- Fetterman, D. M. (1998). *Ethnography* (2nd ed.). Thousand Oaks, CA: Sage.

- Frankel, B. R., & Piercy, F. P. (1990). The relationship among selected supervisor, therapist, and client behaviors. *Journal of Marital and Family Therapy*, 16(4), 407-421.
- Friedlander, M. L., & Snyder, J. (1983). Trainees' expectations for the supervisory process: Testing a developmental model. *Counselor Education and Supervision*, 22, 342-351.
- Friedlander, M. L., & Ward, L. G. (1984). Development and validation of the supervisory styles inventory. *Journal of Counseling Psychology*, 31(4):542-558.
- Fukuyama, M. A. (1994). Critical incidents in multicultural counseling supervision: A phenomenological approach to supervision research. *Counselor Education and Supervision*, 34(2), 142-151.
- Gall, M. D., & Gall, J. P. (1996). *Educational research: An introduction*. White Plains, NY: Longman.
- Gammon, D., Softie, T., Bergvick, S., & Sorensen, T. (1998). Psychotherapy supervision conducted by videoconferencing: A qualitative study of users' experiences. *Journal of Telemedicine and Telecare*, 4, 33-35.
- Gibson, W. T., & Pope, K. S. (1993). The ethics of counseling: A national survey of certified counselors. *Journal of Counseling and Development*, 71(3), 330-336.
- Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory*. Chicago: Aldine.
- Glassi, J. P., & Trent, P. J. (1987). A conceptual framework for evaluating supervision effectiveness. *Counselor Education and Supervision*, 26(4), 260-269.
- Goodyear, R. K., & Bernard, J. M. (1998). Clinical supervision: Lessons from the literature. *Counselor Education and Supervision*, 38(1), 6-19.



- Granello, D. H. (2000). Contextual teaching and learning in counselor education. *Counselor Education and Supervision, 39*(4), 270-283.
- Granello, D. H., Beamish, P. M., & Davis, T. E. (1997). Supervisee empowerment: Does gender make a difference? *Counselor Education and Supervision, 36*(4), 305-317.
- Granello, P. (2000). *Historical context: The relationship of computer technologies and counseling*. In J. W. Bloom & G. R. Walz, (Eds.), *Cybercounseling and cyberlearning: Strategies and resources for the millennium* (pp. 3-15). Alexandria, VA: American Counseling Association.
- Griffin, B. (1993). ACES: Promoting professionalism, collaboration and advocacy. *Counselor Education and Supervision, 33*(1), 2-9.
- Grinnell, R. M. (1981). *Social work research and evaluation*. Itasca, IL: F. E. Peacock.
- Halgin, R. P. (1986). Pragmatic blending of clinical models in the supervisory relationship. *Clinical Supervisor, 3*(1), 23-46.
- Hamel, J. (1993). *Case studies methods*. Newbury Park, CA: Sage.
- Haverkamp, B. E. (1994). Using assessment in counseling supervision: Individual difference in self-monitoring. *Measurement and Evaluation in Counseling and Development, 27*(1), 316-324.
- Health Insurance Portability and Accountability Act, Pub. L. No. 104-191, § 264(c)(2), 110 Stat. 1936, 2033 (1996).
- Heppner, P. P., Kivlighan, D. M., Jr., Burnett, J. W., Berry, T. R., Goedinghaus, M., Doxsee, D. J., Hendricks, F. M., Krull, L. A., Wright, G. E., Bellatin, A. M., Durham, R. J., Tharp, A., Kim, H., Brossart, D. F., Wang, L. F., Witty, E., Kinder, M. H., Hertel, J. B., & Wallace, D. L. (1994). Dimensions that characterize supervisor interventions delivered in the context of live supervision of practicum counselors. *Journal of Counseling Psychology, 41*(2), 227-235.

- Herlihy, B., & Corey, G. (1992). *Dual relationships in counseling*. Alexandria, VA: American Association for Counseling and Development.
- Herlihy, B., & Golden, L. B. (1990). *Ethical standards case book*. Alexandria, VA: American Association for Counseling and Development.
- Hess, A. K. (1987). Psychotherapy supervision: Stages, Buber, and a theory of relationship. *Professional Psychology: Research and Practice*, 18(3), 251-258.
- Hill, C. E., Corbett, M. M., & Nutt, E. W. (1996). Nature, extent, and importance of what psychotherapy trainees do not disclose to their supervisors. *Journal of Counseling Psychology*, 43(1), 10-24.
- Hiltz, S. R. (1993). Correlates of learning in a virtual classroom. *International Journal of Man-Machine Studies*, 39, 71-98.
- Hines, M. (1993). Dual aspects of dual relationships. In C. E. Storm (Ed.), *Supervision bulletin* (Vol. 6, no. 1., p. 3). Washington, DC: AAMFT Supervision Committee.
- Hirumi, A., & Bermudez, A. (1996). Interactivity, distance education, and instructional systems design converge on the information superhighway. *Journal of Research on Computing in Education*, 29(1), 1-16.
- Holloway, E. L. (1987). Developmental models of supervision: Is it development? *Professional Psychology: Research and Practice*, 18, 209-216.
- Holloway, E. L. (1992). *Supervision: A way of teaching and learning*. New York: Wiley.
- Holloway, E. L. (1995). *Clinical supervision: A systems approach*. Newbury Park, CA: Sage.

- Holloway, E. L., & Carroll, M. (1996). Reaction to the special section on supervision research: Comment on Ellis et al. (1996), Ladany et al. (1996), Neufeldt et al., (1996), and Worthen and McNeill (1996). *Journal of Counseling Psychology*, 43(1), 51-55.
- Holloway, E. L., & Hosford, R. E. (1983). Toward developing a prescriptive technology of counselor supervision. *Journal of Counseling Psychology*, 11, 73-77.
- Holloway, E. L., & Neufeldt, S. A. (1995). Supervision: Its contribution to treatment efficacy. *Journal of Consulting and Clinical Psychology*, 63(2), 207-213.
- Holloway, E. L., & Wampold, B. E. (1986). Relation between conceptual level and counseling-related tasks: A meta-analysis. *Journal of Counseling Psychology*, 33(1), 310-319.
- Holloway, E. L., & Wolleat, P. L. (1994). Supervision: The pragmatics of empowerment. *Journal of Educational and Psychological Consultation*, 5(1), 32-43.
- Hosie, T. W. (1989). The making of a profession. *Counselor Education and Supervision*, 29(1), 2-4.
- Hsiung, C.-T. (1999). *A study of creating a distance supervision hot line*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston.
- Ivey, A. E., & Authier, J. (1978). *Microcounseling: Innovations in interviewing, counseling, psychotherapy and psychoeducation*. Springfield, IL: Thomas.
- Jacobs, C. (1991). Violations of the supervisory relationship: An ethical and educational blind spot. *Social Work*, 36(2), 1991.
- Kafai, Y., & Resnick, M. (Eds.). (1996). *Constructionism in practice: Designing, thinking and learning in a digital world*. Mahwah, NJ: Lawrence Erlbaum.

- Kagan, N. L., & Kagan, H. (1991). Interpersonal recall. In P. W. Dowrick (Ed.), *Practical guide to using video in the behavioral sciences* (pp. 221-230). New York: Wiley.
- Kaiser, T. L. (1992). The supervisory relationship: An identification of the primary elements in the relationship and an application of two theories of ethical relationships. *Journal of Marital and Family Therapy*, 18(3), 283-296.
- Kaiser, T. L. (1997). *Supervisory relationships: Exploring the human element*. Pacific Grove, CA: Brooks/Cole.
- Kearsley, G., & Kynch, W. (1992). Educational leadership in the age of technology: The new skills. *Journal of Research on Computing in Education*, 25(1), 50-60.
- Kember, D., Lai, T., Murphy, D., Liaw, I., & Yuen, K. S. (1992). Identification of explanatory constructs. *British Journal of Educational Psychology*, 62, 285-298.
- Kennard, B. D., Stewart, S. M., & Gluck, M. R. (1987). The supervision relationship: Variables contributing to positive versus negative experiences. *Professional Psychology: Research and Practice*, 18(2), 172-175.
- Kinchloe, J. L. (1991). *Teachers as researchers: Qualitative inquiry as a path to empowerment*. London: Falmer Press.
- Kitchener, K. S. (1988). Dual relationships: What makes them so problematic? *Journal of Counseling and Development*, 67(4), 217-221.
- Krause, A. A., & Allen, G. J. (1988). Perceptions of counselor supervision: An examination of Stoltenberg's model from the perspective of supervisor and supervisee. *Journal of Counseling Psychology*, 35(1), 77-80.

- Kurpius, D., Gibson, G., Lewis, J., & Corbet, M. (1991). Ethical issues in supervising counseling practitioners. *Counselor Education and Supervision, 31*(1):48-57.
- Ladany, N., Brittan-Powell, C. S., & Pannu, R. K. (1997). The influence of supervisory racial identity interaction and racial matching on the supervisory working alliance and supervisee multicultural competence. *Counselor Education and Supervision, 36*(4), 284-304.
- Ladany, N., & Friedlander, M. L. (1995). The relationship between the supervisory working alliance and trainees' experience of role conflict and role ambiguity. *Counselor Education and Supervision, 34*, 220-231.
- Ladany, N., Hill, C. E., Corbett, M. M., & Nutt, E. A. (1996). Nature, extent, and importance of what psychotherapy trainees do not disclose to their supervisors. *Journal of Counseling Psychology, 43*(1), 10-24.
- Ladany, N., Marotta, S., & Muse-Burke, J. L. (2001). Counselor experience related to complexity of case conceptualization and supervision preference. *Counselor Education and Supervision, 40*(3), 203-219.
- Lambert, L., Walker, D., Zimmerman, D. P., Cooper, J. E., Lambert, M. D., Gardner, M. E., & Slack, P. J. F. (1995). *The constructivist leader*. New York: Teachers College Press.
- Lax, W. D. (1992). Postmodern thinking in a clinical practice. In S. McNamee and K. J. Gergen (Eds.), *Therapy as social construction* (pp. 69-85). Newbury Park, CA: Sage.
- Leddick, G. R. (1994). Models of clinical supervision (ERIC Document Reproduction Service No. ED372340). *ERIC Digests* [On-line]. Available: [http://www.ericfacility.net/databases/ERIC\\_Digests/ed372340.html](http://www.ericfacility.net/databases/ERIC_Digests/ed372340.html)
- Leddick, G. R., & Bernard, J. M. (1980). The history of supervision: A critical review. *Counselor Education and Supervision, 19*, 186-196.

- Leddick, G. R., & Dye, H. A. (1987). Effective supervision as portrayed by trainee expectations and preferences. *Counselor Education and Supervision, 27*(2), 139-154.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lloyd, A. P. (1990). Dual relationships in group activities: A counselor education/accreditation dilemma. *Journal for Specialists in Group Work, 15*(2), 83-87.
- Loganbill, C., Hardy, E., & Delworth, U. (1982). Supervision: A conceptual model. *Counseling Psychologist, 10*(1), 3-42.
- Lutwak, N., & Hennessy, J. J. (1982). Supervision: A conceptual model. *Counseling Psychologist, 10*(1), 3-42.
- Mahon, B. R., & Altmann, H. A. (1997). Skill training: Cautions and recommendations. *Counselor Education and Supervision, 17*(1), 42-50.
- Mahoney, M. J. (1991). *Human change processes*. New York: Basic Books.
- Mann, C., & Stewart, F. (2000). *Internet communication and qualitative research: A handbook for researching on-line*. London: Sage.
- Martin, J. (1994). *The construction and understanding of psychotherapeutic change: Conversations, memories, and theories*. New York: Teachers College Press.
- Mason, J. (1996). *Qualitative researching*. London, Sage.
- Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research: A philosophic and practical guide*. London: Falmer Press.
- McNeill, B. W., Stoltenberg, C. D., & Pierce, R. A. (1985). Supervisees' perceptions of their development: A test of the counselor complexity model. *Journal of Counseling Psychology, 32*(4), 630-633.

- McNeill, B. W., & Worthen, V. (1989). The parallel process in psychotherapy supervision. *Professional Psychology: Research and Practice*, 20(5), 329-333.
- Messick, S. (1989). *Validity*. New York: Macmillan.
- Miars, R. D., Tracey, P. B., Ray, P. B., Cornfield, J. L., O'Farrell, M., & Gelso, C. J. (1983). Variation in supervision process across trainee experience levels. *Journal of Counseling Psychology*, 30, 403-412.
- Moore, D. S. (1996). *Statistics: Concepts and controversies*. New York: W. H. Freeman.
- Nelson, M. L., & Holloway, E. L. (1990). Relation of gender to power and involvement in supervision. *Journal of Counseling Psychology*, 37, 473-481.
- Neufeldt, S. A. (1997). A social constructivist approach to counselor supervision. In T. L. Sexton and B. L. Griffin (Eds.), *Constructivist thinking in counseling practice, research and training* (Vol. 3, pp. 191-210). New York: Teachers College Press.
- Neufeldt, S. A., Karno, M. P., & Nelson, M. L. (1996). A qualitative study of experts' conceptualization of supervisee reflectivity. *Journal of Counseling Psychology*, 43(1), 3-9.
- Nichols, K. A. (1985). Psychological care by nurses, paramedical and medical staff: Essential developments for the general hospitals. Special issues: Sharing psychological skills: Training non-psychologists in the use of psychological techniques. *British Journal of Medical Psychology*, 58(3), 231-240.
- Novey, T. (1994). Commentary on Cornell's "Dual Relationships in Transactional Analysis: Training, Supervision, and Therapy." *Transactional Analysis Journal*, 24(1), 30-31.
- O'Byrne, K., & Rosenberg, J. I. (1998). The practice of supervision: A sociocultural perspective. *Counselor Education and Supervision*, 38(1), 34-42.

- Olk, M. E., & Friedlander, M. L. (1992). Trainees' experiences of role conflict and role ambiguity in supervisory relationship. *Journal of Counseling Psychology, 39*(3), 389-397.
- Oravec, J. A. (2000). On-line counseling and the Internet: Perspectives for mental health care supervision and education. *Journal of Mental Health, 9*(2), 121-136.
- Palloff, R. M., & Pratt, K. (2001). *Lessons from the cyberspace classroom: The realities of online teaching*. San Francisco: Jossey-Bass.
- Patrick, K. D. (1989). Unique ethical dilemmas in counselor training. *Counselor Education and Supervision, 28*(4), 337-341.
- Patterson, C. H. (1983). A client-centered approach to supervision. *Counseling Psychologist, 11*(1), 21-25.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA: Sage.
- Pederson, P. B. (1991). Multiculturalism as a generic approach to counseling. *Journal of Counseling and Development, 70*(1), 6-12.
- Peterson, M. (1993). Covert agendas in supervision. In C. E. Storm (Ed.), *Supervision bulletin* (Vol. 6, no. 1, p. 1). Washington, DC: AAMFT Supervision Committee.
- Phipps, R., & Merisotis, J. (1999). What's the difference? *A review of contemporary research on the effectiveness of distance learning in higher education* (Rep. No. 41). Washington, DC: Institute for Higher Education Policy.
- Picciano, A. G. (2001). *Distance learning: Making connections across virtual space and time*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Pope, K. S. (1991). Dual relationships in psychotherapy. *Ethics and Behaviors, 1*(1), 21-34.



Privacy Rule, 45 C.F.R. 160 and 164 (2002).

Putney, M. W., Worthington, E. L. & McCullough, M. E. (1992). Effects of supervisor and supervisee theoretical orientation and supervisor-supervisee matching on interns' perception of supervision. *Journal of Counseling Psychology*, 39(2), 258-265.

Rabinowitz, F. E., Heppner, P. P., & Roehlke, H. J. (1986). Descriptive study of process and outcome variables of supervision over time. *Journal of Counseling Psychology*, 33(3), 292-300.

Robyak, J. E., Goodyear, R. K., & Prange, M. (1987). Effects of supervisors' sex, focus, and experience on preference for interpersonal power bases. *Counselor Education and Supervision*, 26, 299-309.

Rogers, C. R. (1951). *Client-centered therapy*. Boston: Houghton-Mifflin.

Rønnestad, M. H. (1977). The effects of modeling, feedback, and experiential methods of counselor empathy. *Counselor Education and Supervision*, 16(3), 194-201.

Rønnestad, M. H., & Skovholt, T. M. (1993). Supervision of beginning and advanced graduate students of counseling and psychotherapy. *Journal of Counseling and Development*, 71(4), 396-405.

Rudestam, K. E., & Newton, R. R. (2001). *Surviving your dissertation*. Newbury Park, CA: Sage.

Salvendy, J. T. (1993). Control and power in supervision. *International Journal on Group Psychotherapy*, 43(3), 363-376.

Schiavone, C. D., & Jessell, J. C. (1988). Influence of attributed expertness and gender in counselor supervision. *Counselor Education and Supervision*, 28(1), 29-40.

- Schonberger, V. L. (1982). The effective supervision, coordination and improvement of the instructional activities of professional colleagues. *Education*, 103(2), 191-131.
- Sexton, T. L. (1998). Reconstructing counselor education: Supervision, teaching, and clinical training revisited. *Counselor Education and Supervision*, 38(1), 2-5.
- Sexton, T. L., & Griffin, B. L. (Eds.). (1997). *Constructivist thinking in counseling practice, research and training*. New York: Teachers College Press.
- Shanfield, S. M., Mohl, P. C., Matthews, K. L., & Hetherly, V. (1992). Quantitative assessment of the behavior of psychotherapy supervisors. *American Journal of Psychiatry*, 36(3), 352-357.
- Simonson, M., Smaldino, S., Albright, A., & Zvacek, S. (2003). *Teaching and learning at a distance: Foundations of distance education* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Stoltenberg, C. D. (1981). Approaching supervision from a developmental perspective: The counselor complexity model. *Journal of Counseling Psychology*, 28, 59-65.
- Stoltenberg, C. D., & Delworth, U. (1987). *Developmental supervision: A training model for counselors and psychotherapists*. San Francisco: Jossey-Bass.
- Storm, C. (1993). Dual relationships: Broadening our understanding. In C. E. Storm (Ed.), *Supervision bulletin* (Vol. 6, no. 1, p. 1). Washington, DC: AAMFT Supervision Committee.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.

- Swan, K., & Mitrani, M. (1993). The changing nature of teaching and learning in computer-based classrooms. *Journal of Research on Computing in Education*, 26(1), 40-54.
- Thomas, M. B. (1999). Advocating for meaningful linkages to our global future. *Counselor Education and Supervision*, 38(3), 131-142.
- Tomm, K. (1993). Defining supervision and therapy: A fuzzy boundary? In C. E. Storm (Ed.), *Supervision bulletin* (Vol. 6, no. 1, p. 2). Washington, DC: AAMFT Supervision Committee.
- Tracey, T. J., Ellickson, J. L., & Sherry, P. (1989). Reactance in relation to different supervisory environments and counselor development. *Journal of Counseling Psychology*, 36(3), 336-344.
- Tracey, T. J., & Sherry, P. (1993). Complementary interaction over time in successful and less successful supervision. *Professional Psychology: Research and Practice*, 24(3), 304-311.
- Turner, J. (1993). Males supervising females. In C. E. Storm (Ed.), *Supervision bulletin* (Vol. 6, no. 1, pp. 4, 6). Washington, DC: AAMFT Supervision Committee.
- Usher, C. H., & Borders, L. D. (1993). Practicing counselors' preferences for supervisory style and supervisory emphasis. *Counselor Education and Supervision*, 33(2), 66-79.
- Ward, L. G., Friedlander, M. L., Schoen, L. G., & Klein, J. G. (1985). Strategic self-presentation in supervision. *Journal of Counseling Psychology*, 32(1), 111-118.
- Wark, L. (1995). Live supervision in family therapy. *American Journal of Family Therapy*, 23(1), 25-37.
- Watkins, J. C. E. (1995). Psychotherapy supervisor and supervisee: Developmental models and research nine years later. *Clinical Psychology Review*, 15(7), 647-680.

- Welfel, E. R. (1998). Can supervision be ethical if not face-to-face? *ACES Spectrum*, 59, 4-5.
- West, J. B., Bubbenzer, D. L., Pinsoneault, T., & Holeman, V. (1993). Three supervision modalities for training marital and family counselors. *Counselor Education and Supervision*, 33, 127-138.
- Whitson, S. C., & Emerson, S. (1989). Ethical implications for supervisors in counseling of trainees. *Counselor Education and Supervision*, 28(4), 318-325.
- Wilcox-Matthew, L., Ottens, A., & Minor, C. W. (1997). An analysis of significant events in counseling. *Journal of Counseling and Development*, 75(4), 282-291.
- Wiley, M. L. O., & Ray, P. B. (1986). Counseling supervision by developmental level. *Journal of Counseling Psychology*, 33(4), 439-445.
- Wise, P. S., Lowery, S., & Silverglade, L. (1989). Personal counseling for the counselors in training: Guidelines for supervisors. *Counselor Education and Supervision*, 28, 326-335.
- Worthen, V., & McNeill, B. W. (1996). A phenomenological investigation of "good" supervision events. *Journal of Counseling Psychology*, 43(1), 25-34.
- Worthington, E. L., Jr. (1984). Empirical investigation of supervision of counselors as they gain experience. *Journal of Counseling Psychology*, 31, 63-75.
- Worthington, E. L., Jr. (1987). Changes in supervision as counselors and supervisors gain experience: A review. *Professional Psychology: Research and Practice*, 18, 189-208.
- Worthington, E. L., Jr., & Roehlke, H. J. (1979). Effective supervision as perceived by beginning counselors-in-training. *Journal of Counseling Psychology*, 26, 64-73.

- Worthington, E. L., Jr., & Stern, A. (1985). Effects of supervisor and supervisee degree level and gender on the supervisory relationship. *Journal of Counseling Psychology*, 32, 252-262.
- Yin, R. K. (1993). *Applications of case study research*. Newbury Park, CA: Sage.
- Yin, R. K. (1994). *Case study research: Design methods*. Newbury Park, CA: Sage.

## APPENDICES

## APPENDIX A: INFORMED CONSENT FORM

School of Education/Counseling Department  
Oregon State University

Title of the Research Project:

"An Exploration of Combined Distance and Direct Supervision Experiences"

Principle Investigator:

Dr. Judith Osborne, Counselor Education Department, Oregon State University

Purpose:

As a means of studying the impact of a combination of distance and direct (face-to-face) methods of supervision, information extracted from this COUN 510 internship course (e.g., assignments, dialogue, interview information and E-mail) will be used in the dissertation research by Ann Clark to improve this supervision course, create new courses, and add to the knowledge base of counseling and distance supervision.

Procedures:

As a participant in this study, I understand that the following will happen:

Prestudy Screening:

Participation is voluntary and participant must complete prerequisite coursework prior to entry into COUN 510.

### What Participants Will Do During the Study:

The course will have the same components of the traditional on-campus course, including tape review, journal exercises, supervision feedback, and communication regarding the counseling processes. The difference lies in the methods of contact, which include E-mail, Internet group discussions, phone calls, and the use of regular mail.

### Foreseeable Risks:

There are no known risks for involvement in this study.

### Benefits of the Study:

It is the researcher's belief that the subjects will benefit from participating in the study. The combination of distance and direct supervision facilitates various forms of dialogue, and offers students the benefits of a distance education format as well as face-to-face contact with the more immediate feedback of therapeutic and educational engagement.

### Confidentiality:

The researcher will maintain subjects' anonymity and confidentiality as necessary for the ethical instructional and research practice. Any information obtained will be kept confidential. A code number will be used to identify all results and other information you have provided. The only person who will have access to this information will be the investigator, and no names will be used in any data summaries or publications.

### Voluntary Participation Statement:

Participation in this study will be voluntary, and refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. Additionally, lack of participation in this study will not affect your grade in this course. You may discontinue participation



in this study at any time without penalty or loss of benefits to which you are otherwise entitled.

If You Have Questions:

Additional questions about this research or your rights may be directed to:

Ann Clark  
School of Education/Counseling Department  
Oregon State University  
Corvallis, OR 97331-3502  
([aclark@web-ster.com](mailto:aclark@web-ster.com))  
(541) 747-4501, ext. 2382.

Any other questions that you have should be directed to:

Mary Nunn,  
Sponsored Programs Officer  
OSU Research Office  
(541) 737-0670.

---

Subject's Name

---

Subject's Signature

---

Date

---

Subject's E-mail

---

Subject's Phone Number

---

Subject's Present Address

## APPENDIX B: FRAMING QUESTIONS FOR THE STUDY

This will be a qualitative study of inquiry into the phenomenological experiences of supervisees enrolled in a clinical internship supervision course, COUN 510, that includes distance and face-to-face methods of delivery. As a means of investigating these experiences, a set of questions framed the project and were asked at least three times during the 12-week data-collection phase. These questions included the following:

1. How does the combination distance-and-direct format increase accessibility of supervision services?
2. How does this format allow for autonomy in the supervision interaction?
3. How do you positively or negatively evaluate E-mail? Group supervision forums?
4. What are you learning and how does this compare with your expectations?
5. What is the value of supervision?
6. How would you evaluate the effectiveness of this combination method of distance and direct supervision?

## APPENDIX C: HUMAN SUBJECTS COMMITTEE APPROVAL

RESEARCH OFFICE



OREGON  
STATE  
UNIVERSITY

312 Kerr Administration  
Corvallis, Oregon  
97331-2140

541-737-0670  
FAX: 541-737-3093  
INTERNET  
mary.nunn@orst.edu

October 23, 1998

Principal Investigator:

The following project has been approved for exemption under the guidelines of Oregon State University's Committee for the Protection of Human Subjects and the U.S. Department of Health and Human Services:

Principal Investigator(s): Reese House

Student's Name (if any): Ann Clark

Department: Counselor Education

Source of Funding: none

Project Title: An Exploration of Combined Distance and Direct Supervision Experiences

Comments:

This approval is valid for one year from the date of this letter. A copy of this information will be provided to the Committee for the Protection of Human Subjects. If questions arise, you may be contacted further.

Sincerely,

A handwritten signature in cursive script that reads "Mary E. Nunn".

Mary E. Nunn  
Director of Sponsored Programs

cc: CPHS Chair

APPENDIX D: E-MAIL SURVEY FOR COUNSELOR  
EDUCATORS USING DISTANCE SUPERVISION

1. How do you conduct supervision?
2. Do you have tapes by counselors in training and feedback by supervisors? How is this handled (E-mail, mail)?
3. If you use the mail, how do you ensure client confidentiality in case tapes are lost?
4. If you use E-mail, how do you ensure confidentiality?
5. Are there other ethical issues you have encountered in conducting supervision at a distance?
6. When establishing distance supervision guidelines, what research guided your practice?
7. Anything else about distance supervision that you would like to tell me?