AN ABSTRACT OF THE DISSERTATION OF

Mary Gauntz for the degree of
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Abstract approved:

______________________________
Dr. Dale-Elizabeth Pehrsson

This dissertation presents the Graham Model of Biblosupervision (GMB). The purpose of this study is to examine the efficacy of the GMB and its influence on the supervisory working alliance. Specifically this study examines the effectiveness of a non-linear approach to counselor supervision that employs children’s literature as part of the process. A multiple-baseline research design is the primary methodology. Outcomes are measured by a quantitative analysis employing the Supervisory Working Alliance Inventory Form (Efstation et al., 1990). A Biblosupervision Exit Questionnaire (BEQ) was employed as the measurement tool. The findings of this study support the use of the Graham Biblosupervision Model to strengthen the supervisory working alliance in counselor supervision.
The Graham Model of Bibliosupervison: A Multiple Baseline Analysis

by
Mary Gauntz

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________________________________________________________________________
Mary Gauntz, Author
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The Graham Model of Bibliosupervision: A Multiple Baseline Analysis

by

Mary Gauntz
CHAPTER ONE: INTRODUCTION

Counseling and counselor supervision are intertwined; one supports essential development of the other. Bernard and Goodyear (2004) claim supervision promotes critical development and growth for counselors. Peake, Nussbaum, and Tindell (2002) reinforce the importance of counselor supervision. Supervision is foundational to the American Psychological Association (APA) accreditation guidelines and central to the training of supervisees. Supervision is also a key requirement for the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Supervision is a necessary component in the process of counselor development. Supervision provides carefully planned opportunities where supervisees can focus on case conceptualization and discuss theoretical constructs (Bernard & Goodyear, 2004). Questions regarding the supervision process beg answers. How does a supervisor provide an optimal learning environment for supervisees to ensure skill development, self-efficacy, and effective counseling techniques? How do supervisors facilitate supervision environments that move supervisees from surface level responses to deeper level investigation of self and counseling skills as they become professional counselors? How do supervisors cultivate a strong working alliance with supervisees?

Holloway and Carroll (1996) encourage supervisors to develop their own philosophy related to their practice in supervision. They believe a supervisor needs to examine the critical factors of the supervision process in an attempt to provide valuable instruction to the therapist and effectual treatment of the client. Supervisors have the task of determining the efficacious methods of successful supervision (Holloway & Carroll, 1996). One approach in developing effective paths to successful supervision is the use of
creativity. Using creativity in counselor education and supervision provides another opportunity for effectual methods of instruction and supervision in order to optimize the learning experience of the supervisee. Developing a model of supervision incorporating creativity is consistent with the recommendation of Holloway and Carroll (1996).

Creativity in Counselor Education and Supervision

Murray and Rotter (2002) also believe creativity in counseling is centered in the capability of counselors to adapt traditional theoretical approaches and interventions to assist clients in innovative ways. Creativity in counseling and supervision offers many opportunities to supervisors and supervisees. According to Carson and Becker (2004) creativity unlocks opportunities for everyone to become joined within the “human condition”.

Statement of the Problem

The literature revealed little empirical information regarding creative processes and their influence on the supervision relationship. There was also limited literature related to the supervisee’s opinion of creative versus more traditional models of supervision. Investigation of the relationship between innovative and creative methods in supervision seems critical, especially given the potential the model has of enhancing the supervisee’s perceptions of the working alliance, and their development as emerging counselors. A major premise of the current study is the examination of the efficacy of the Graham Model of Bibliosupervision (GMB) and its influence on the supervisory working alliance.
According to Ellis and Ladany (1997) the supervisory relationship/working alliance is very significant to the supervision process and the effective growth and development of the supervisee. A strong working alliance can positively affect the process of counselor development (Ellis & Ladany, 1997). The purpose of this study is to introduce a creative method, specifically the use of children’s literature, into the supervision process in order to enhance the supervisory working alliance. A model of supervision was created drawing from the model of bibliotherapy developed by Carol Shrodes’ (1949). The GMB protocol (Appendix A) is a structured model of supervision focused on using bibliotherapy techniques to enhance the perception of supervisees regarding the supervisory working alliance. The Graham Model of Bibliosupervision research study incorporates a creative model applied within counselor supervision. The GMB is based on selected therapeutic constructs of bibliotherapy and offers supervisees a way to engage in creative supervision while developing the skills needed to become effective counselors. The GMB proposes to enhance the supervisory working alliance which will in turn influence counselor growth and development.

Purpose of the Study

The purpose of this study is to examine the efficacy of the GMB and its influence on the supervisory working alliance.

Research Questions

The following is the research question:

1. Does the GMB enhance the supervisee’s perception of the supervisory working alliance?
Methodology and Data Analysis

The research methodology is based on a sequential mixed model design. The research methodology used was a mix of a multiple strand (quantitative-qualitative) design. This design allowed the first strand of research (quantitative) to be validated or invalidated based on the sequential strand (qualitative). This allowed the researcher to provide a supplementary explanation for the findings of the first strand research (Tashakkor & Teddlie, 2003). The quantitative methodology in the study was a single-subject research design utilizing a multiple-baseline approach. Single subject-research is appropriate when the researcher seeks to isolate the source for identified behavior change (Barlow & Hersen, 1984).

As Horner, Carr, Halle, Mcgee, Odom, and Wolery (2005) point out, single-subject research is not only accurate but based on scientific methodology in the effort to identify behavior change and institute evidence-based best practice. According to McDougall and Smith (2006) researchers in counseling and related disciplines have been utilizing single-subject research (small-N) for almost fifty-years. Single-subject research has been demonstrated as effective in the examination of a variety of treatments related to behavior changes (McDougall & Smith, 2006).

Within single-subject research, multiple-baseline design is the most frequently employed methodology. Multiple-baseline design is used when the researcher wishes to investigate the influence a treatment/intervention (independent variable) has on behaviors, settings or participants (dependent variable) (Kinugasa, Cerin, & Hooper, 2004). Krakoure, Houghton, Douglas and West (2001) state multiple-baseline research design is one of the most effective designs available for practitioners. Multiple-baseline
research is effective for the measurement of behaviors, settings and/or participants over a
designated time period for the purpose of establishing a baseline of behaviors. Following
the establishment of a baseline, a treatment or intervention is introduced to one
participant at a time, with continued measurement of baseline behaviors. The intervention
is applied to additional participants at designated intervals giving the researcher an
opportunity to examine the treatment influence or effect (Schmidt, 1974). The current
research examines data across three participants over a nine-week time period.

Using a multiple-baseline design approach, data was collected over a nine-week
period measuring pre-and post-treatment baseline responses on supervisory working
alliance. The dependent variable in this study is the measure of the supervisee’s
perception of the supervisory working alliance. The independent or treatment variable is
the Graham Model of Bibliosupervision implemented across participants. Multiple-
baseline design can be facilitated across setting, behaviors, and/or condition with one or
more students (Zhan & Ottenbacher, 2001). Based on recommended multiple-baseline
design, the current research was implemented and examined with a sample size N=3.
The participants were enrolled and are currently enrolled at Portland State University as
master’s level counseling interns who required 10-hours of supervision per term based on
CACREP (2001) standards. The study was facilitated over nine-weeks with nine-hours of
supervision provided by the primary researcher. The tenth-hour of supervision was
provided by the transitional supervisor to facilitate the transition to the next supervisor.

The perception of supervisory working alliance was measured by using the
Supervisory Working Alliance Inventory-Trainee form (SWAI-T) developed by
Efstation, Patton and Kardash (1990) (Appendix B). The SWAI-T was developed as a
way to measure the relationship in supervision based on the perceptions of the supervisee. The SWAI-T is utilized in a manner in which the supervisee completed items on a scale based on their perceptions of the supervisor’s behavior. Through factor analysis of the SWAI-T, two constructs, rapport and client focus, emerged (Efstation et al., 1990). The SWAI-T is the only measure specifically developed for use in counselor supervision. The qualitative strand in the research was a questionnaire. The participants were administered a Bibliosupervision Exit Questionnaire (BEQ) at the end of the nine-week research period (Appendix C). The questionnaire provided an additional research opportunity in the examination of the independent variable’s impact on the dependent variable.

Definition of Terms

**Bibliotherapy:** Bibliotherapy is defined as reading literature to promote change, personality growth and development (Lenkowsky, 1987).

**Bibliosupervision:** Bibliosupervision is a process guided by the supervisor, using fictional children’s literature, to support the developmental processes of the supervisee and strengthen the supervisory working alliance.

**Counselor Supervision:** A process provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purpose of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the clients that she, he or they see, and serving as a gatekeeper for those who are to enter the particular profession (Bernard & Goodyear, 2004).
Dependent Variable: Any variable in an experimental design that may be influenced or affected by the treatment (independent variable). In the case of the current research, the dependent variable is the measurement of the working alliance in supervision.

Independent Variable: Any variable in an experimental design that can be controlled (treatment). The independent variable is hypothesized to have effect or influence on the dependent variable. In the case of the current research, the independent variable is the GMB (treatment).

CHAPTER TWO: REVIEW OF LITERATURE

Introduction

The current research blends several counseling related constructs to form a protocol to be implemented within the counseling supervision process. Literature focusing on the supervision process, working alliance, bibliotherapy, and creativity in counselor education and supervision will be examined. The purpose of the examination and review of literature is to explore potential linkages with a model of bibliosupervision.

Supervision

Supervision is believed to be a foundational process within the counseling field. Supervision provides a structured mechanism for supervisees to concentrate on learning how to conceptualize cases, develop and employ techniques and to examine and cultivate new theory bases (Bernard & Goodyear, 2004). A framework of supervision provides the opportunity for the emerging counselor to develop self-awareness, autonomy, insight and the ability to therapeutically relate to clients (Bernard & Goodyear, 2004; Edwards, 1993; Lett, 1995).
Definition

There are several definitions of supervision found in the literature. Bernard and Goodyear (2004) define supervision as:

An intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purpose of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the clients that she, he or they see, and serving as a gatekeeper for those who are to enter the particular profession. (p.8)

Remley, Benshoff and Mowbray (1987) define supervision as a process of holding consistent meetings where emergent professionals are supervised by more skilled, experienced professionals in order to oversee the counseling process between supervisees and their clients. Leddick and Bernard (1980) and Bradley and Boyd (1989) have similar definitions of supervision focusing on the systematic oversight of a supervisee by an experienced counselor. The experienced counselor acts as a facilitator of the teaching and training process for the supervisee as it is related to professional skill development.

The common thread in these definitions is the systematic oversight of novice counselors by more seasoned professionals in order to facilitate the growth of individuals. Counselor supervision is a crucial process for supervisees. A key element in counselor supervision is the mutual process between supervisor and supervisee in the facilitation of counselor growth (Pistole & Watkins, 1995.) Bradley and Boyd (1989) divided the supervision function into three categories. The first focuses on facilitation of counselor development, both personal and professional; the second relates to increasing the competency of supervisees; and the final category deals with the gate keeping function,
ensuring supervisees are both ethical and competent in their practices. These frameworks draw from various theoretical models of supervision.

There are numerous theories and models pertaining to counselor supervision. According to Rodenhauser (1994) the process of providing supervision to supervisees is grounded in the psychoanalytic movement. Some of the focus of counselor supervision initially dealt with teaching, instruction, psychoanalysis of the supervisee, and the examination of interpersonal process and countertransference (Davy, 2002; Leddick & Bernard, 1980; Stein, 1991). Counselor supervision practices have evolved over the last fifty-years. The evolution of counselor supervision has provided an array of options and techniques for the supervisor to utilize in enhancing counselor development. Two main groupings of supervision models, heavily used in current practice, will be presented; these include the developmental model and social role models (Bernard & Goodyear, 2004). It is from within these two main groupings of supervision that a diverse theoretical basis for the practice of supervision and bibliosupervision emerges.

**Developmental Supervision Models**

In the late 1980's Worthington (1987) noted developmental trends and patterns in supervision. Worthington (1987) discovered that as supervisees gained experience and confidence, the supervision relationship changed. During the same period of time Stoltenberg and Delworth (1987) described a developmental model of supervision based on the three levels the supervisee moved through: beginning, intermediate and advanced. Through these levels the supervisees move toward self-reliance and autonomy as a counselor (Stoltenberg & Delworth, 1987). Developmental supervision models are based on concepts related to stage progression and mastery. Counselors move through various
stages of growth in an attempt to arrive at an expertise level. These stages of development require different types of supervisory milieus to work most effectively with supervisees (Bernard & Goodyear, 2004). Articulation of these milieus, is provided by the integrated developmental model of supervision (IDM) developed by Stoltenberg, McNeill and Delworth (1998). This model posits that counselors advance through three stages as they deal with varying degrees of motivation, autonomy and awareness. Within the framework of these three stages, counselors reside in levels one, two or three, according to their development. When at level one, counselor development is focused on the self more than on clients. They tend to be apprehensive and focused on learning. Level one supervisees are more dependent on their supervisor for assistance and guidance. When entering level two, counselor supervisees are in the midst of dealing with conflict about desired autonomy versus needing assistance. Level two counselor supervisees vacillate between needing support and independence from their supervisors. Level three counselor supervisees function on a more independent level, needing less guidance and supervision. Supervision becomes more collegial and reaches a deeper level of self-exploration for supervisees (Stoltenberg et al., 1998). According to Stoltenberg et al. (1998) it is important to understand the supervisee’s level of development in order to provide appropriate strategies and support in supervision. This process maximizes the growth for the supervisee. Consistent with the varying developmental levels of the IDM and the necessity to provide appropriate strategies and support in supervision makes it imperative in bibliosupervision for the supervisor to select and have available a wide thematic range of literature based on the developmental level of the supervisee.
Social Role Supervision

Bernard (1979, 1997) developed one of the most widely accepted models of social role supervision. Bernard’s discrimination model (1979, 1997) includes three possible roles a supervisor chooses to employ to achieve supervision goals. These include the roles of teacher, counselor and consultant. The discrimination model is also divided into three categories covering intervention skills, conceptualization skills and personalization skills. Understanding this framework, supervisors assess their supervisees’ abilities within each of the areas and then choose a role (teacher, counselor, or consultant) consistent with the supervision goals. The model allows for role change within a session as a supervisor can modify supervisory responses depending on supervisee need. It is important to have a balance in roles and not incorporate a role based on supervisor comfort but solely on what is taking place and is needed in supervision. Within both models, teaching and training are core processes (Bernard & Goodyear, 2004).

Developmental supervision and social role supervision relate well with the GMB in that both frameworks (supervision and bibliotherapy) focus on the developmental level and need of the individual. Each has components of teaching, counseling and consulting integrated into the model.

Framework to Practice

Effective supervisors apply theory in their practices. Pearson (2001) discusses a framework for synthesizing theory into practice in the clinical supervision process. He believes theories of supervision can provide a functional guide for supervisors to incorporate their own theoretical approaches into the supervision process. Pearson (2001) divides a supervision framework into four components. The first component assesses the
developmental level of the counselor supervisee in order to help them learn and grow as counseling professional. The second component in the framework helps decide the topic to be discussed within supervision and who initiates the discussion. Based on this decision, the third component involves the supervisor taking on the appropriate supervision role. These roles can include but are not limited to teacher, counselor and/or consultant (Bernard & Goodyear, 2004). The final step to Pearson’s (2001) framework is to recognize the unique opportunities within the supervisory relationship and build on those to increase the self-efficacy and skills of developing counselors. “Counselor identity development is a process of professional acculturation emerging through guided participation in supervision” (O’Bryne & Rosenberg, 1998, p. 37). A vital part of supervision, no matter the framework or theoretical model, is the supervision relationship.

The Supervision Relationship

An ideal supervision relationship enhances the growth and development of the supervisee. Supervision is unique yet similar to the counseling process. Every supervision relationship is diverse based on the individuals participating, their lived experiences, histories, styles, boundaries and concepts of power differential (Heru, Strong, Price, & Recuperio, 2004; Holloway, 1995). Within the supervision relationship are many relational aspects such as openness, honesty, trust, and empowerment that need to be attended to in order to have a successful supervision experience. The supervision process can become a vulnerable situation for supervisees. It is a place where they are expected to discuss strengths and areas of growth (Heru et al., 2004; Holloway, 1995). According to Chen and Bernstein (2000) it is imperative for supervisors to foster relationships of trust
and comfort in supervision. Without relationships based on comfort and trust, difficulties could arise in facilitating the learning and development of the supervisee. The supervisee may be less open regarding vulnerabilities related to counseling skills and development (Chen & Bernstein, 2000). Beneficial supervisory relationships consist of respect, trust and acceptance (Bernard & Goodyear, 2004; Worthen & McNeill, 1996).

In 1996, Worthen and McNeill facilitated a research study investigating supervisee perceptions of the qualities of good supervisors. The findings of the research indicated four specific phases of beneficial supervision. These phases emerged based on the past experiences of supervisees, the level of anxiety regarding counseling skills, the depth of the supervisory relationship, and the feelings of increased efficacy as the supervision process ends. Worthen and McNeill (1996) found the confidence and trust developed through the supervision relationship added to the learning experience of the supervisee.

The supervision process often parallels the counseling process. Both processes work to facilitate the growth and change processes. According to Morrissey and Tribe (2001) the counseling and supervision processes frequently imitate each other. Supervision, similar to the counseling experience, provides a foundation for supervisors to focus on the development of supervisees as well as the augmentation of the supervisory working alliance. Strong supervisory working alliances contribute to successful supervision outcomes. This is consistent with the research that demonstrates strong therapeutic alliances improve counseling outcomes (Horvath & Symonds, 1991). The supervisory working alliance is a critical component of the supervision process and was born from the therapeutic alliance.
Working Alliance

The concept of therapeutic working alliance was developed and coined by Greenson (1967). The therapeutic working alliance is the interaction influencing client growth and change occurring throughout the therapeutic process. Greenson's (1967) work is grounded in the psychoanalytic movement. Bordin (1979, 1983) is also a leader in the development of the working alliance as it pertains to the therapeutic relationship between therapists and their clients in all psychotherapies. Bordin (1979, 1983) is certainly a key participant in the development of working alliance as it relates to the adaptation in the supervision relationship. Working alliance as it relates to supervision is reciprocal and collaborative, focused on agreed upon change, growth, and development by both the supervisee and supervisor.

Supervisory Working Alliance

The supervisory working alliance is a theoretical construct often used to describe the relationship existing between supervisee and supervisor throughout the supervision process. The supervisory working alliance consists of three components: bond, task and goals. The bond consists of the relationship between supervisor and supervisee. The tasks component illustrates the degree to which supervisor and supervisee agree upon tasks in the supervision process. Finally, the goal setting process includes the establishment of goals of supervision between supervisors and supervisees (Bernard & Goodyear, 2004). Supervisory working alliance is essential for the success of the supervision process and growth of the counselor supervisee. Fundamentally, this process relies upon the quality of the relationship between the supervisor and supervisee. Supervisory working alliance is a mutual endeavor focused on facilitating the growth and development of supervisees.
According to Humeidan (2002) and Bernard and Goodyear (2004) the supervisory working alliance appears to be an integral component of many theoretical models of supervision. There are several reliable ways of assessing this essential construct.

**Assessment Tools for Supervisory Working Alliance**

Adapted from Bordin’s (1979, 1983) theory of working alliance, Horvath and Greenberg (1989) developed a measurement tool to be used in the assessment of the therapeutic working alliance. It is appropriately named the Working Alliance Inventory (WAI). The measurement tool developed by Horvath and Greenberg (1989) relates to the bond, task and goal of the counseling alliance. The WAI is a 36-item assessment tool that measures 12-items per area (e.g. bond, task and goal) completed by both the therapist and client. Bahrick (1989) adapted the WAI for utilization within the field of supervision. When used within the supervision context, the WAI reflects language common to the supervision process as opposed to language and terms consistent within the counseling process. Terms such as therapist and client were altered and replaced with supervisor and trainee. The focus on client and counselor issues was altered to reflect concerns in supervision. The instrument contains three subscales correlating to the three factors in the therapeutic working alliance (goals, task, and bond). Each subscale is divided into items rated on a seven-point likert scale (never-1 to always-7). Efstation, Patton and Kardash (1990) developed the Supervisory Working Alliance Inventory (SWAI) and the Supervisory Working Alliance Inventory-Trainee (SWAI-T) form. The SWAI and the SWAI-T are based upon the perspectives of supervisors and supervisees within the domain of the supervisory working alliance. The SWAI and SWAI-T are specifically designed for use in counselor supervision. The SWAI (supervisor’s version) consists of
23-items separated into three constructs. These include rapport, client focus, and identification. Rapport is based on the supervisor's attempt at developing and maintaining the supervisory relationship. Client focus is based upon the amount of effort the supervisor puts forth in assisting the supervisee to develop understanding of client issues. Identification emerges from the supervisor's perception of the supervisee identifying with the supervisor. The SWAI-T (supervisee’s version) consists of 19-items separated into two constructs. These include rapport and client focus. Both are measured using Likert scales (1=never, 7=always). Similar to the SWAI, rapport is based on the supervisee’s perception of the supervisor’s attempt at developing and maintaining the supervisory relationship. Client focus is based on the supervisee’s perception of the supervisor’s time spent on helping the supervisee develop understanding of client issues. Both tools are reported in overall mean scores based on the identified construct area. The SWAI and SWAI-T are not related to the constructs associated with Bordins' (1979, 1983) goal/bond/task triad. The tools are appropriate based on their direct relationship to counselor education and supervision. Both self-assessment tools measure perceptions of supervisory working alliances from the supervisee’s perspective.

Within supervision work supervisors are called to many challenges. One critical challenge comes in the form of this question, "How do supervisors best develop a working alliance while assisting supervisees in their skill development?" Within this challenge and throughout the counselor education and supervision experience lie various opportunities to implement creative approaches for facilitating the supervisory alliance, the learning experiences and the skill development of supervisees.
Creativity and Counselors

Creativity, as a construct, is not emphasized in the training of counselors (Hecker & Kottler, 2002). According to Hecker and Kottler (2002) creativity is essential to the counseling process. Creativity does not occur instinctively in the counseling process and Hecker and Kottler (2002) assert counselors are rarely trained to utilize their own creative processes and resources with clients. It is important for counselors to learn to access and use their creative senses within the therapeutic process. Rosenthal (2002) states creative ideas can formulate in the minds of counselors when they are engaged in activities such as reading, writing, poetry, and listening to music. Counselors need to learn to remove their own barriers as well as to assist clients in removing barriers to their own creativity (Rosenthal, 2002). Carson, Becker, Vance and Forth (2003) highlight four factors addressing the need for using creativity and experiential activities (actively being a participant in the activity) in the therapeutic process:

1. Humans of all ages learn from observing and experiencing. Experiencing something is the catalyst to internal knowledge.

2. The emotional side of clients or others is tapped into more swiftly through experiencing rather than conversing.

3. When clients are in the process of experiencing, it is more complex and difficult for them to become defensive regarding the change process.

4. Experiential activities and interventions that are enjoyable and easily implemented can engage clients in the therapeutic process unknowingly.
Creativity and Counselor Education

Creativity is vital to counselor education. According to Carson and Becker (2004) creativity and academics can often become oppositional paradigms. “The very mechanisms perpetuated in higher education may be counter to the conditions necessary for developing counselors who are able to explore and find their creative voices, whether they pertain to faculty and supervisors or supervisees” (Carson & Becker, 2004, p.111).

An intricate part of the education of a counselor is counselor supervision. Opportunities for supervisors to utilize creative approaches and interventions are present and woven throughout the counselor education and supervision process. Some creative techniques and approaches that have been tried in the supervision process include the use of sand tray, music, art, and narrative approaches. All techniques are used to enhance the supervision process as well as aid supervisees in their skill development.

Creative Interventions in Supervision

Sand Tray

According to Allan and Berry (1991) sand tray therapy is a therapeutic process of conveying the inner emotions of clients by allowing them to create their world in the sand by using figurines. The inner emotions or concerns become evident in the depiction in the sand tray. The actual therapy is considered sand play, the sand tray acts as the medium, with the sand “world” being the end result of the therapeutic process (Snyder, 1997). Sand tray techniques have also been integrated into the supervision process.

Sand tray has been used to enhance the development of supervisees. Dean (2001) used sand tray as an intervention in supervision to facilitate marriage and family therapists in the growth and development of their clinical skills. The process used in
supervision parallels the use of sand tray in the therapeutic arena. The supervisees during their sessions were given the opportunity to explore issues pertinent to counselor development. Sand and tools were used in both verbal and non-verbal processing. Depending on the focus of the supervision session both directive and non-directive sand tray techniques were utilized (Dean, 2001). This was used in supervision in order to provide a means for supervisees to express and explore complicated or complex issues which may be hard to verbalize.

**Music**

Music has historically been used in therapeutic settings in the treatment of clients (Chou & Lin, 2006). According to Chou and Lin (2006) music therapy was developed as a formal professional field via the creation of the American Music Therapy Association in 1950. Music can be used in a variety of ways in therapeutic settings. These techniques range from composing to listening to selected musical pieces. The focus of the therapeutic process is both cathartic and exploratory for the client. Music therapy has a foundation in a variety of theoretical orientations including behavioral, humanistic and psychodynamic approaches (Chou & Lin, 2006). Music has also been integrated as a strategy to enhance the counseling supervision process.

Bird, Merrill, Mohan, Summers and Woodward (1999) and Laughlin (2000) used music as a creative technique to enhance the process of supervision. Music techniques were used in supervision provided an opportunity for focus in the supervision session and processes. It can be used as an opening supervision activity followed by verbal processing between supervisee and supervisor. Music has guided developing counselors in the examination of self, self as a counselor, and client concerns. Bird et al. (1999)
report music activities in supervision to be comforting and cathartic for supervisees. Laughlin (2000) found using music in supervision assisted supervisees in the development of creativity, skills, and the creation of a supportive environment.

Art

Keeling and Nielson (2005) address the use of art in therapeutic milieus as a way to break through language barriers, bring out multiple learning styles, provide a way to reflect and explore inner emotions, make meaning of internal concerns and promote insight and growth in the change process. There are a wealth of mediums to be applied in art therapy to facilitate growth and development of individuals. Art has also been used as an avenue for supervisees in the exploration of therapeutic alliance (Wilkins, 1995).

Art has been used within supervision on several levels. Wilkins (1995) used art in supervision as a way to explore the client/counselor relationship. Wilkins (1995) contends that art acts as a catalyst toward awareness of unconscious material, skill development and client interventions as it relates to counselor development. Visual art activities can be used in supervision to increase awareness, focus on counselor development, tap into creativity, and act as a cathartic process toward growth. Art activities can foster learning alternatives for client interventions and strengthen the supervisee thought processes (Amundson, 1988; Clarkson & Leigh, 1992; Lett, 1993, 1995.)

Stories

Historically, storytelling has played a vital role in a variety of areas. Cassady (1990) illustrates the three major functions stories have served. The first is in passing down oral tradition through families and cultural groups. The second is the use of stories to educate
children of all ages. The third function is the process of sharing wisdom with all individuals. Stories have been used for thousands of years to pass down history, to assist people in the learning process and to aid in making meaning of situations (Ward & Sommer, 2006). According to Ward and Sommer (2006) stories and myths have been used across numerous theoretical constructs as a part of the counseling and supervision processes. These include Jungian, existential and psychoanalytic orientations. The literature on using stories and myths in counseling is plentiful. Ward and Sommer (2006) note individuals have used stories to explore careers, issues in pastoral counseling, medical counseling, and gender issues. Storytelling has the potential to join teller and listener together in an inspirational and therapeutic manner (O’Halloran, 2000).

Stories also lend themselves to being used in clinical supervision. There have been numerous articles addressing the use of narrative approaches in counseling and supervision (Carlson & Erickson, 2001; Speedy, 2004).

**Narrative Approaches**

Narrative therapy is one of the many theoretical approaches within the counseling field. A major premise of narrative approaches is that therapists view clients as experts on their own lives and views pathology as a separate entity from individuals. The use of narrative therapy in the counseling paradigm focuses on examination of personal stories told by individuals, especially as these individuals tell them, re-tell them and re-construct them in an attempt to foster growth and development. Through narrative therapy counselors and clients work in collaboration to re-author and reconstruct personal stories. Narrative approaches have been used in similar ways throughout the supervision process.
(Carlson & Erickson, 2001; Speedy, 2004). Often times there are tendencies to confuse the areas of narrative therapy, storytelling and bibliotherapy.

Although bibliotherapy does utilize some of the same principles of narrative therapy and storytelling, bibliotherapy focuses primarily on the use of books or literature as a catalyst to personal or professional growth and development. There are distinct differences among the three paradigms.

**Bibliotherapy: Introduction**

Most professionals who employ literature to facilitate growth and awareness refer to the process as bibliotherapy. According to Pehrsson and McMillen (2005) the terms bibliocounseling, bibliopsychology, book matching, literatherapy, library therapeutics, guided reading and biblioguidance have also been used in the description of the process. Riordan, Mullis and Nuchow (1996) suggest the terms bibliocounseling and bibliotherapy can be used interchangeably.

**Defining Bibliotherapy**

Depending on the use, field, research and perspective of the author, bibliotherapy has numerous definitions. Smith (1989) defines it as a tool utilized to promote healing through books. According to Pardeck (1994) bibliotherapy is a way to use literature and poetry to assist individuals in coping with emotional or life problems. Cohen (1992, 1994) defines bibliotherapy as a process, where the use of literature is guided by the therapist, to assist the client in changing. Bibliotherapy is also defined as reading literature to promote change, personality growth and development (Lenkowsky, 1987). Schlicter and Burke (1994) discuss bibliotherapy as an interactive strategy applied between an individual and literature facilitated by dialogues. Bibliotherapy can draw
upon fiction or non-fiction to explore self-understanding, self-esteem, and/or assist individuals in making adjustments to developmental issues (Hayes & Amer, 1999). Katz and Watt (1992) characterize bibliotherapy as the guided employment of reading while keeping a therapeutic outcome in mind. Aiex (1993) simplifies the definition by stating bibliotherapy is the use of books to help people solve problems. The common thread holding these definitions together is the examination of the use of literature to facilitate growth and change in individuals as well as groups of individuals.

Historical Background of Bibliotherapy

The power of the written word has been recognized for centuries and by many cultures (Pardeck, 1994). Ancient Roman and Greek civilizations engraved in their library walls the inscription, “healing place of the soul” (Pardeck, 1993 p. 33). Aristotle spoke to the power of the story. When referring to Greek tragedy, he believed the experience of the audience being exposed to the tragic story was purifying, releasing them from illness and leaving behind a healthier and sounder mind (Morrison, 1987). The first documented therapeutic use of bibliotherapy as an intervention was recorded in 1840 (Afolayan, 1992).

Rubin (1978) chronicles the utility of books in the therapeutic process from the early 1700’s, a process migrating from European countries into the Americas in the 1800’s. The term bibliotherapy was first utilized when written in an article by Samuel Crothers; it appeared in a 1916 issue of the Atlantic Monthly. He combined the Greek word for book and healing to explain the routine of applying literature in the treatment of illness (Rubin, 1978).
Prior to 1940, the application of bibliotherapy was predominately utilized by medical librarians, physicians and hospital staff. These partners in the medical field worked in collaboration, helping patients within convalescent hospitals. Bibliotherapy, preceding this time, was an intervention for treatment of primarily adult patients. Originally, bibliotherapy had a reactive component. The process was centered on gaining the responses of the individual, both negative and positive, from reading of selected literature (Abdullah, 2002). It is now used for multiple purposes with various types of individuals, of all ages.

The use of bibliotherapy has been and continues to be an effective technique and tool in clinical and educational situations. Bibliotherapy crosses into a variety of fields from medicine and healthcare to social work, education, nutrition and dietetics, library science, parenting, mental health and counseling. Over time, the process has been adapted, become more complex and more interactive in nature (Abdullah, 2002; Myracle, 1995). A detailed description of the bibliotherapy therapeutic processes, frameworks and guidelines, and use of its techniques with a variety of populations follows.

*The Bibliotherapy Therapeutic Process*

In her hallmark dissertation, Caroline Shrodes (1949) developed the first model dealing with the therapeutic mechanisms of bibliotherapy. Her model includes a three stage approach to therapeutic growth which focuses on identification, catharsis and insight. Through this process, the reader identifies with the character or characters in the literature, works through problems/experiences towards a cathartic release; finally gaining insight which transfers to personal growth and development. According to Silverberg (2003) the internal therapeutic process occurring in a bibliotherapy treatment
can be broken into two categories: mechanisms of change or defense mechanisms. The mechanisms of change begin with the client presenting a psychosocial dysfunction followed by a bibliotherapeutic intervention. Analogous to the Shrodes’ (1949) model the client experiences identification, insight, and growth, followed by a cathartic process and positive outcome (development or change for the client). The defense mechanism phase begins with the client presenting a psychosocial dysfunction, followed by the bibliotherapeutic intervention. Instead of the client processing through the mechanisms of change there is the possibility they will experience introjections, projection, and repression, leading to a negative outcome (stasis or refusal to change by the client).

“Scientific evidence indicates that imaginative literature has the potential to bring about change within an individual because it is more likely to produce an emotional-experience, an essential element for effective therapy” (Silverberg, 2003 p. 133). Silverberg (2003) asserts the dynamics of bibliotherapy and therapeutic intervention to be parallel to the components of psychotherapy.

Bibliotherapy is one tool Adlerian therapists use to help clients experientially become familiar with personal concerns, identify with personal uniqueness and their feelings. Adlerian therapists use bibliotherapy with clients as a therapeutic mechanism to help establish the relationship in counseling, explore lifestyle and career issues, to promote insight and awareness, and to re-orient and re-educate (Jackson, 2001).

Cohen (1994) focuses on the bibliotherapy process as a therapeutic reading experience where the person involved has recognition of individual ways of feeling and ways of knowing self. Ways of feeling involves the client understanding a shared experience, or receiving validation, comfort, hope and inspiration, all of this
accumulating into a cathartic process. The ways of knowing are focused upon the client understanding and gathering information from the bibliotherapeutic process in more cognitive ways. Cohen (1994) asserts the bibliotherapeutic process for clients assists with increased understanding and experience of feelings, ideas, information gathering and behavior changes.

Bibliotherapy is not a panacea. It is most often used as an adjunct to therapeutic practices (Pehrsson & McMillen 2005). It is a process that provides enlightenment and promotion of insight. Practitioners of bibliotherapy support the notion much of the individual therapeutic experience occurs while reading and discussing a piece of literature (Rubin, 1978). Whether the bibliotherapeutic experience is developmental, cognitive, emotional, career-oriented, or social in nature, all bibliotherapy processes are linked to emotional release and to the facilitation of growth in an individual or group.

How Bibliotherapy is Applied

There are several bibliotherapy applications and guidelines for facilitators to follow. According to Pardeck (1993) it is important for the therapist to carefully consider each one of the stages of bibliotherapy. The initial stage of identification focuses on the facilitator demonstrating understanding of the needs and issues the client presents. This identification stage in Pardeck’s (1993) model differs from Shrodes’ (1949) model. Shrodes’ (1949) identification stage is therapeutic and psychodynamic. Pardeck’s (1993) identification stages are presented within a bibliotherapy application framework as an avenue of identifying and using the appropriate literature based on a client’s concerns and needs. The selection process is also a vital component in successful facilitation of bibliotherapy. Selection involves the therapist examining books for appropriateness to a
client’s needs and assessing if the information is accurate and realistic. The book chosen should align with giving the client a reasonable sense of strength, hope and possibility. The facilitator in the process must understand the underlying psychological concern of the client. The presentation of the book is built on a carefully planned approach to maximize benefits to the client. The presentation stage of Pardeck’s (1993) model focuses on both the manner in which material is presented and the importance of the relationship between the facilitator and client. Following the presentation of the materials is the follow-up stage of the process. In the follow-up stage the client reveals what was gained through the bibliotherapeutic process with the facilitator (Pardeck, 1993). The final process of their model of bibliotherapy stresses follow-up, at this time clients usually experience a cathartic release that can lead to insight into their problems.

Abdullah (2002) goes on to discuss the importance of presenting the reading material both carefully and strategically so clients are able to identify with the characters in the book. Abdullah (2002) and Pardeck (1993) argue the bibliotherapy process can provide information and insight, stimulate discussion about problems, create new communication patterns, values and attitudes, focus on the awareness of others and their problems, as well as provide realistic solutions to issues.

There are several guidelines and frameworks of bibliotherapy which facilitators need be aware of when focusing on bibliotherapy application. Aiex (1993) and Pardeck and Pardeck (1998) provide similar guidelines for using bibliotherapy. The initial step of the bibliotherapy process provided by Aiex (1993) is to motivate the individual(s) with introductory activities. These activities should be focused on informing the participant of the bibliotherapy process. Following the introduction of the bibliotherapy process, the
facilitator needs to ensure there is enough time in the session to allow for reading the selected material. After the material has been read it is of utmost importance that the facilitator allows time for the material to be internalized by the participant. This can be done either during the session or between sessions. The facilitator must provide enough time for follow-up discussions. This is the opportunity for the facilitator to use questions leading persons from the literal recall of the information through interpretation, application, analysis, synthesis and evaluation of the information. The final guideline in Aiex’s (1993) framework is an evaluative closing component.

Jackson (2001) provides a somewhat different framework for bibliotherapeutic work with clients. The first phase is the implementation stage. During this phase, after reading the literature, the client re-tells the story. The counselor or facilitator helps the individual identify the character’s behaviors, feelings and reactions in the story. At the next stage the facilitator assists the individual in recognizing similarities they might have with characters in the story. In the culmination phase the facilitator assists the individual in exploring the consequences of their feelings and behaviors and discussing alternative solutions. Bibliotherapy can be employed with clients when exploring lifestyle issues, promoting insight and re-education (Jackson, 2001).

Lenkowsky (1987) presented the use of bibliotherapy as applicable in one or more of a four-part technique: self-actualization, psychotherapeutic, educational/didactic, and social utilization. Self-actualization refers to the process of using literature and information for development of self-awareness, growth, knowledge and understanding. Psychotherapeutic processes support the notion that literature is utilized for the purpose of self-efficacy, self-esteem, insight, growth, re-directing and eliminating destructive
behaviors. Educational techniques focus on instructing others in the proper application of bibliotherapy techniques. Social utilization requires drawing upon literature to influence social norms, encourage social acceptance, awareness and social standing.

Riordan et al. (1996) provides an Adlerian framework for reactionaries who utilize bibliotherapy. This frame includes the six E’s: educate, encourage, empower, enlighten, engage and help enhance an individual’s life.

Facilitators need to be aware of several factors within the text as well as the length of materials being utilized. Further, practitioners need to assess readiness and the developmental process of the client. The bibliotherapy facilitator should apply reading material which is congruent with but not necessarily identical with the issues of clients. Bibliotherapy facilitators should take into consideration the use of alternative audiovisual material if appropriate reading material is not available or the client needs alternatives to written materials (Pehrsson & McMillen, 2005).

The common thread intertwining the work of Jackson (2001), Lenkowsky (1987) Riordan et al. (1996), Pardeck and Pardeck (1993; 1998) and Cohen (1994), are that all these frameworks emphasize growth and awareness in individuals. Consistent with the varying frameworks of bibliotherapy is its flexibility and variety of applications with children and adults.

*Bibliotherapy and Children*

Bibliotherapy when applied to therapeutic work with children has been employed through a variety of approaches. Parents have used this process as a teaching tool especially related to developmental issues. School counselors, teachers, and mental health providers have also utilized bibliotherapy as a teaching process in their clinical settings.
and classrooms (Gladding & Gladding, 1991). Literature has often been drawn upon to teach problem solving to students with disabilities, to assist in advancing self-efficacy, to enhance children’s ability in coping with divorce or depression, and to aid in development and growth (Myracle, 1995; Pardeck, 1990, 1991; Pardeck & Pardeck, 1998).

Forgan (2002) discusses using bibliotherapy to support students who are disabled in learning specific coping strategies. With this student population it can help normalize their feelings and aid them in visualizing choices in solving problems. Further, bibliotherapy facilitates children in learning to share and discuss feelings as well as teaching new skills. The process also enhances student self-esteem and assists students to process emotional stress, learn self-advocacy skills, increase self-appraisal, explore interests outside of themselves, and improve understanding of human development. Pardeck (1990, 1994) found bibliotherapy useful in enhancing adolescents to better cope with problems. He also found the use of literature helpful in treatment of child abuse.

Stamps (2003) discusses the application of bibliotherapy to assist in development of coping mechanism for students. “Books have the power to help students escape from the world” (p. 25). This process allows adolescents retrieval time from current problems and assists in them re-orienting their thinking toward solutions. Her work also focuses on how bibliotherapy can be used in helping adolescents cope with family breakdown, foster care, divorce, and adoption issues. Coleman and Ganong (1990) illustrate the use of bibliotherapy in working with adolescents who struggle with issues around stepfamilies. Children who are dealing with health issues, illness and existing medical conditions can also benefit from bibliotherapy. For children living with medical conditions,
bibliotherapy is utilized to encourage open communication about specific medical disorders and assist them in discussions regarding how the condition influences peer relationships (Hayes & Amer, 1999). According to Hayes and Amer (1999) bibliotherapy can help to set the stage for the child to identify with a character in the book, one who is facing similar medical challenges. Bibliotherapy can enhance children’s coping strategies, teach self-management skills and provide information on needed changes in diet. Bibliotherapy offers advantage for children who may feel powerless in expressing feelings. They may be able to align to a character in a story with similar feelings (Adams & Pitre, 2000).

Children's literature can also be effective for promoting inclusiveness and acceptance of one’s self and others (Kramer, 1999). The bibliotherapy literature is bound together with a consistent focus on the importance of building relationships with the child while attempting to apply selected literature to facilitate growth and development. The common belief for using bibliotherapy with children is that self-exploration, discussion of feelings and problem solving promotes therapeutic growth, similar to the use of bibliotherapy with adults. Children’s literature can also be used effectively with adults.

According to Smallwood (1992) children’s literature can aid some groups of adult learners in several ways. She highlights the power children’s literature has in providing “contextually whole and inherently meaningful” literature to adults.

**Bibliotherapy and Adults**

The medical fields incorporated bibliotherapy as a treatment modality with adults early in the twentieth century. Applications of bibliotherapy with adults have continued and broadened up until the present (Myracle, 1995). Bibliotherapy has been utilized with
adults as a clinical intervention, in teaching choice theory, facilitating expression, for couples with sexual dysfunctions and with adults struggling with alcohol and chemical dependency issues (Pehrsson & McMillen, 2005). According to Myracle (1995) the application of bibliotherapy as a treatment with adults often takes a more cognitive nature, prescribing self-help books and other non-fiction materials.


Another creative application of bibliotherapy is the use of written Native American stories in assisting clients to understand substance abuse issues, their own thought processes and choice patterns. According to Mottern (2003) clients can learn alternatives to dealing with many situations through Native American storytelling. Mottern (2003) discusses linking Native American storytelling to choice theory and using the rule of six. There are six given explanations or perceptions of any given event.
One of the most common motivations for the therapeutic use of literature with adults is to increase understanding and shift perspectives. There are dissimilarities in the manner in which therapists utilize bibliotherapy and facilitate the process with different age-groups. With children, bibliotherapy seems to be used more collaboratively; most uses include variations of reading together or the child listening to the story being read (Gladding & Gladding, 1991). More often adults are left reading the material on their own with discussion following at a later time, if ever.

Bibliotherapy has value. It provides the chance for participants, no matter what age or level, to recognize and relate to self, characters, human thoughts, and behaviors in a therapeutic manner (Abdullah, 2002). Gladding and Gladding (1991) examine bibliotherapy benefits in relationship to promoting social development, the love of literature and the love of reading. Bibliotherapy provides ways for clients of all ages to examine feelings of isolation, loneliness and despair, while connecting to others who may have experienced similar feelings and/or problems (Abdullah, 2002; Cohen, 1994; Gladding & Gladding, 1991). Bibliotherapy does pose some limitations as well as noteworthy successes.

**Bibliotherapy Limitations and Effectiveness**

There have been several studies completed regarding bibliotherapy limitations. Abdullah (2002) indicates effectiveness of bibliotherapy may be inhibited due to lack of documented materials (types of literature and specific books used) on various topics as well as the lack of interest of clients in participating in the bibliotherapy process. Many studies have assessed bibliotherapy as delivered within the framework of sole-sessions or in time-limited periods of sixty-minutes or less. Because of the time-limited research
approaches, this complicates a comprehensive evaluation of bibliotherapy (Apodaca & Miller, 2003). Another obstacle in critically examining research studies on bibliotherapy concerns the issue that this strategy is often used in conjunction with other therapeutic interventions, making it difficult to isolate the contributions of bibliotherapy to therapeutic outcomes. A number of researchers believe bibliotherapy should be employed as an adjunct to counseling and therapy (Pardeck, 1994). Therapists typically apply bibliotherapy only as a practice within a larger therapeutic framework. Indeed, numerous studies advocating for bibliotherapy as a solitary intervention lack justification. Many empirical studies done on bibliotherapy lack clear design, leaving them impossible to replicate. Flaws potentially counteract the validity of otherwise strong studies done in the bibliotherapy arena (Riordan et al., 1996).

Another concern with the evaluation of bibliotherapy research is the wide variety of literature made use of in the practice of bibliotherapy. Depending on the individual facilitating the bibliotherapy process, a few believe in using non-fiction materials, some use fiction and some practitioners use a combination of fiction and non-fiction. Creativity makes the bibliotherapy process a challenging one to measure in terms of the effectiveness.

The use of non-fiction and self-help books by consumers and practitioners has risen markedly in recent years. The cautions surrounding the use of self-help books include being attentive to the author’s credentials. Users of such literature should stay with single-problem books, be conscious of ostentatious claims and be capable of critically examining the reported data used in the author’s claims (Riordan et al., 1996). Although
there are some cautions when using bibliotherapy; there are also many noteworthy successes.

In an effort to impart support for the use of fiction in bibliotherapy, Coleman and Ganong (1990) conducted a study concerning stepmothers; these parents participated in a research project requiring their reading fictional literature and answering questions. Their responses were tabulated and measured using a ten-point scale; the score ten being most effective and one being least effective. The researchers found the mean score ranged from 7.9 to 8.4. These same researchers have also used fictional literature in the training of counselors, helping professionals, and in a classroom setting. They observed, by using the same literature given to the step-mothers, students were able to identify more quickly with the issues; this was in comparison to when the students were assigned to read case studies or listening to lectures on similar topics (Coleman & Ganong, 1990).

Apodaca and Miller (2003) conducted a meta-analysis of the effectiveness of bibliotherapy for clients with alcohol problems, “the overall methodological quality of these studies was generally high, relative to the larger alcohol treatment outcome literature” (p. 297). The results of their meta-analysis indicate support for the use of self-help literature as an adjunct to other therapeutic interventions.

Abdullah (2002) asserts bibliotherapy has merit and offers the chance for participants to become familiar with and gain awareness of self. Pardeck (1994) argues bibliotherapy can be of assistance in helping individuals handle a variety of problems. It can be an influential process if used appropriately with clients from childhood through adulthood.
Many studies explain the utility of bibliotherapy and its effectiveness in a variety of ways. The literature is consistent in finding use of self-help material is effective. However, as noted, research indicates mixed results in terms of the overall effectiveness of fiction in therapy.

One area in which the research is lacking is use of bibliotherapy within the supervision process. Ward and Sommers (2006) discuss using literature within the framework of narrative approaches in supervision. A search of literature found no specific information or research addressing the use of bibliotherapy as a supervision intervention, tool or model.

**Blending Supervision and Bibliotherapy**

Both bibliotherapy and supervision are processes of encouraging individuals to engage in self-discovery and growth (Abdullah, 2002; Bernard & Goodyear, 2004; Pardeck & Pardeck, 1998). Supervision and bibliotherapy relationships are as unique as client and counselor relationships. Bibliotherapy and supervision both focus on the developmental level and needs of the client or supervisee. “Bibliotherapy can be a highly personalized tool because it represents the counselor’s unique judgment at so many different junctions of its application” (Riordan et al., 1996 p. 173). This remains consistent with the supervision process.

Pardeck and Pardeck (1998) delineate the key principles of bibliotherapy in several points that emulate Pearson's (2001) framework of supervision. Both the Pardeck and Pardeck (1998) framework of bibliotherapy and the Pearson (2001) framework of supervision weave common process threads. Both focus on the developmental levels and process of the client or supervisee. The processes of both bibliotherapy and supervision
move the client and supervisee toward successfully reaching goals and objectives as well as advocating that facilitators of both processes disseminate appropriate and specific information within the individualized sessions. A vital aspect of both Pardeck and Pardeck’s (1998) and Pearson’s (2001) approach to supervision and key points of bibliotherapy is the use of material appropriate to the developmental skill level, as well as to the unique growth opportunities within the relationships. According to Pardeck and Pardeck (1998) and Pearson (2001), if developmentally appropriate material is not used in the process, a disconnect will occur with the client/supervisee and learning can be lost.

The connections supervision and bibliotherapy share are their unique relationships, goals, objectives and outcomes toward the growth of the individual. Both relationships are highly individualized based on the need of the client and supervisee. The implementation of a bibliotherapy model applies a creative tool within the larger context of supervision to assist the supervisee in the development of skills.

According to Carson and Becker (2004) the time to introduce students to using creativity in their practice is not following graduation but when the individual starts their training. Creativity should be presented as an essential component for valuable counseling and counselor training rather than being presented as “icing on the cake” (Carson & Becker, 2004). According to Neswald-McCalip, Sather, Strati, and Dineen (2003) the integration of creative modalities is not only acceptable, it is necessary within counselor education.

According to Neswald-McCalip et al. (2003) creative supervision is a continuous and regenerative process. “Creative supervision is a theoretical approach to supervising counseling students that includes necessary and sufficient conditions for personal,
professional and perhaps transpersonal growth to take place. Creative supervision is a creative and dynamic process” (Neswald-McCalip et. al, 2003 p. 235).

CHAPTER THREE: METHODS

Restatement of the Research Questions

The purpose of this study was to determine if a model of bibliosupervision (Graham Model of Bibliosupervision-GMB) enhances supervisee perception of the working alliance. An inherent goal of this study was to address the use of a specific creative model of supervision in counselor education by investigating if a model of bibliosupervision has significance regarding the supervisory working alliance outcome. The dependent variable in this study was the supervisee’s measured perception of the working alliance in supervision. The independent variable was the introduction and application of the GMB into counselor supervision.

A sequential mixed model design was used and was appropriate for this research project. The research methodology used was a mix of a multiple strand (quantitative-qualitative) design. This design allowed the first strand of research (quantitative) to be validated or invalidated based on the sequential strand (qualitative). This allowed the researcher to provide a supplementary explanation for the findings of the first strand research (Tashakkor & Teddlie, 2003). The research question was:

1. Does the GMB enhance supervisee perception of the supervisory working alliance?
Sampling Procedures

Participants

Participants in this study were volunteer master’s level counseling interns in a CACREP accredited counseling program. The information regarding the study was presented to a master’s level internship class at Portland State University by an objective third party. There were eight possible participants. An objective third party discussed the study parameters with potential participants in order to minimize possible impact on the working alliance construct prior to the initiation of the study. Three students volunteered to participate in the study after being informed of the parameters of the study. The students were and are currently enrolled at Portland State University in Portland, Oregon. Portland State University was chosen as the research site in order to minimize the possible power differential between the researcher and participants. The researcher is a doctoral student in the counseling program at Oregon State University; the researcher had no grading authority over the research participants at Portland State University. Contact information for the population was obtained from the Clinic Director and the Director of the School Counseling Program at Portland State University.

Research participants were provided with informed consent materials including the information regarding the general study parameters prior to the onset of the study. Specific literature and questions to be used in the bibliosupervision sessions were not discussed in attempt to control for threats to validity. Research participants were given a copy of the approved OSU informed consent document for their records (Appendix D). A signed copy of the participant’s informed consent documentation is stored in the researcher’s file.
A multiple-baseline research analysis was conducted in this study. Based on the underpinnings (the influence an independent or treatment variable has on a dependent variable) of multiple-baseline research (small N) a sample size of N=3 was utilized. The independent variable in this study is the Graham Model of Bibliosupervision and the dependent variable is the measured perception of working alliance in supervision (Horner et al., 2005; Zahn & Ottenbacher, 2001).

Instruments

*Supervisory Working Alliance Measure*

For the purpose of this study supervisee perceptions of the supervisory working alliance were measured by using the Supervisory Working Alliance Inventory Trainee form (SWAI-T) developed by Efstation et al. (1990) (see Appendix B).

Efstation et al. (1990) developed the SWAI and the SWAI-T specifically for use within counselor education and supervision processes. The SWAI and SWAI-T are both self assessment tools used to measure the perceptions of the supervisory working alliance from both the supervisor and supervisees’ perspectives. The trainee version of this instrument, SWAI-T, which was used in this study, measures two constructs: rapport and client focus. This tool consists of 19-items. The SWAI-T is based on a seven item likert scale reported in mean scores based on the two construct areas.

The SWAI and SWAI-T were validated in several ways. The items on the scale were constructed by 10 professional supervisors associated with an approved American Psychological Association (APA) university counseling center (Efstation et al., 1990). The instrument was utilized with 185 doctoral level psychologist supervisors from 42 American states and regions of Canada. The results indicated a mean score for supervisor
rapport of 5.97 (SD=.58) out of a possible 7.0 indicating *almost always*; client focus 5.48 (SD=.063) out of 7.0 indicating *almost always*; identification at 5.41 (SD=.065) out of 7.0 indicating *almost always*. Alpha coefficients for the three factors were (rapport=.73; client focus=.71; identification=.77). Through factor analysis, rapport and client focus were extracted on the SWAI-T (items 1-12 deal with rapport while items 13-19 deal with client focus). Item scale correlation between the two constructs on the SWAI-T was .47 and deemed significant (.001). Cronbach alpha coefficients of .90 and .77 were reported for the rapport and client focus scales (Horrocks & Smaby, 2006). Subscales on the SWAI-T are reported as means of the total scores of each construct, consistent with the proposed research study. The SWAI and SWAI-T demonstrate both validity and reliability. There was no test-retest analysis conducted in order to validate the tool.

Data was compiled based on 27 Supervisory Working Alliance-Trainee forms (SWAI-T) completed by the three participants over the nine-week research period. Each participant completed a total of nine surveys.

*Bibliosupervision Exit Questionnaire*

A Bibliosupervision Exit Questionnaire-BEQ (see Appendix C) was administered and results are reported for each participant. This occurred at the end of the nine-week research period in order to provide additional explanation for the findings of the quantitative research (Tashakkor & Teddlie, 2003). Both the SWAI-T and BEQ were used to examine data on the GMB.

**Data Collection Procedures**

A multiple-baseline design was used in this study. Multiple-baseline research provides a practical and scientific way of testing interventions to establish evidence based
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best practice (Horner et al., 2005). The implementation of the multiple-baseline process began with gathering baseline data on the dependent variable (measured perception of the supervisory working alliance). Baseline measures were obtained by measuring perceptions of the supervisory working alliance by using the SWAI-T (Efstation et al., 1990). The data collection was implemented simultaneously for each participant.

Following the establishment of stable baseline (three consecutive measures) the implementation of the independent variable (GMB treatment) was initiated. Baseline measures were continually and simultaneously collected. For the purpose of this research project the bibliosupervision model was administered to each participant in a consistent manner in order to minimize internal threats to the study. The same books (children’s fictional literature) and guiding questions were used with each participant. Because the research was designed to measure multiple-baseline behaviors, each participant did not experience the complete model. Data was collected over a nine-week period. Concurrent baselines measuring working alliance were established for all participants during weeks 1 through 3. During week 4 the independent variable (treatment) was introduced to participant (A) while concurrently measuring their and the other participants’ baseline behaviors. During week 6 the independent variable (treatment) was introduced to participant (B) while concurrently measuring their and the other participant’s baseline. During week 7 the independent variable was introduced to participant (C) while concurrently measuring all participants’ baselines. Data was collected over a nine-week period based on the required hours of supervision needed. Each participant took the SWAI-T a total of nine times at the end of each supervision session. After each participant completed the SWAI-T they placed the instrument in a sealed envelope and
turned it in to an objective third party (Clinic Director and Director of the School Counseling Program at Portland State University) who stored the instruments in a locked filing cabinet in a locked office for the nine-week period. Data was not examined until the end of the research period. This allowed the research participants to answer without feeling pressure to “please” their supervisor/researcher.

All of the participants were invited and opted to complete a bibliosupervision exit questionnaire (BEQ) at the end of the nine-week research period. This allowed further exploration of the findings produced by the SWAI-T.

Data Analysis and Reporting

Appropriate to multiple-baseline research design, data is presented in visual graphs. Thus, each participant’s results are illustrated by consecutive measurement points of baseline behavior. Further, this highlights the measurements of behavior after the implementation of the treatment (see results section, chapter four). For this study two specific graphs are reported for each participant. The first graph shows the weekly mean scores for rapport as perceived by the supervisee of the supervisory working alliance. The second graph illustrates the weekly mean scores of client focus (the amount of time spent on client issues in supervision). Both graphs span the nine-weeks of supervision provided by the researcher. The graphs visually indicate the pre-treatment baseline and the post-treatment scores. The BEQ responses are directly reported for each participant (see results section, chapter four).
Accounting for Threats to Internal Validity

The multiple-baseline design controls for threats to internal validity. The researcher in the current study implemented the three conditions needed in multiple-baseline research to control to internal threats of validity (Horner et al., 2005):

1. Repeated measures establish the prediction of a baseline’s data path into the subsequent treatment phase. This allows for the detection of differences between the actual data path in treatment and the path predicted from the baseline.

2. The independent variable effects are confirmed by signifying that the intervention changed one participant’s behavior without altering the other participants during the measurement of baseline behavior.

3. The confirmation established by a multiple-baseline design is only an inference due to the fact observation is done across participants versus within participants via a reversal to baseline.

Two of the three primary threats to internal validity (historical events and participant maturation) are controlled for when these three aspects of single-subject design are in place (Horner et al., 2005).

The research conducted in this study was considered a concurrent multiple-baseline design. The researcher conducted an evaluation of three participants’ baselines at the same time. Watson and Workman (1981) outline the process for evaluating concurrent multiple-baseline research, the examination of a pre-determined behavior at pre-selected intervals for three participants.

The researcher implemented additional controls applicable to this study in order to counteract threats to internal validity:
1. Participants were exposed to the same literature. Books were selected by reviewing the Bibliotherapy Education Project criteria and evaluation tool developed by Dr. Dale-Elizabeth Pehrsson and Dr. Paula McMillen (www.bibliotherapy.library.oregonstate.edu). The books were evaluated based on themes, subject matter, suitability to supervision, length, developmental level for supervisee, transferability to supervision, diversity factors, and therapeutic use in supervision all consistent to the growth and development of the supervisee.

2. Participants were asked the same guiding questions established in the biblosupervision protocol.

3. The responses of the SWAI-T remained confidential until the end of the nine-week research study.

CHAPTER FOUR: RESULTS

This experimental study was designed to investigate and provide data examining the efficacy of a treatment variable (Graham Model of Biblosupervision) on a dependent variable (supervisee’s perception of the supervisory working alliance). The premise and intention of multiple-baseline research is to afford visual data for analysis, interpretation and establishment of best practice (Horner et al., 2005; Zahn & Ottenbacher, 2001). Based on analysis and interpretation of multiple-baseline research protocol, the results of the current study are presented in graph format (Horner et al., 2005; Zahn & Ottenbacher, 2001). The outcomes of this research address the following inquiry: Does the Graham Model of Biblosupervision (GMB) enhance the supervisee’s perception of the supervisory working alliance (the supervisory relationship)?
**Participants**

Participants in this study consisted of master’s level counseling students in their first semester of internship (N=3) attending Portland State University; this program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Data collection was compiled over a nine-week research period. The researcher met with each student for 60-90 minutes for individual supervision.

**Demographic Characteristics of the Participants**

All of the participants identified themselves as Caucasian. Two of the three participants identified as female and the third male. The ages of the participants ranged from 24-29 years old.

**Research Instrument**

The SWAI-T was utilized to measure the supervisee’s perception of the supervisory working alliance. This measure makes use of a seven-point likert scale evaluating 19-items. The SWAI-T is a tool developed specifically for counselor supervision to measure the supervisee’s perception of the supervisory working alliance. The SWAI-T is utilized in a manner in which the supervisee completes items on a scale based on their perceptions of the supervisor’s behavior in relationship to the working alliance (scored 1-7; 1=almost never and 7=almost always). Through factor analysis of the SWAI-T two constructs, rapport and client focus emerged (Efstation et al., 1990). The questions on the SWAI-T are broken into two sections; questions 1-12 represent the construct of supervisory rapport while questions 13-19 represent the construct of client focus both within the structure of the supervisory working alliance. Data was plotted separately for all participants recording the mean score for each construct at each measurement point.
(once per week). A total of 27 surveys were examined and recorded, nine for each participant.

Baseline Measures

Pre-treatment baseline measures were gathered consecutively for each participant. The treatment was introduced at pre-set intervals for participants while continually measuring baseline behaviors. It is important to note analysis of multiple-baseline research is done through visual presentation and interpretation of the data most often presented in graphs (Horner et al., 2005; Zahn & Ottenbacher, 2001).

Results of SWAI-T

The treatment (GMB) was introduced to Participant A during week 4 as indicated in figure 1 and 2 below. Pre-treatment baseline measures were collected weeks 1 through 3 and gathered weeks 4 through 9 during the treatment implementation phase:

![Participant A: Rapport](image)

**Figure 1: Mean Scores Rapport Participant A**
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![Figure 2: Mean Scores Client Focus Participant A](image)

The treatment (GMB) was introduced to Participant B during week 6 as indicated in figures 3 and 4 below. Pre-treatment baseline measures were collected weeks 1 through 5 and gathered weeks 6 through 9 during the treatment implementation phase:

![Figure 3: Mean Scores Rapport Participant B](image)
Participant B: Client Focus

Weeks of Supervision

Mean Score SWAI-T

DV-Baseline
IV-GMB

FIGURE 4: MEAN SCORES CLIENT FOCUS PARTICIPANT B

The treatment (GMB) was introduced to Participant C during week 7 as indicated in figures 5 and 6 below. Pre-treatment baseline measures were collected weeks 1 through 6 and gathered weeks 7 through 9 during the treatment implementation phase:

Participant C: Rapport

Weeks of Supervision

Mean Score SWAI-T

DV-Baseline
IV-GMB

FIGURE 5: MEAN SCORES RAPPORT PARTICIPANT C
Bibliosupervision Questionnaire Results

All participants were invited to complete a Bibliosupervision Exit Questionnaire (BEQ) providing the researcher with an opportunity to further examine data produced by the SWAI-T. This is consistent with a multiple strand research approach (Tashakkor & Teddlie, 2003). The following results of the BEQ are summarized according to questionnaire area.

*Usefulness of Bibliosupervision in Individual Supervision*

All participants indicated bibliosupervision techniques in individual supervision sessions were *helpful*. All participants marked 2 on the scale (1 being very helpful; 5 being least helpful. A question followed the scale asking the participants to expand on their reasoning. The three comments provided on the questionnaire were as follows:

“It was useful for reflecting on my experience as a developing counselor-I thought themes discussed provided a deeper understanding of my development and areas of future growth. I found it somewhat less helpful in determining new ways of working with clients and understanding client’s perspectives”
“Sometimes I found it difficult to pick out abstract themes. But I also learned a lot from the themes in how they relate to my professional growth and my client’s growth”

“It was helpful because it gave me a different way of looking at things and made me think about how certain themes can be relevant in many different areas of life. I think using this technique to work with clients could be useful”

**Strengthening the Supervisory Alliance**

All participants indicated by marking ‘yes’ on the questionnaire that bibliosupervision techniques in individual supervision assisted in strengthening the supervisory alliance and rapport between supervisor and supervisee. The three comments provided on the questionnaire were as follows:

“Being read to was a very comfortable and comforting experience. I enjoyed the opportunity to engage with my supervisor around the colorful and creative themes that emerged”

“The relationship became more of a human relationship and it was interesting to hear how she viewed the themes and hearing her perspective and how we differed and agreed”

“It allowed us to touch on some themes that might not have come up otherwise. Also it helped me feel like I was understood; the themes discussed seemed really relevant in my life”

**Examination of Client Issues**

Two of the three research participants indicated the bibliosupervision activities did assist them in examining client issues during supervision, this was noted by participants marking the ‘yes’ box. The third research participant indicated the bibliosupervision activity did not assist them in examining client issues during supervision, this was noted by the participant marking the ‘no’ box. One of the participants who marked bibliosupervision as being helpful in exploring client themes opted not to comment on the
written section of the questionnaire. The two comments provided on the questionnaire were as follows:

“It helped exploring client themes and general client conceptualization”

“It seemed a little too abstract for me; perhaps with more time it would have been more useful”

*Examination of Issues and Counselor Development*

All of the research participants indicated bibliosupervision assisted them in examining issues pertinent to their counselor development by marking the ‘yes’ box. The three comments provided on the questionnaire were as follows:

“I felt the themes that emerged were mostly directly applicable to my own development as a counselor. In many ways I’ve felt like a child as a fledgling professional so the simply stated yet powerful messages in the books seemed very appropriate to where I was developmentally”

“It helped me exploring developmental themes in counseling pertinent to my development as a professional”

“It touched on some of the more abstract issues of growth and development”

*Creative Approaches with Clients*

All participants indicated on the BEQ they were *more inclined* to use bibliotherapy or other creative approaches with clients based on participation in the current study.

*Summary*

The results section provided both visual and written analysis of the impact the treatment variable (GMB) had on the dependent variable (supervisees’ perceptions of the supervisory working alliance). The results of this study indicate baseline behaviors stabilizing numerically and/or increasing in the desired direction (increase in the mean score for each construct area) for all research participants following the implementation
of independent variable. The written responses provided in the Bibliosupervision Exit Questionnaire (BEQ) indicate all participants favoring the use of bibliosupervision as a model to increase the supervisory working alliance and enhance counselor development. The responses from the BEQ strengthen the results of the SWAI-T. Based on the visual interpretation of data an inference can be made that a potential functional relationship exists between bibliosupervision and strengthening supervisee perception of the working alliance.

CHAPTER 5: CONCLUSION

Discussion

This experimental research was designed to test the efficacy and influence of a specific treatment (GMB) on a pre-determined dependent variable (perception of the supervisory working alliance) in an attempt to establish best practice in counselor supervision. The study addressed the following inquiry:

Research Question:

Does the GMB enhance supervisee’s perception of the supervisory working alliance?

The following areas will be discussed throughout this chapter: study results, limitations of the current study, implications of the research for counselor educators and supervisors, and recommendations for future research.

Significance of the Working Alliance

The supervisory working alliance is a mutual and authentic relationship based on trust, understanding, and mutual goals shared between supervisor and supervisee. According to many theorists in the counselor education and supervision field, the primary condition enhancing supervisee growth and development is the strength and stability of
the supervisory relationship (Bernard & Goodyear, 2004; Heru et al., 2004 Holloway, 1995). Key to effective supervision is the supervision relationship and working alliance between supervisor and supervisee. A strong working alliance in supervision not only influences the supervisee’s growth but their theoretical perspectives, self-efficacy and rate of development (Pistole & Watkins, 1995; Ramos-Sanchez, Riggs, Wright, Goodwin, & Toaster, 2002). The quality of the relationship between supervisor and supervisee directly influences the effectiveness of the supervision process (Heru et al., 2004; Holloway, 1995).

Bibliosupervision and Working Alliance

The results of this study point to a potential functional relationship between a model of bibliosupervision and strengthening the supervisory working alliance. The influence of the working alliance on supervisory outcomes is based on the strength of the relationship between supervisor and supervisee (Bordin, 1983). This study indicates one possible way of strengthening the working alliance in supervision is through the use of the Graham Model of Bibliosupervision.

Results Discussion

SWAI-T

Appropriate to multiple-baseline research design, data is presented in visual graphs for each participant. The graphs illustrate each weekly measurement point of pre and post-treatment scores for each construct (rapport and client focus) over the nine-week research period (see results section, chapter four). Kerr and Nelson (2002) report visual analysis of data in multiple-baseline research design is appropriate and effective. If measured behaviors change in the desired direction when the intervention is applied it
can be concluded that the intervention was effective and can be seen in the visual alteration of the baseline (Kerr & Nelson, 2002).

It can also be concluded if there is a visual change in the dependent variable based on the implementation of the treatment variable after three consecutive measures, a functional relationship exists (Baer, Wolf & Risley, 1968). “The cause and effect inference can be clearly demonstrated by the staggered duration across separate baseline phases” (Zahn & Ottenbacher, 2001, p.3).

The current research indicates visual change in post-treatment scores for all participants following the introduction and consistent implementation of the treatment. Post-treatment baseline behavior for Participant A in both rapport and client focus continued to visually change in the desired direction (increase in the mean score for both rapport and client focus constructs) with the implementation of the GMB. For Participant B in the construct area of rapport, post-treatment baseline appeared to remain unchanged compared to pre-treatment baseline. It is important to note Participant B’s scores were the highest at three consecutive data points following the implementation of the GMB. In client focus Participant B’s post-treatment baseline decreased slightly from the preceding measure following the implementation of the GMB. During post-treatment baseline measures (weeks 7-9) Participant B’s scores in client focus stabilized and increased in the desired direction. Participant C indicated a slight decrease of the mean score for rapport and client focus from the preceding pre-treatment measure with the introduction of the GMB. During post-treatment baseline measures (weeks 8-9) Participant C’s scores in the construct areas of rapport and client focus continued to increase and stabilized in the
desired direction. Scores did not return to the initial baseline phase with any of the research participants subsequent to the treatment implementation phase.

*BEQ*

The BEQ results indicate all participants found the GMB to have strengthened the supervisory working alliance and assisted them in their development as emerging counselors. Direct responses of the participants are reported in the results section of chapter four.

**Study Limitations**

There are several limitations in multiple-baseline research as well as in the current study. Cuvo (1979) highlights several “pitfalls” associated with multiple-baseline design. They include:

1. The behavior of the participant may be altered by the repeated testing during baseline
2. There could be the existence of a procedural contrast between the constructs of training (using the model) and testing (measurement based on the assessment tool)
3. Inaccurate generalization during the testing period based on the recommended sample size in single subject research designs.

Some of the notable limitations of this study include generalizability, use of the same literature for each participant, repeated self-report measure using the same instrument and interpersonal nature of the research.

The primary limitation in this study is the generalizability to a larger population. Consistent and appropriate to multiple-baseline research is an N=3 (Horner et al., 2005).
In order to strengthen the external validity of multiple-baseline research, it is necessary for the researcher to conduct a replication study (Schafer, 2001).

Another limitation of multiple-baseline design research is the condition of measuring a behavior across participants simultaneously, repeatedly using the same instrument. Because of the repeated measurement of supervisory working alliance using the same measurement instrument, there may be a possibility participants will begin to randomly mark answers without taking the time to read the instrument thoroughly. This does not seem to have been evident in the variety of mean scores reported throughout the nine-week research period in the current study. To eliminate or counteract this limitation the researcher selected to use the SWAI-T as it is specifically designed for use in counselor supervision and limited to 19-items. The length of the instrument seemed manageable for participants to undertake on a repeated basis.

In this specific study another limitation was the researcher using the same set of books with each participant. These books may not have met the specific individual’s needs for counseling supervision. Ideally the supervisor would have the flexibility to choose books based on the current topics of supervision. The researcher elected to use the same books in order to minimize the influence of external variables, strengthening the internal validity of the study. The books used in this study were assessed for transferability in supervision themes in order to encapsulate as many potential developmental themes as possible.

It is also important when discussing limitations to this particular study to understand in instructional research the researcher has to keep in mind the direct interpersonal nature present when measuring the dependent variable (Cuvo, 1979).
The current research examined the impact an independent variable had on a pre-determined behavior. The behavior being studied was the perception of working alliance in supervision. If the examination of the data was conducted solely on the multiple-baseline it might be difficulty separating the differences between the impact quality supervision/interpersonal interaction had on the working alliance in comparison to the independent variable (GMB). The examination of the current data indicates baseline stabilization to occur sooner in participants receiving the GMB. The visual data in conjunction with the written responses of the BEQ do support the GMB as a tool in strengthening the working alliance.

Although there are limitations to multiple-baseline research designs and this study, it is important to highlight its functionality when the researcher wishes to determine a causal/functional relationship between the independent and dependent variable as well as establish best practice, as evident through the current research (Zahn & Ottenbacher, 2001).

Implications for Counselor Educators and Supervisors

Knowing the significance the working alliance has on counselor development it would be pertinent and critical for counselor educators and supervisors to note and explore the GMB as a model or tool to be used in counselor supervision.

Having a variety of tools available to help student learn, develop and grow into professional counselors is essential to counselor educators and supervisors. Biblissupervision is a creative, non-traditional and non-linear approach to facilitating supervision. According to Carson and Becker (2004) creativity is an important issue in counselor education. They state the importance of students understanding the degree in
which creativity invites intimacy. It is essential for supervisees and counselor educators to grasp the depth, power and responsibility creativity brings to the classroom, session and/or supervision (Carson & Becker, 2004). From a creative approach in supervision “it is from this genuine acceptance that the supervisor presents to the student an opportunity to live fully in the moment of those things that are visible as well as those that are not” (Neswald-McCalip et. al, 2003, p. 234). According to and in agreement with Neswald-McCalip et al. (2003) creativity is necessary in counselor education. The GMB not only offers a non-linear and creative approach for supervisors but also acts as a possible means to developing and maintaining strong working alliance between supervisor and supervisee.

Recommendations for Future Research

The initial findings in this research indicate a possible cause and effect/functional relationship between the GMB and strengthening the supervisory working alliance. Given the results of this study, a logical next step would be to continue to develop and examine the functionality and possible effectual relationship between a bibliosupervision model and the supervisory working alliance. Participants in this study also indicated bibliosupervision assisted in their development as supervisees. Given this specific information, the examination and further research of the effect a bibliosupervision model had on specific themes for supervisees would be appropriate. Fitting, would be a closer examination and linkage between creative, non-linear approaches of counselor supervision in comparison with the bibliosupervision model and supervision outcomes.

Creative tools for supervision and counselor education offer a wide array of future research opportunities. Based on the results of this study it would be important to
facilitate a replication study to strengthen the generalizability of the findings. It is also the opinion of the researcher it may be effective to begin the supervision session with the biblosupervision activity instead of ending the session with the activity. This would allow the supervisor to bring biblosupervision material into the session directly linked to the previous sessions as well as being able to refer to the material as it relates to the existing client and counselor concerns. Another avenue for research is to implement the GMB into group supervision. The foundation and goals of group supervision mirror those of biblosupervision.

**Group Supervision**

According to McMahon and Fall (2006) group supervision is a process of experiential learning, encourages the development of a voice, is supportive, builds working relationships, and provides professional assessment. These group supervision fundamentals are all consistent with the principles of biblosupervision. Group supervision would allow the researcher to examine the effect of biblosupervision in a setting with multiple participants, voices, opinions and perspectives. A research study on the effect biblosupervision had on the working alliance and self-efficacy of supervisees in group supervision would be suitable.

**Conclusion**

Bibliosupervision is a process guided by the supervisor, using fictional children’s literature, to support the developmental processes of the supervisee. It is based on Caroline Shrodes’ (1949) model of bibliotherapy that includes the three step process of identification, catharsis and insight. Bibliosupervision facilitates the supervisees’ growth process by assisting them in expressing emotions, cognitions, concerns and issues, as it
relates to counselor development. This is all done in the safety of supervision or the
supervisory setting. The articulation of these emotions, thoughts, and or cognitions,
enables the bibliosupervisor to guide the supervisee toward insight, leading to a
beneficial dialogue regarding his or her thoughts, feelings and emotions as it relates to
current concerns and issues in counselor development. The Graham Model of
Bibliosupervision recommends the use of fictional children’s literature to facilitate the
self-efficacy, growth, development and working alliance in supervision with supervisees.
Bibliosupervision most definitely assisted in the joining of this supervisor and her
supervisees in the human condition.
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APPENDICES
Appendix A: The Graham Model of Biblosupervision

**Definition**

Bibliosupervision is a process guided by the supervisor, using fictional children’s literature, to support the developmental processes of the supervisee. It is based on Caroline Shrodes’ (1949) model of Bibliotherapy that includes the three step process of identification, catharsis and insight. The Bibliosupervisor assists the supervisee in identifying, analyzing and/or relating to the book characters/storyline(s) as it pertains to their development as a counselor. The Bibliosupervisor also facilitates the supervisees’ growth process by assisting them in expressing emotions, cognitions, concerns and issues, as it relates to counselor development, all done in the safety of supervision or the supervisory setting. The articulation of these emotions, thoughts, and or cognitions, enables the Bibliosupervisor to guide the supervisee toward insight, leading to a beneficial dialogue regarding his or her thoughts, feelings and emotions as it relates to current concerns and issues in counselor development. Together the Bibliosupervisor and supervisee develop plans of action that will facilitate the supervisees’ learning from novice to an expert in the counseling field. The Graham Model of Supervision recommends the use of fictional children’s literature to facilitate the efficacy and growth and working alliance with supervisees. Fictional literature provides a wide arena of themes and is easily presented as a non threatening intervention in supervision.

**The Graham Model of Biblosupervision**

1. The Bibliosupervisor must have knowledge of:

   - Current themes facing supervisees
   - Goals of counselor supervision
The Graham Model of Bibliosupervision: A Multiple Baseline Analysis

- The developmental level of the supervisee
- A working knowledge of the written material (fictional literature) being used in supervision and how it pertains to counselor development

2. There must be informed consent by the Bibliosupervisor and supervisee. This would be beyond the initial informed consent established in any supervision relationship based on the possibility the supervisee will be exploring issues on a deeper, more emotional level in supervision. It is important in the GMB that the supervisee is aware of and agrees with the process taking place in supervision.

3. The Bibliosupervision relationship must be established.

4. If the Bibliosupervision process is thriving then both the supervisor and supervisee will be able to easily identify growth and change toward professional development.

Three Stages of the Bibliosupervision Model: Consistent with the Shrodes’ Model (1949)

**Identification:** The supervisee is able to identify with characters and or storylines presented in the literature that relates to their own personal development as a counselor.

**Catharsis:** The supervisee becomes meaningfully involved in the story and/or with the characters in the literature, and is able to process emotions, thoughts and feelings as they relate to the development of their counseling skills and techniques. This is conducted in a safe supervisory environment, using children’s literature.
Insight: After catharsis, the Bibliosupervisor is able to facilitate constructive dialogue that aids the supervisee in becoming aware of and working through issues that may arise in the developmental processes as a counselor in training.

The GMB Protocol (within a single supervision session 60-90 minutes long; repeated during each supervision session).

1. Revisit supervision concerns from the previous session.
2. Weekly check-in on current site issues.
3. View and discuss video-tape
4. Bibliosupervision experience

Bibliosupervision Books: Books were selected based on thematic match to the developmental process of students undergoing supervision. These specific books were selected in they provide a wide array of developmental issues supervisees can relate to in various stages of development. In the proposed research, the same book will be used with each supervisee at varying times. This is to limit the threat to internal validity of using a non-standardized intervention. Ideally, the Bibliosupervisor has the flexibility to chose books based specifically on the individual supervisee consistent with their growth and development.

The following books were selected by reviewing the Bibliotherapy Education Project criteria and evaluation tool developed by Dr. Dale Pehrsson and Dr. Paula McMillen (www.bibliotherapy.library.oregonstate.edu). These books were evaluated based on themes, subject matter, suitability to supervision, length, developmental level for
supervisee, transferability to supervision, diversity factors, and therapeutic use in supervision all consistent to the growth and development of the supervisee.

Week 1:

**Book: Lost in the Woods by C. Sam and J. Stoick**

This book is about a young fawn that is left by its mother in the woods. The fawn is confused at first by the mother doe leaving but learns to trust its instincts. There are several characters in the book that attempt to give the fawn advice.

**Supervision Themes:** Perspectives, internal reliance and knowledge, trust, questioning, fear, empowerment, change, growth, development

**Guiding Questions:**

1. What was happening in the story?

2. What themes seem familiar when relating to your counselor training or work with clients?

*Continue the facilitation of discussion based on themes that arise from the book as well as the first two questions.*

Week 2:

**Book: Wilfrid Gordon Mcdonald Partridge by M. Fox**

This book is about the aging community and losing memory, voice and empowerment. A small child engages in a relationship with an aging woman and helps her find her voice.

**Supervision Themes:** Listening, validation, talents, acceptance, perspective, connections, change
Guiding Questions:

1. What was happening in the story?

2. What themes seem familiar when relating to your counselor training or work with clients?

Continue the facilitation of discussion based on themes that arise from the book as well as the first two questions.

Week 3:

Book: The Giving Tree by S. Silverstein

This book is about the relationship between a tree and a boy. It addresses the changing of the relationship as the boy ages and takes from the tree until the tree has nothing left to give. There is a moment of realization for both the tree and the boy.

Supervision Themes: Self-care, reliance, change, growth, development, perspective, closure, acceptance, disappointment, perspective, empathy, closure

Guiding Questions:

1. What was happening in the story?

2. What themes seem familiar when relating to your counselor training or work with clients?

Continue the facilitation of discussion based on themes that arise from the book as well as the first two questions.
**Week 4:**

**Book: Alexander and the Terrible, Horrible, No Good, Very Bad Day by J. Viorst**

This is a book about a young boy who thinks he is having the worst day ever! Through dialogue he understands that everyone has struggles and bad days from time to time.

**Supervision Themes:** Struggles, emotions, detachment, disappointment, self-care, validation, perspective, control, interventions, change

**Guiding Questions:**

1. What was happening in the story?

2. What themes seem familiar when relating to your counselor training or work with clients?

*Continue the facilitation of discussion based on themes that arise from the book as well as the first two questions.*

**Week 5:**

**Book: My Mama had a Dancing Heart by L. Gray**

This book is about the relationship between a mother and her daughter. It addresses relationship changes with the change of seasons.

**Supervision Themes:** Efficacy, trust, closure, strength, reliance, empowerment, career, love, grief, choice
Guiding Questions:

1. What was happening in the story?

2. What themes seem familiar when relating to your counselor training or work with clients?

*Continue the facilitation of discussion based on themes that arise from the book as well as the first two questions.*

Week 6:

Book: *Sneetches* by Dr. Seuss

This book addresses oppression and differences both internal and external.

**Supervision Themes:** Comparison, diversity, struggle, social justice, perspective, risk-taking, acceptance

Guiding Questions:

1. What was happening in the story?

2. What themes seem familiar when relating to your counselor training or work with clients?

*Continue the facilitation of discussion based on themes that arise from the book as well as the first two questions.*
Week 7:

**Book: The Old Woman who Named Things by C. Rylant**

This book is about an older woman who will only name non-living objects based on the fear of losing relationships.

**Supervision Themes:** Developmental process, closure, attachment, risk-taking, acceptance, change, grief

**Guiding Questions:**

1. What was happening in the story?

2. What themes seem familiar when relating to your counselor training or work with clients?

   *Continue the facilitation of discussion based on themes that arise from the book as well as the first two questions.*

Week 8:

**Book: Harriet You'll Drive Me Wild by M. Fox**

This book is about the many frustrating aspects that happen when involved in a relationship with another person, specifically a child. The characters have a trying day but in the end learn to appreciate and understand each others perspective.

**Supervision Themes:** Humility, frustration, emotions, failure, coping, risk-taking
Guiding Questions:

1. What was happening in the story?

2. What themes seem familiar when relating to your counselor training or work with clients?

Continue the facilitation of discussion based on themes that arise from the book as well as the first two questions.

Week 9:

Book: Whoever You Are by M. Fox

This book is about honoring differences and diversity and understanding global perspectives.

Supervision Themes: Diversity, social justice, comparisons, change, acceptance, empowerment, uniqueness, communication, families, friendships, relationships, trust

Guiding Questions:

1. What was happening in the story?

2. What themes seem familiar when relating to your counselor training or work with clients?

Continue the facilitation of discussion based on themes that arise from the book as well as the first two questions.
Week 10:

**Book: Oh the Places You’ll Go by Dr. Seuss**

This book is about the journey someone takes to reach their goals. There are many challenges and things to think about when taking the journey but in the end the person taking the journey is left empowered.

**Supervision Themes:** Empowerment, closure, success, fear, change, moving-on, taking risks and steps, excitement, validation, communication, relationships

**Guiding Questions:**

1. **What was happening in the story?**

2. **What themes seem familiar when relating to your counselor training or work with clients?**

   *Continue the facilitation of discussion based on themes that arise from the book as well as the first two questions.*

**Bibliosupervision Book References**


Appendix B: Supervisory Working Alliance Inventory-Trainee Form

Please indicate the frequency with which the behavior described in each of the following items seems characteristic of your work with your supervisor in your supervision sessions.

(1 = Almost Never, 7 = Almost Always)

1  2  3  4  5  6  7

1. I feel comfortable working with my supervisor.

(1 = Almost Never, 7 = Almost Always)

1  2  3  4  5  6  7

2. My supervisor welcomes my explanations about my client’s behavior.

(1 = Almost Never, 7 = Almost Always)

1  2  3  4  5  6  7

3. My supervisor makes the effort to understand me.

(1 = Almost Never, 7 = Almost Always)

1  2  3  4  5  6  7

4. My supervisor encourages me to talk about my work with clients in ways that are comfortable for me.

(1 = Almost Never, 7 = Almost Always)

1  2  3  4  5  6  7

5. My supervisor is tactful when commenting about my performance.

(1 = Almost Never, 7 = Almost Always)

1  2  3  4  5  6  7

6. My supervisor encourages me to formulate my own interventions with the client.

(1 = Almost Never, 7 = Almost Always)

1  2  3  4  5  6  7

7. My supervisor helps me talk freely in our sessions.
8. My supervisor stays in tune with me during supervision.

(1 = Almost Never, 7 = Almost Always)
1 2 3 4 5 6 7

9. I understand client behavior and treatment technique similar to the way my supervisor does.

(1 = Almost Never, 7 = Almost Always)
1 2 3 4 5 6 7

10. I feel free to mention to my supervisor any troublesome feelings I might have about him/her.

(1 = Almost Never, 7 = Almost Always)
1 2 3 4 5 6 7

11. My supervisor treats me like a colleague in our supervisory sessions.

(1 = Almost Never, 7 = Almost Always)
1 2 3 4 5 6 7

12. In supervision, I am more curious than anxious when discussing my difficulties with clients.

(1 = Almost Never, 7 = Almost Always)
1 2 3 4 5 6 7

13. In supervision, my supervisor places a high priority on our understanding the client’s perspective.

(1 = Almost Never, 7 = Almost Always)
1 2 3 4 5 6 7

14. My supervisor encourages me to take time to understand what the client is saying and doing.

(1 = Almost Never, 7 = Almost Always)
1 2 3 4 5 6 7

15. My supervisor’s style is to carefully and systematically consider the material I bring to supervision.
16. When correcting my errors with a client, my supervisor offers alternative ways of intervening with clients.

(1 = Almost Never, 7 = Almost Always)
1 2 3 4 5 6 7

17. My supervisor helps me to work within specific treatment plan with my clients.

(1 = Almost Never, 7 = Almost Always)
1 2 3 4 5 6 7

18. My supervisor helps me to stay on track during our meetings.

(1 = Almost Never, 7 = Almost Always)
1 2 3 4 5 6 7

19. I work with my supervisor on specific goals in the supervisory session.

(1 = Almost Never, 7 = Almost Always)
1 2 3 4 5 6 7

*Adapted from Efstation, Patton, & Kardash, 1990
Thank you for your participation!
Appendix C: Bibliosupervision Exit Questionnaire (BEQ)

Participant__________________________________________
Date_______________________________________________
Gender____________________________________________
Ethnicity__________________________________________
Age_______________________________________________

Exit Questionnaire

Please answer the following questions about your experience with supervision involving Bibliosupervision. Your responses to these questions will be treated as confidential as all other information collected in this study. Please check or circle the most appropriate response, and choose only one answer for each question.

1) Using bibliosupervision techniques in my individual supervision sessions was:

1 2 3 4 5
Very Helpful Neutral Not Helpful at All

2) Please explain why you did or did not find bibliosupervision helpful:
3) Using bibliosupervision techniques in my individual supervision sessions assisted in the alliance/rapport (strengthening the relationship) between my supervisor and me.

_____ Yes _____ No

4) If you answered yes to question 3, in what way did bibliosupervision strengthen the working alliance/rapport in supervision?

5) Did bibliosupervision assist you in examining client issues during supervision?

_____ Yes _____ No

6) If you answered “yes” to question 5, please explain how bibliosupervision assisted you in exploring client issues during supervision.

7) Do you feel that bibliosupervision assisted you in examining issues pertinent to your counselor development?

_____ Yes _____ No

8) If you answered “yes” to question 7, please explain how bibliosupervision assisted you in your development as a counselor.
9) Did the model of bibliosupervision assist you in relating to deeper level issues toward growth and development as an emerging counselor?

_____ Yes _____ No

10) As a result of your participation in this study, are you more or less inclined to use bibliotherapy or other creative approach with clients?

_____ More _____ Less _____ Neither

Please return the completed questionnaire to the researcher.

Thank you. Your participation is appreciated.
Appendix D: Informed Consent

INFORMED CONSENT DOCUMENT:

PROJECT TITLE:
The Graham Model of Bibliosupervision (GMB): Implications for Counselor Educators and Supervisors

Primary Investigator:
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Department of Teacher and Counselor Education
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541.737.8551

Co-Investigator(s):
Mary Graham, PhD Candidate Counseling Co-Investigator
Department of Teacher and Counselor Education
4529 Commercial Street
Astoria, Oregon 97103
gauntzm@onid.orst.edu
WHAT IS THE PURPOSE OF THIS STUDY?

1. What Is Being Investigated?

The Graham Model of Bibliosupervision (GMB)

GMB Definition (The Graham Model of Bibliosupervision):

The Graham Model of Bibliosupervision is a process guided by the counseling supervisor, using fictional children’s literature, to support the developmental processes of counselors in training. The supervisor will read a pre-chosen children’s book to the supervisee at the end of the supervision meeting. The supervisee (you) will be asked to look at themes from the book as they relate to issues occurring in your development as a counselor, and with your clients and at your internship class. The supervisor will lead the discussion.

You are being invited to take part in a research study designed to examine aspects of the working alliance (relationship) between supervisors and supervisees.

2. Research Question/Hypothesis:

The effect of a bibliosupervision model on the supervision relationship.

3. The Use of the Study Results:

The results of this study are intended to be used in a doctoral thesis, future presentations and publications. All participant identification will remain confidential.

WHAT IS THE PURPOSE OF THIS FORM?
This consent form gives you the information you will need to help you decide whether to be in the study or not. Please read the form carefully. You may ask any questions about the research, the possible risks and benefits, your rights as a volunteer, and anything else that is not clear. When all of your questions have been answered, you can decide if you want to be in this study or not.

WHY AM I BEING INVITED TO TAKE PART IN THIS STUDY?

You are being invited to take part in this study because you are a Master’s level student in the counseling internship class at Portland State University and require 10-hours of individual supervision.

WHAT WILL HAPPEN DURING THIS STUDY AND HOW LONG WILL IT TAKE?

This is a research study being conducted by Mary Graham, Ph.D candidate, Student Researcher, at Oregon State University. The process of supervision using books (Bibliosupervision) will be examined. The research will extend over a 10-week period and last approximately 60 to 90 minutes each week. Each week you will be asked to participate in your regular supervision meetings. During some of the weeks children’s literature will be used at the end of the regular supervision meeting. The supervisor (Mary Graham) will read a pre-chosen children’s book to you with a discussion of the book to follow. At a minimum you will participate in 2 supervision sessions using Bibliosupervision (the process of the supervisor reading you a children’s book followed by a discussion). Depending on what participant letter you are assigned will depend on how many times you experience bibliosupervision. The purpose of this research is examine aspects of the supervisory working alliance (supervisory relationship) using supervision and Bibliosupervision. Following each supervision session you will fill out a Supervisory Working Alliance Inventory-Trainee questionnaire (SWAI-T) a 19-item questionnaire that takes approximately 15 minutes to complete. You will fill out the survey without the researcher present, place the survey in a sealed envelope (labeled ahead of time by the student researcher, Mary Graham) with only an identifying letter and date on it and turn it into Lisa Aasheim, Interim Director of the School Counseling Program at Portland State University. You will be assigned an identifying letter to protect your confidentiality. You will also be asked to fill out an exit questionnaire (Bibliosupervision Exit Questionnaire-BEQ) at the end of the 10-week supervision period, an 8 item questionnaire that takes approximately 20 minutes to complete, depending on the length of your answers. For your privacy your responses will be reported, using only identifying letters. Other identifying information will be
confidential. All Survey results will remain sealed in an envelope and not examined by the researcher until after the 10-week supervision period is complete.

**WHAT ARE THE RISKS OF THIS STUDY?**

There are no foreseeable risks to participating in this study.

**WHAT ARE THE BENEFITS OF THIS STUDY?**

There are no foreseen benefits to participants of this study. However, we hope that in the future, other people may benefit from this study because this study may provide the opportunity for other supervisors to use creative methods in supervision to facilitate the growth of emerging counselors.

**WILL I BE PAID FOR PARTICIPATING?**

You will not be paid for this study.

**WHO WILL SEE THE INFORMATION I GIVE?**

The information you provide during this research study will be kept confidential to the extent permitted by law. To help protect your confidentiality, we will use identifying letters. You will be assigned as participant A, B or C. All surveys and questionnaires will be stored in a locked filing cabinet in a locked office in the Portland State University counseling center and destroyed after the data is analyzed and the researcher (Mary Graham) completes her doctoral dissertation.

If the results of this project are published your identity will not be made public.

**DO I HAVE A CHOICE TO BE IN THE STUDY?**

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering. If you decide not to take part in this study, your decision will have no effect on the quality of services you receive.

You will not be treated differently if you decide to stop taking part in the study. You are free to skip any questions on the surveys or questionnaires that you prefer not to answer. If you choose to withdraw from this project before it ends, the researchers may keep information collected about you and this information may be included in study reports.
Lack of participation in this study or withdrawing from this project before it ends will not affect your standing in the counseling program at Portland State University, your evaluation as a student in the program or your coursework grades.

**WHAT IF I HAVE QUESTIONS?**

If you have any questions about this research project, please contact the Primary Investigator: Dr. Dale Pehrsson, 541-737-8551 dale.pehrsson@oregonstate.edu or the Co-Researcher: Mary Graham, 503-791-5665, gauntzm@onid.orst.edu.

Your signature indicates that this research study has been explained to you, that your questions have been answered and that you agree to take part in this study. You will receive a copy of this form.

If you have questions about your rights as a participant, please contact the Oregon State University Institutional Review Board (IRB) Human Protections Administrator, at (541) 737-4933 or by email at IRB@oregonstate.edu.

Your signature indicates that this research study has been explained to you, that your questions have been answered, and that you agree to take part in this study. You will receive a copy of this form.

Participant's Name (printed):

__________________________________________________________

__________________________________________

_______________________________
(Signature of Participant)          (Date)
Appendix E: OSU IRB Research Protocol

Project Title:
The Graham Model of Bibliosupervision (GMB):
Implications for Counselor Educators and Supervisors IRB 3466

Principal Investigator:
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Associate Professor for Counselor Education
Department of Teacher and Counselor Education
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311 Education Hall
Corvallis, Oregon 97331
dale.pehrsson@oregonstate.edu
541.737.8551

Co-Investigator(s):
Mary Graham, PhD Candidate Counseling
Co-Investigator
1. **Research Description**

- The purpose of this study is to determine if the Graham Model of Bibliosupervision (GMB definition, Appendix A) enhances the counseling student (supervisee’s) perception of the supervisory working alliance (the relationship between the counseling supervisor and counseling student supervisee). A goal of this study is to address the use of creative tools in supervision and counselor education by investigating if the use of a model of bibliosupervision (reading and using children’s books to facilitate growth and learning) has significant influence on the outcome of the supervisory working alliance. The baseline measure (behavior) is the perception of the supervisory relationship by the supervisee. The intervention to be used in this study is the application of the bibliosupervision model (the use of children’s literature in counselor supervision). The supervisor, Mary Graham will read pre-selected children’s literature to only the three Master’s level counselor trainees who have volunteered to participate in the study and examine its effect on the supervisee’s perception of the supervisory
relationship. The results of this study will be used in a doctoral thesis for the purpose of professional dissemination in future publications and at conferences. The research question is: Does the Graham Model of Bibliosupervision enhance counseling supervisee’s perception of the supervisory working alliance.

2. Background and Significance

An intricate part of the education of counselors is the process of supervising new counselors as they develop new skills specific to counseling. Opportunities for supervisors to utilize creative approaches and interventions in assisting supervisees in their development and growth process are plentiful and woven throughout the counselor education literature. Some creative techniques and approaches include the use of sand tray (i.e. the use of sand work and figures to explain individual feelings and thoughts), music, art and narrative approaches (e.g. journaling, storytelling and drama). These techniques are used to enhance the supervision process as well as aid the developing counselor in their skill development. Lacking in research is the use of children’s literature to enhance counselor supervision. The purpose of this research is to examine if using children’s literature in counselor supervision has merit and enhances the working relationship between the supervisor and supervisee (supervisory working alliance).

3. Methods and Procedures:

A detailed description of the research methodology follows:

- Research Instruments
A survey style questionnaire will be administrated to each participant each week at the end of the supervision meeting. The participant will place the survey in a sealed envelope after they have filled out the survey and hand the survey to Lisa Aasheim, Interim Director of the School Counseling program and, co-researcher at Portland State University. All of surveys will remain sealed and will not be opened and examined until after the end of the 10-week supervision period so the students feel no coercion by the researchers to answer or behave in a specific manner. The surveys will be given to the student researcher, Mary Graham, by the Interim Director at the end of the research period, after she has had the last supervision meeting with the last participant. Only then will the surveys be examined for results.

The surveys will be double locked, in that they will be stored in a locked file cabinet in the locked counseling office at Portland State University. The survey is the “Supervisory Working Alliance Inventory-Trainee Version”; this survey questionnaire is specifically designed to assess the relationship between the supervisor and supervisee. The survey asks participants to read and rate each question on a scale ranging from 1 (almost never) to 7 (almost always). The Supervisory Working Alliance Inventor-Trainee Version is 19 questions long and takes approximately 15 minutes to complete.

At the end of the 10 week research period, each participant will be asked to fill out a Bibliosupervision Exit Questionnaire. The Bibliosupervision Exit Questionnaire is 10 questions long and takes approximately 20 minutes to fill out, depending on the length of the participant’s answers. Participants will be asked to complete this questionnaire one time only, and this will also be stored in the same locked file cabinet and locked office as the other collected surveys.
• **Data Collection Procedures**

The identified supervisor discussed in the data collection procedures is the student researcher, Mary Graham. Ms. Graham will be facilitating the regular supervision meetings with the students as a part of their Master’s level counseling training and implementing the Graham Model of Bibliosupervision. Ms. Graham will have no grading authority or evaluative authority over the students. Ms. Graham will be providing general feedback to the students, as custom in counselor supervision, to assist in their development as counselors. Students will be graded based on their performance in the internship class which is a separate experience from individual supervision. Ms. Graham will provide documentation that the research participants (students) completed the 10-hours of individual supervision as required of counseling trainees at Portland State University.

The first step in the research is to gather baseline data. Baseline data is the measurement of a behavior (supervisee’s perception of the supervision relationship) without the influence of the intervention (Graham Model of Bibliosupervision: reading of children’s literature by the supervisor to the supervisee). Participants are assigned letters (A, B, or C). The first meeting scheduled with a research participant will identify them as Participant A, the second meeting and individual will be identified as Participant B and the third Participant C. The following a ten-week data collection with participants:

**Week 1 Week of January 8th, 2007**

Meet individually with each participant for 1-1.5 hours for their regular supervision meeting as required by their internship class. At the end of the meeting, each participant will be asked to fill out the Supervisory Working Alliance Inventory-Trainee
The Graham Model of Bibliosupervision: A Multiple Baseline Analysis

Version. Students/research participants will place the completed questionnaires in a sealed enveloped identified by letter and date. Ms. Graham (student researcher) will be handing the surveys and pre-labeled envelopes to the research participants and the participants will be turning them into Lisa Aasheim the Interim Director of the School Counseling Program at Portland State University upon completion to be stored until the end of the 10-weeks in a locked file cabinet, in a locked office in the Portland State University counseling center. Research participants will be provided a room in the counseling center, without Ms. Graham or other staff present, to complete their surveys.

**Week 2 (Week of January 16th 2007) and 3(Week of January 22nd 2007) (the same process as week 1&2 for all three participants).**

**Week 4 Week of January 29th 2007**

The individual identified as Participant A will begin receiving the intervention (GMB) in supervision. In addition to the regular supervision meeting for Participant A, the supervisor will then read Participant A a pre-selected children’s book followed by the following questions:

1. **What was happening in the story?**

2. **What themes seem familiar when relating to your counselor training or work with clients?**

The supervisor will continue discussing the book and themes with Participant A. At the end of the GMB activity Participant A will be asked to fill out and turn in a Supervisory Working Alliance Inventory-Trainee Form.

**No Bibliosupervision activity will be conducted with Participant B or C.**
Week 5 Week of February 5th 2007

Participant A will receive the 2nd Bibliosupervision activity with a different children’s book and the same facilitating questions. No Bibliosupervision activity will be conducted with Participant B or C.

Week 6 Week of February 12th 2007

Participant A will receive the 3rd Bibliosupervision activity with a different children’s book and the same facilitating questions. Participant B will receive their 1st Bibliosupervision activity with a children’s book and the same facilitating questions. No Bibliosupervision activity will be conducted with Participant C.

Week 7 Week of February 20th

Participant A will receive the 4th Bibliosupervision activity with a different children’s book and the same facilitating questions. Participant B will receive their 2nd Bibliosupervision activity with a children’s book and the same facilitating questions. No Bibliosupervision activity will be conducted with Participant C.

Week 8 Week of February 26th

Participant A will receive the 5th Bibliosupervision activity with a different children’s book and the same facilitating questions. Participant B will receive their 3rd Bibliosupervision activity with a children’s book and the same facilitating questions. Participant C will receive their 1st Bibliosupervision activity with a children’s book and the same facilitating questions.
**Week 9 Week of March 6th**

**Participant A** will receive the 6th Bibliosupervision activity with a different children’s book and the same facilitating questions. **Participant B** will receive their 4th Bibliosupervision activity with a children’s book and the same facilitating questions. **Participant C** will receive their 2nd Bibliosupervision activity with a children’s book and the same facilitating questions.

**Week 10 Final Week March 12th**

**Participant A** will receive the 7th and final Bibliosupervision activity with a different children’s book and the same facilitating questions. **Participant B** will receive their 5th and final Bibliosupervision activity with a children’s book and the same facilitating questions. **Participant C** will receive their 3rd and final Bibliosupervision activity with a children’s book and the same facilitating questions.

**All Participants Week 10:**

At the end of week 10, all participants will fill out a Bibliosupervision Exit Questionnaire which they will place in the same envelope as their final Supervisory Working Alliance Inventory Form. Participants will turn them into the Interim Director of the School Counseling Program at PSU, Lisa Aasheim. She will store both the surveys and questionnaire in a locked file cabinet in her locked office at Portland State University.

The data will be collected by the student researcher, Mary Graham, after the final supervision meeting is done. Data analysis will only begin after the 10-weeks are completed.
• **Data Analysis and Reporting**

Appropriate to multiple-baseline research design (tracking the results of each participant in graph form, placing their numerical score at the designated week on the graph they took the survey), data will be presented in visual graphs for each participant illustrating each measurement point of baseline behavior.

Baseline behavior is the numerical total of each participant’s survey results on the measure of the supervisory working alliance. Each participant will take the survey 10 separate times. Each score will be plotted on a graph each week for 10-weeks. The baseline behavior being examined is the research participant’s perception of the supervisory working alliance. The responses on the Bibliosupervision Exit Questionnaire (BEQ) for each supervisee will be reported directly. This is appropriate and manageable based on the sample size N=3.

**4. Risks/Benefits Assessment**

• **Risks**

There are no foreseen risks involved in this study. Participants in this study are strictly volunteers. Participants have the right to stop participating in the study at anytime, as outlined in the OSU informed consent document.

• **Benefits**

There are no direct benefits for participants in this study. However, we hope that in the future, other people will benefit from this study because this study may provide the opportunity for other supervisors to use this creative method in supervision to facilitate the growth of developing counselors.

• **Conclusion**
• Participants will not lose any benefits or rights they have if they choose not to volunteer in this study. Participants are able to stop at anytime during the study and still maintain the benefits and rights they had prior to volunteering. If a participant chooses to withdraw from the study then Ms. Graham will continue to provide individual supervision without the use of Graham Model of Bibliosupervision and will cease the surveying process. If the supervisee chooses not to continue supervision with Ms. Graham, they will be assigned another individual supervisor through the Portland State University Counseling department so they we be able to continue with their required supervision hours. Deciding not to volunteer or cease participation in the study will not adversely affect the quality of services they receive or negatively affect their grades in the supervision class. Participants can choose to withdraw from the research project before it ends without any adverse effects. They may choose not to answer any questions on the surveys or questionnaires if they choose. If participants choose to withdraw early from the research project, the researchers may keep information collected to use in the study reports, as detailed in the informed consent document signed by the research participant.

5. Participant Population:

• Number of Participants

There will be three participants over the lifespan of this research project.

• Participants Characteristics

Participant population is not restricted to any gender or ethnic group. Participants in this study will be volunteer Master’s level counseling students currently attending an
accredited counseling program at Portland State University, ranging anywhere from 21-60 years of age.

- **Method of Selection of Participants**

  Contact information for the population will be obtained from the practicum advisor and the Interim Director of the School Counseling Program at Portland State University, Lisa Aasheim. During a scheduled internship class, potential research participants will be provided information regarding the study and parameters, including informed consent materials. Participants will be asked to review the materials prior to volunteering for the study. The researcher (Mary Graham) will ask for three volunteers and then meet with them individually to ensure they have the information needed to participate in the study. If more than three individuals volunteer, the researcher will randomly select three names of participants for the study.

6. **Subject Identification and Recruitment**

   All individuals in the counseling internship class at Portland State University will be given the opportunity to participate in this study. If more than three individuals volunteer for the study, the researcher will randomly select three of the volunteers to participate. This will ensure equal opportunity to participate in this study.

7. **Compensation**

   There is no compensation associated with this research study.
8. Informed Consent Process

During a scheduled counseling internship class at Portland State University the researcher will describe the research parameters to possible volunteers. All class members will be given the opportunity to participate in the study. A copy of the Oregon State University Informed Consent Document will be passed out to possible participants for review. Names of potential volunteers will be collected by Lisa Aasheim the Interim Director of the School Counseling Program at Portland State University and passed on to Mary Graham, co-researcher. When three volunteers have been identified by Mary Graham, Mary Graham will schedule an individual meeting with each participant to review the research parameters, confidentiality and informed consent. The research will begin after the participants have signed and understand the research parameters and informed consent process.

9. Confidentiality

All participant information will be held in confidence. Each participant will be assigned a letter (A, B, or C). All surveys and questionnaire results will be labeled and identified with the appropriate and matching letter. Survey results and questionnaires will be stored in a locked filed cabinet in the Interim Director of the School Counseling Program at Portland State University Office. Research results will be used for a doctoral dissertation, future presentations and scholarly publications. Information will always remain confidential.
TO: Dale Pehrsson
Education

IRB #: 3466 (The Graham Model of Bibliosupervision: Implications for Counselor Educators and Supervisors)

Level of Review: Exempt from Full Board

Expiration Date: 01/04/08

Approved Number of Participants: 3

The referenced project was reviewed under the guidelines of Oregon State University's Institutional Review Board (IRB). The IRB has approved the:

( X ) Initial Application ( ) Continuing Review ( ) Project Revision

**with a (if applicable):** ( ) Waiver of documentation of Informed Consent ( ) Waiver of Consent

A copy of this information will be provided to the full IRB committee.

**CONSENT FORM:** All participants must receive the IRB-stamped informed consent document. If the consent is in a format that could not have stamp placement (i.e. web site language, email language, etc), then the language must be exactly as the IRB approved it.

**PROJECT REVISION REQUEST:** Any changes to the approved protocol (e.g. protocol, informed consent form(s), testing instrument(s), research staff, recruitment material, or increase in the number of participants) must be submitted for approval before implementation.

**ADVERSE EVENTS:** Must be reported within three days of occurrence. This includes any outcome that is not expected, routine and that result in bodily injury and/or psychological, emotional, or physical harm or stress.

**CONTINUING REVIEW:** A courtesy notice will be sent to remind researchers to complete the continuing review form to renew this project, however – it is the researcher’s responsibility to ensure that continuing review occurs prior to the expiration date. Material must be submitted with adequate time for the office to process paperwork. If there is a lapse in approval, suspension of all activity including data analysis, will occur.
DEVIAITION/EXCEPTIONS: Any departure from the approved protocol must be reported within 10 business days of occurrence or when discovered.

Forms are available at: http://oregonstate.edu/research/osprc/rc/humansubjects.htm.

If you have any questions, please contact the IRB Human Protections Administrator at IRB@oregonstate.edu or by phone at (541) 737-8008.

Date: January 5, 2007

IRB Human Protections Administrator