AN ABSTRACT OF THE THESIS OF

Bradley Scott Christie for the degree of Doctor of Philosophy in

Counseling, presented on September 24, 1998.

Title: Distance Clinical Supervision in Cyberspace: A Qualitative Study

Abstract Approved: _____Redacted for Privacy_____

Reese House

The purpose of this study was to determine the nature and process of clinical

supervision via the Internet as experienced by participating supervisees. The subjects of

this study were four students in a masters level internship course in counseling at

Oregon State University. The course was a pass/no pass counseling internship

placement which included an Internet-based clinical supervision component.

The qualitative design used in this study was based on a Constant Comparative

Methodology using coding categories developed manually and through the use of the

QSR NUDIST 3.0 Qualitative Data Analysis Software. This design focused on the

collection of textual material from participants engaged in distance clinical supervision.

This textual material and subsequent analysis served to help create an emergent theory

of distance clinical supervision.

Participants evidenced a motivation to participate in the distance supervision

experience and advanced not only clinical skill use but also were challenged with the

technological aspects of course participation. Findings suggest that the attitudes, prior

experiences, and social expectations influenced participant meaning-making and

subsequent self-construction of their ideal learning environment. In addition, participants' interest in technology and the convenience of the distance venue provided an impetus toward autonomous functioning in spite of supervisee dependency. This struggle appeared consistent with the theoretical constructs of the developmental models of supervisee process.

As supported by Stoltenberg's developmental model of supervisee development, more advanced supervisees perform more autonomously. In this distance supervisory environment, supervisees were offered additional opportunities to operate autonomously which may impact overall supervisee development. This research may have implications for the continued development of the distance supervision method especially in experiential courses in the training of counselors. Recommendations and cautions are offered for the further development of distance supervision courses as well as the need for further research to substantiate the posited theoretical foundations.

Distance Clinical Supervision in Cyberspace:
A Qualitative Study

by

Bradley Scott Christie

A THESIS

submitted to

Oregon State University

In partial fulfillment of
the requirements for the
degree of

Doctor of Philosophy

Completed September 24, 1998
Commencement June 1999

Doctor of Philosophy thesis of Bradley Scott Christie presented on September 24, 1998

Approved:

Redacted for Privacy

_____

Major Professor, representing Counseling


Redacted for Privacy

_____

Director of School of Education


Redacted for Privacy

_____

Dean of Graduate School


I understand that my thesis will become part of the permanent collection of Oregon

State University libraries. My signature below authorizes release of my thesis to any

reader upon request.


Redacted for Privacy

_____

Bradley Scott Christie, Author

# ACKNOWLEDGMENTS

The completion of this dissertation could not have been possible without the love, and support of family. I dedicate this dissertation to my loving friend and wife, Cinda, without whose patience and encouragement this endeavor never would have been attempted let alone completed. I hope that this process would be of encouragement to Ben, Becky, and Elena to pursue their hopes and dreams with excitement and commitment!

My gratitude and acknowledgment is extended to Dr. Reese House. As a chairperson his expertise, patience, and humanness were all important factors leading to completion. I also thank Ann Clark for her support and friendship during our time at Oregon State University. She encouraged me through one unique journey. I would also like to extend my gratitude to Dr. Jim Firth, Dr Judy Osborne, Dr. Jodi Engel, Dr. Mark Merickel and Dr. Joseph Krause. Their availability, encouragement, and input were important in this process.

Finally, there are those people who were not directly involved with this process but have been instrumental in shaping the course my life. They are the numerous friends who along the way have encouraged, guided, prodded, and prayed! However, I would like to thank Jerry Storvick, a caring and encouraging high school counselor who helped secure my first college scholarship and continues to hope and believe in the best for me.

# TABLE OF CONTENTS

TABLE OF CONTENTS (CONTINUED)

TABLE OF CONTENTS (CONTINUED)

TABLE OF CONTENTS (CONTINUED)

# LIST OF TABLES

# LIST OF DIAGRAMS

# DISTANCE CLINICAL SUPERVISION IN CYBERSPACE: A QUALITATIVE STUDY

## CHAPTER 1

## INTRODUCTION AND PROBLEM STATEMENT

The learning and acquisition of counseling skills is one of the most important functions of graduate training in counselor education. Counselor supervision plays a central role in this learning process and has become a fundamental component in CACREP (Council for the Accreditation of Counseling and Related Educational Programs) accredited counselor education programs (CACREP, 1997). For beginning graduate students, the supervision process takes place in introductory courses where fundamental communication and helping skills are practiced with peers, and then extended into internship experiences. This skill building process continues throughout a student's course of study. Clinical or counselor supervision is an integral part of advancement throughout the training process (Bernard & Goodyear, 1992, Borders & Leddick, 1987). This training process, however, is being influenced by unrelated trends within higher education that are having an impact on the educational experiences of counselors-in-training.

A major trend is the expansion of distance education. The expansion of distance education is now seen as a necessity within higher education programs (Wright, 1991). It is no longer possible to meet the demands for higher education enrollment by building new campuses. This is in part due to a change in student demographics. The California

State University System, the nations largest, has a typical undergraduate student who is 26 years of age, working at least 20 hours per week, and is raising children (Witherspoon, 1996). These demographic changes have influenced distance education administrators to design programs for the intent of reaching all adults (Elliot, 1990). This has become possible with the rapid pace of new technology development and use (Duning, Van Kekerix, & Zaborowski, 1993).

Nationwide, bimodal universities (offering both traditional and distance education courses) are attempting to expand distance education programs. About 45 states are active in offering some kind of distance education across state borders (Willis, 1994). This expansion has been done to meet the changing needs of adult learners, expand into rural areas, and attract a more diverse group of students (Witherspoon, 1996). Distance education, as opposed to traditional modes of instruction, allows choices regarding location, instructor, and alternate modes of interaction. The immediate feedback available in a distance education paradigm is in some cases more complete than that received from a live instructor (Kekerix & Andrews, 1991, Threlkeld & Brzoska, 1994).

<center>Statement of the Problem</center>

The expansion of distance education has been rapid, and it is not without its critics, especially those in traditional higher education programs. Administrators and other distance education practitioners have struggled to defend the credibility of distance education and seek greater acceptance for its use within the academy (Pittman,

1991). Current trends indicate that in spite of the perceived credibility gap in distance education systems, integration of distance education methods into traditional higher education programs continues at an unprecedented rate. One-third of all higher education institutions offered distance education courses in fall 1995 and another 25 percent planned to offer such courses in the next three years. An estimated 753,640 students formally enrolled in distance education courses in the academic year 1994-1995 (National Center for Education Statistics, 1998). A number of large universities (e.g., the University of Maryland, Duke University, and Purdue University) offer complete master's degrees in business through the Internet. Counselor education has also been influenced by these trends and a masters degree in human services with an emphasis in counseling is being offered in its entirety as an on-line program (The Graduate School of America, 1998).

Counselor education programs continue to be influenced by these trends. This researcher has been a member of the CESNET (Counselor Education and Supervision Net) Listserve since 1996. CESNET is an unmoderated listserve allowing feedback and communication regarding issues of concern in the counselor education and supervision field. Some areas of focus include: the preparation and supervision of counselors in agencies, schools and private practice settings. From this listserve emerged the ACES Technology Interest Network (Association of Counselor Education and Supervision). The Technology Interest Network consists of counselor educators interested in various aspects of applying technology to the field of counselor education and supervision. One of the tasks of this twenty-eight-member group is to develop guidelines for Internet-based counselor education. These guidelines are being developed to inform counselor

education preparation programs of the differences between traditional face-to-face instruction and distance instruction. Some of the guidelines being addressed include: maintaining course quality, meeting student's instructional needs, developing policies for instruction and evaluation, and identifying potential drawbacks of using distance instruction.

<div align="center">Rationale and Significance of the Study</div>

The clinical supervision component of counselor education programs will be one program component to transition toward distance instruction. This transition from a face-to-face format to a distance education format is occurring in higher education and evidenced by the goals of the ACES Technology Interest Network. Importantly, this transition has been occurring prior to the existence of research studies examining the viability, outcomes, and effectiveness of this mode of supervision.

This lack of research has occurred in part due to the relative youth of distance methodologies. These include: electronic and asynchronous chat forums, electronic mail (e-mail), the introduction and expansion of the Internet, and other technologies being applied to counselor education programs. In general, external and internal pressures to integrate distance technology into higher educational programs have contributed to the use of these technologies atheoretically. Furthermore, the current theoretical foundations of face-to-face clinical supervision processes are, in and of themselves, in need of further research. This study will address questions related to the application of distance methods to clinical supervision.

## Rationale for a Qualitative Methodology

Distance clinical supervision within counselor education programs is expanding and the positing of grounded theory would be a logical first step in integrating theory with practice. Qualitative researchers develop a general "focus of inquiry" that guides the discovery about some social phenomenon (Lincoln & Guba, 1985). The outcome of qualitative research is not the generalization of results, but a deeper understanding of experience from the perspectives of the participants. A study focusing on the development of grounded theory via a distance clinical supervision study would serve an important function. This study would investigate perceptions of the method, provide some theoretical underpinnings, and promote the development of theoretically sound distance supervision courses. Specifically, the outcomes of such a study would begin to address the effectiveness or ineffectiveness of distance supervisory methods. Thus, the intent of this study was to provide a descriptive explanation for understanding the context of clinical distance supervision from the participants' perspectives.

## Limitations of the Study

Several limitations need to be acknowledged when considering the results of this research. This study examined a small, homogenous group of graduate students at Oregon State University. The participants were all female and there were no minorities represented in the group. Although this sample was purposeful for this type of study, the homogenous nature of the sample creates limitations in generalizing the results.

A second limitation concerns the fact that the researcher in this study was also the clinical supervisor who carried out the interventions. The halo effect has to be considered as possibly impacting the results to some degree. However, the impact of researcher on results was also an accepted outcome in this qualitative design. This is due to the required involvement of the researcher. As the clinical supervisor, all aspects of course development, administration, instruction and grading were tasks of the researcher. Controlling extraneous variables affecting the instructor-student relationship was not the goals of this study.

A final methodological limitation existed in that distance clinical supervision was not an existing venue for counselor supervision at Oregon State University prior to this study. The distance clinical supervision course, methods, and process were designed specifically for the purposes of this investigation. This environment was created for the purposes of this study. Thus, there may be differing outcomes or emerging trends from a distance clinical supervision environment created solely for a distance supervision course.

## Research Hypotheses/Framing Questions

The research emphasis in this study addressed the relational, developmental, and process components of a distance clinical supervision paradigm. Although this was not a comparative study, the inquiry addressed the potential ways in which distance supervision was adequate as a format for counselor supervision. Adequacy was defined from the perspective of the subjects. Questions of relevance to this study included:

- How is distance clinical supervision experienced and interpreted from the perspectives of the supervisee?

- What influence does distance clinical supervision have on supervisee development and how is this perceived by the participants?

- What elements of supervisee learning and change is attributed to the distance supervision venue?

- How does supervision translate to client change as reported by supervisees?

## Definition of Terms

Distance Education is defined as education or training courses delivered to remote (off-campus) locations. It applies to educational delivery occurring via postal correspondence, audio, video, computer technologies, or any method facilitating other than traditional face-to-face instruction.

Bi-Modal Universities are those institutions offering both traditional face-to-face instruction in addition to distance education courses.

A Distance Education Course is a term used to describe courses using instruction designed to supplement a traditional classroom environment and courses offered entirely via distance education.

Open Universities are those institutions offering only distance education courses.

Internet or WWW is a worldwide network of computers that enables network members to communicate with each other and to access electronic information resources by computer. The Internet is also known as the Net, Web, or Cyberspace.

E-Mail is the receipt and sending of electronic messages over the Internet. An Internet

Service Provider (ISP) allows individuals to subscribe to this network of computers.

Virtual Classrooms are those courses mediated via a distance education

technology such as the Internet, e-mail, and/or video conferencing.

Browsers such as Netscape Navigator and Microsoft Explorer allow the viewing

of Internet pages, access to electronic messages (e-mail), and Internet 'surfing'.

HTML is HyperText Markup Language and is the computer language used to

post Internet Web pages. Programs used in the development of Internet web pages

include HotDog Professional and WordPerfect 7.0.

IRC is Internet Relay Chat and is designed to facilitate real-time dialogue via the

computer, modem, and Internet access. This is related to audio or video conferencing

technology such as the Eugie software program used to facilitate real-time, group

supervision sessions via the Internet.

A Listserve is a group of people with a subscription to receive e-mail from a

common server. When an e-mail message is sent to a particular listserve, everyone

subscribed to that listserve receives that message via e-mail though not addressed

specifically to them.

Clinical Distance Supervision is the specific application of distance education

and related technologies to clinical supervision or counselor supervision. For purposes

of this study, the supervision component included both technical and non-technical

components including an initial face-to-face meeting.

QSR Nudist 3.0 or Nudist 3.0 stands for Non-numerical Unstructured Data

Indexing Searching and Theorizing. It is a computer package designed to aid users in

handling nonnumerical and unstructured data in qualitative analysis. QSR Nudist 3.0

helps to explore and search the text of documents; explore ideas about the data; link

ideas; and construct theories about the data. The program also generates reports.

CHAPTER 2

REVIEW OF THE LITERATURE

Distance Education

The emergence of distance education occurred in the late nineteenth century

(Watkins, 1991) and was related to the Land Grant Acts, most particularly the Morrill

Acts, which launched university expansion during this period. Originally developed as

correspondence study via postal delivery, the expansion of distance learning was not as

successful as that of the traditional university. Although technological integration

within education continued with visual instruction, lantern slides, and motion pictures

during the 1910's and 1920's (Watkins, 1991), the innovations initially had little effect

on the growth of distance education. The pace of technological innovation and its

application were little more than token supplements to the traditional educational

environment (Murphy & Gross, 1966, Gordon, 1965).

The advent of radio promised to increase educational opportunities. The

industry quickly expanded from 1920 to 1930 when between 176 and 200 radio stations

were constructed by schools, colleges and universities (Gordon, 1965). The BBC

(British Broadcasting Corporation) was broadcasting educational programs to thousands

of schools in Great Britain and the hope was that the United States would follow suit.

Although radio promised to revolutionize the educational system, it proved to be an

unsuccessful way to offer education at a distance. By 1940 there was only one college

level course offered via radio which failed to enroll any students (Watkins, 1991) and

only 35 educational radio stations remained in operation (Gordon, 1965).

Correspondence programs however, continued to expand and were widely accepted.

They were used by the Navy, Army, railroads, and the National Banking Association to

extend education beyond the boundaries of the traditional classroom (Wright, 1991).

The radio, although a promising medium for educational delivery, was never fully

exploited (Gordon, 1965). The main reason for the lack of development of radio for

educational purposes in the United States was the introduction of the television.

The first documented use of television as an educational tool occurred as early as

1932 when a closed-circuit television was used at the State University of Iowa (Murphy

& Gross, 1966). It was surmised that by the 1950's and 60's television would

revolutionize education in the United States. The use of television as an educational

tool was "tried out at all levels of schooling throughout the country in the mid-1950's"

(Murphy & Gross, 1966, p. 11). In 1958 the "Continental Classroom" aired on 150

NBC outlets with a course in atomic age physics offered at 6:30 a.m. and available to

any college in the United States. Three hundred colleges picked up the program and the

series began to offer over-the-air courses in chemistry and math but after an impressive

record of enrollment, was dropped due to the logistical difficulties in coordinating the

effort (Murphy & Gross, 1966). As the potential of television evolved, educational

delivery was tried via open-circuit broadcasts, closed circuit on-campus broadcasts, and

broadcasts via UHF (Ultra High Frequency Modulation) and VHF (Very High Frequency

Modulation) (Gordon, 1965).

Although it was 1952 when the FCC (Federal Communications Commission)

designated 242 channels as noncommercial educational stations (Murphy & Gross,

1966), it wasn't until 1964 that the FCC required manufacturers of television receivers to include the ability to receive the UHF band in addition to the limited VHF channels (Gordon, 1965). It was imagined that once the door to ITV (Instructional Television) was opened, its uses in education would flourish and at the time, the use of educational programming was explored via organizations committed to its expansion (i.e., Corporation for Public Broadcasting, Public Broadcasting Service, and the Ford Foundation) (Tressel, Buckelew, Suchy, & Brown, 1975). During this time the Chicago Board of Education and Fund for the Advancement of Education undertook the task of developing the feasibility of broadcasting an entire two year college program via television (Murphy & Gross, 1966).

Yet, after spending hundreds of millions of dollars to explore the possibilities of using television to revolutionize educational possibilities, television was deemed to be no more than an educational tool (Murphy & Gross, 1966). Television's lack of impact was in part due to the historic limitations of the medium. These limitations include the availability of only one channel for thousands of classrooms and homes (Gordon, 1965) and the resistance to change by the educational community at-large (Evans, 1967). Although the changes that were predicted by the expansion of television never occurred, by 1960, there were over 98,000 students enrolled in college level distance education courses administered via correspondence, not television (Wright, 1991).

During the 70's, television was seen as one of many audiovisual devices (Evans, 1967, Gordon, 1965). Cable television, fiber optics, and satellite orbital relay stations emerged to supplement television's capabilities to deliver educational programming. There were instances where cable television began to deliver educational programming,

and as subscribers increased, the variety of programming was expanded. In 1972 an experimental use of a satellite began to broadcast exclusive educational programming (Tressel et al., 1975). However, it was the development of technology during the 1980's that brought true distance education to fruition.

During the late 1980's and early 1990's, a widespread and viable option to traditional education emerged (Wright, 1991). This opportunity emerged by integrating the successful aspects of distance correspondence courses of the past, technological innovation, and an integration of learning theory into the paradigm. The expansion of university distance education led to the creation of the open university (based entirely on distance programming). The British Open University produced one-fifth of the country's graduates for one-ninth the cost (Reddy, 1993). Where that university led the way, other universities followed in India, Pakistan, Thailand, Indonesia, Spain, Venezuela, and elsewhere. In their wake, bimodal universities have become commonplace and in practically all countries, distance education has been seen as a way to offer equal educational opportunities (Reddy, 1993).

In the United States, the creation of distance learning opportunities coincided with an increase in those attending higher education institutions. The number of additional students attending college from 1993 to 1994 increased by over one million students while the projection is that over one-half million additional students will enroll by 2000 (Census, 1996). At this same time the integration of technology into the educational environment in the United States increased dramatically. This integration is charted in Table 2.1 which describes technologies impact on public education during this same period.

Table 2.1  Technologies Application in Public Education

| | Percent of Total | |
| --- | --- | --- |
| | 1992 | 1995 |
| Schools with interactive videodisk players | 8 | 27 |
| Schools with modems | 16 | 34 |
| Schools with networks | 5 | 28 |
| Schools with CD-Roms | 7 | 37 |
| Schools with satellite dishes | 1 | 17 |
| Schools with cable | N/A | 74 |
| | | (Census, 1996) |

These figures reflect how some wide-ranging technological changes have influenced

public education and its delivery. The changes coincide with the introduction of the

Internet in higher educational settings.

With the development of the Internet and the associated technologies such as e-

mail, the personal computer became a window of opportunity for higher education

institutions. It is important to remember that the Internet and related computer

networking capabilities has been a relatively recent event (Verdejo & Cerri, 1991). This

has allowed educators to expand distance education programs and continue to create

new ones. The Internet and related applications are allowing for instant retrieval,

archiving, storing, and the relay of information due to the widespread availability of

computers, modems, and communications software (Verdejo & Cerri, 1991). The

number of Internet-based educational programs has increased dramatically. In 1996

there were nearly 100 degree programs and certification programs with an estimated

300,000 participants (Hirumi & Bermúdez, 1996). The information available via the

Internet includes written material, statistical information, pictures, and sounds. This

information has been accompanied with software programs designed to facilitate the

retrieval and creation of this information. This includes software for web publishing, word processing, optical character recognition (OCR), instant relay chat (IRC), electronic mail (e-mail), and video conferencing.

The effects of the Internet are radically changing the ways that students and professors interact including the ability for more frequent contacts and students' ability to get the information they need (Swan & Mitrani, 1993, Beshears, 1998). Simultaneously the application of mechanical and electronic technologies have been viewed as radical departures from the humanistic vision of teaching and learning (Kearsley & Kynch, 1992, Verdejo & Cerri, 1991). The view that Internet instruction is antithetical to the teaching and learning is in part due to the degree to which Internet courses have relied heavily on self-instruction. These courses have traditionally lacked interaction between teachers and students (Hirumi & Bermúdez, 1996). Historically, there has been a dearth of information regarding strategies to facilitate the process using technology (Bailey & Cotlar, 1994).

The view that distance education is not 'true' education appears rooted in assumptions about the merits of distance education including: 1) distance education is merely correspondence teaching; 2) student evaluation is at best tentative and inadequate; and, 3) written contact is unsatisfactory and inefficient in terms of expected student outcomes (Bush & Williams, 1989). In addition, ethical issues consistently emerge including the need for fair educational access and the maintenance of confidentiality (Ibrahim, 1985).

However, the current application of technology to instruction is known as the 'third generation' in distance education (Verdejo & Cerri, 1991). The first generation is

described as the traditional correspondence course, the second as the 'mass production' model, while the third is seen as enhancing interpersonal interaction, dialogue and social networking (Verdejo & Cerri, 1991).

One important issue which has emerged in technological mediated instruction is how the communication changes once face-to-face dialogue is reduced or eliminated. Traditional routes of communication are changed once computer hardware and software are not in the classroom itself. In one study it was suggested that the teacher lost a certain degree of control and a tacit level of trust was established between the teacher and students (Everett & Ahern, 1994).

The advantages to Internet communication include the ease at which questions can be delivered to students which stimulates thinking and discussion (Bailey & Cotlar, 1994). Everett (1994) found that anonymous interaction appeared to increase the dynamic interaction among all participants than any other condition, including face-to-face interaction. This condition of anonymity had a similar impact on communication in another study whereby it "forces clients to express themselves through written or oral language" (Danielsen, 1994, p. 26). Each additional sequence of interaction builds additional contexts for subsequent messages. In other words, the interaction not only increases but includes more diverse subject matter. The typical classroom is characterized as a discourse of initiation-reply-evaluation and the teacher monitors the discourse.

In computer-mediated instruction, the resulting communication style is more dialogic, complex, and creates a longer engagement with the material (Everett & Ahern, 1994, McConnell, 1994, Bush & Williams, 1989). The current computer-mediated

instruction and the nearly instantaneous turnaround time makes dialogue more efficient. It also creates an interactive environment without time and place constraints (Bailey & Cotlar, 1994). In fact, distance education may actually enhance the ability to teach theory concurrent with practice as time constraints are minimized (Bush & Williams, 1989). In short, a technology-rich environment impacts the ways in which content is not only presented but also discussed (Cohen, 1997). The environment will also impact the need to implement strategies within course design (Hirumi & Bermúdez, 1996).

Unfortunately, educators looking to integrate technology into curriculum often lack the skills to implement these new technologies (Kearsley & Kynch, 1992, Everett & Ahern, 1994). Some of the skills incumbent for distance educators include: teaching techniques that fully exploit technology, matching technology applications to the needs of students, facilitating cooperative student applications, encouraging ethical behavior, and troubleshooting software/hardware problems (Kearsley & Kynch, 1992). Three so-called psycho-social issues which emerge in the development of a distance education environment include overcoming resistance to new technologies, using the appropriate technology, and developing the needed skills to effectively use the technology (Bush & Williams, 1989).

Three primary pedagogical roles identified for the instructor of computer-mediated communication (CMC) programs are that of organizer or manager, social moderator, and educational facilitator (Paulsen, Barros, Busch, Compostela, & Quesnel, 1994). In accomplishing these tasks and fulfilling these roles, educators have found that as various computer experiences increased, student concerns were mitigated during computer-mediated instruction (Wells & Anderson, 1997). Effective Internet

instruction appears to enhance the individualized and humanistic instructional elements which leads a teacher to act as facilitator and social moderator rather than leader (Everett & Ahern, 1994). This type of interaction means that the instructor will focus on the needs of the learner rather than focusing on what needs to be taught next (Hirumi & Bermúdez, 1996). Research has shown that there is a shift toward student-centered and individualized instruction when the environment is mediated via computer (Swan & Mitrani, 1993) and can have value for enhancing the teaching and learning process (Wells & Anderson, 1997). Technology is not separate from human interaction but rather the use of computers can create opportunities to help students think, socialize, and learn 'with the computer' (Collyer, 1984).

In alignment with these findings, research has indicated that "no significant difference" exists between distance education mediated via technology and face-to-face instruction (Willis, 1994, Pittman, 1991, Hiltz, 1993, Hirumi & Bermúdez, 1996). Hiltz (1993) focused on distance education using technology and the primary questions of investigation included, "Is the virtual classroom a viable option of educational delivery?" and "What variables are associated with especially good and especially poor outcomes in this new teaching and learning environment?" (p. 71). Both traditional and virtual classrooms were compared. The results of quasi-experimental field trials indicated that there was not a consistent significant difference between the two delivery methods when measuring mastery of material determined by grades. The one exception was in the comparison of the science course where grades were significantly better in the virtual course. The study did not use a truly random sample and so generalization is

difficult although this problem is somewhat mediated by the study's sample size of 315 students (Hiltz, 1993).

Research has further suggested that the instructional medium (television, radio, or computer) doesn't appear to make any important difference in student achievement, attitudes, and retention (Willis, 1994). In fact, so many studies have been conducted to compare traditional verses distance education programs that reports detailing a number of studies are common. For example, Dubin and Tavaggia compared 91 studies in college teaching methodology between 1921 and 1965 (Willis, 1994). Although no less effective, it has not been substantiated that distance education actually improves instruction (Kekerix & Andrews, 1991) thus, the reasons for distance education's expansion are based on other factors.

## Counselor Supervision

Bernard & Goodyear (1992) defined counseling supervision as "an intervention provided by a senior member of the profession that is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of supervisees, monitoring the quality of professional services offered to the clients and serving to gate-keep for the profession." (p. 4).

Past investigations of counseling supervision process and theory have focused on several issues. These include the developmental nature of supervisee growth, the conceptual and skill processes associated with advanced trainee learning, and the influence of the supervisor relationship on supervisee change and development. In

Stoltenberg's Developmental Model (Stoltenberg, 1981), the supervisee advances from states of dependency, to conflict, to conditionally dependent states, and then to autonomous functioning. Although research suggests that a framework based on developmental models shows only moderate support for predicting supervisory success (Miars et al., 1983, Borders, 1990), Stoltenberg's model has been one of the most tested and supported within counselor supervision research (McNeill, Stoltenberg, & Pierce, 1985, Tracey, Ellickson, & Sherry, 1989, Miars et al., 1983).

Based on this developmental model, novice supervisees will be more dependent on the supervisor for guidance in their practice of, and personal awareness of their counseling process (Stoltenberg & Delworth, 1987, Leddick & Dye, 1987). The dependent supervisee may ask for more factual and didactic information around counseling process, goals, limits, legal and ethical guidelines, and theoretical structuring (Ronnestad & Skovholt, 1993).

Conversely, the more autonomous, or advanced trainees will clearly have a strong personal theoretical orientation around counseling practice and seek less direction from a supervisor. The more advanced supervisees will be inclined to focus on areas of interpersonal issues or areas of frustration while responding favorably to collaborative or collegial responses (Stoltenberg & Delworth, 1987, Leddick & Dye, 1987, Krause & Allen, 1988).

A developmental model can also allow a supervisor to tailor scaffolding to the individual supervisee (i.e., learning opportunities are presented in increments) (Roehler & Cantlon, 1997). Applying learning strategies to distance supervision would therefore include the use of spacial maps and framing (Sammons, 1991). Spacial maps and

frames are both two and three-dimensional pictorials produced by the supervisee reflecting their view, style, and progress in a course. These can be returned to the supervisor or others in the group to receive feedback. Spacial maps and frames are related to the scaffolding process except they are practical ways to encourage supervisees to process, reflect, and integrate the steps involved in learning. In this way, the instructor can begin to understand how the material is being used conceptually and how the individual student 'constructs meanings' (Sammons, 1991). This would also allow supervisors to re-evaluate the developmental level of the supervisee.

Although skill enhancement is frequently the specified goal of clinical supervision, the supervision process also encourages greater self-awareness and reflectivity on the part of the supervisee (Holloway, 1995). Open dialogue between the supervisor and supervisee produces reflection and meaning-making on the part of the supervisee (Sexton & Griffin, 1997, Bruner, 1960). Not only does reflection and the construction of meaning occur within the developmental growth of the supervisee, but they are especially critical in the design and implementation of distance education courses. When distance education is both developed and offered, it provides opportunities for reflection during the course of study and improves measures of learning outcomes (Thorpe, 1995, Morgan, 1995). Thorpe (1995) found that students reported an increase in general awareness for the purpose of the course of study when the instructor provided opportunities for self-reflection (Thorpe, 1995).

Technology Applied to Counselor Supervision

Overall, research pertaining to distance supervision theory in counselor education is sparse but recently there have been articles which have addressed the subject. Research has appeared primarily in the field of computer technologies and education (Sacks, Bellisimo, & Mergendoller, 1993, Thurston, Evangeline, & Levin, 1997, Cohen, 1997). Clinical application of technology has been discussed in the field of psychiatry (Huang & Alessi, 1996, Margolies, 1991) as well as counselor education (Hermansson, 1988, Paulet, 1988).

In the late 1960's and 1970's the effects of tape recording on the supervision relationship was considered of importance. Roulx (1969) studied the physiological effects of tape recording on supervised counselors. He found that tape recording affected cardiac rates and galvanic skin responses at significantly (p< .05) higher rates than non-recorded counselors. Similar follow-up studies which used more appropriate sample populations and attempted to control for extraneous variables using quasi-control groups, found that client anxiety, reflected in both behavior and self-reports, increased as well (Tanney & Gelson, 1972, Gelso, 1973). Although these studies brought into question the effects that recording had on supervisees, Kagan's Interpersonal Process Recall (IPR), a method that heavily relies on tape recording, developed during this time. IPR was the first major supervisory process which incorporated technology into the supervisory relationship (Bernard & Goodyear, 1992). IPR allowed supervisors to view counseling activities via video tape that were recorded outside the supervision session (i.e., at a distance). The use of IPR continues to be a

mainstay of counselor education programs (Borders & Leddick, 1987, Bernard & Goodyear, 1992).

Another example of the impact of technology is the use of the telephone for supervisory sessions. In an article entitled *Videotape Supervision Via Long-Distance Telephone* (Wetchler, Trepper, McCollum, & Nelson, 1993), Wetchler (1993) suggested that distance supervision via telephone include: 1) developing a supervisory relationship by including face-to-face meetings, 2) having the therapist videotape and review the session, 3) having the therapist mail the videotape with notes, 4) viewing of the tape by the supervisor and, 5) having supervision occur via telephone with follow-up plans for subsequent sessions.

Outside of these previous applications of technology to counselor supervision, technologies impact on the counseling profession most recently came with the advent of portable computing. Throughout the 1980's, the personal computer began to influence interest in, and the process of, counselor education and supervision. Initially, the computer was seen as an instructional aid and thus began a field of computer-aided instruction (CAI). An early article discussing the inclusion of computers into the field of counseling and guidance appeared in 1969 and specifically addressed its potential use for computer-aided instruction (Bohn & Super, 1969). In the 1980's, CAI was eventually applied to the counselor education arena (Wagman & Kerber, 1984, Lambert, 1988). That same decade, articles appeared addressing the inclusion of computers into the process and evaluation of counseling. The computer was viewed as a study tool, an assessment tool, and a communication device (Jones, Kirkup, & Kirkwood, 1993).

However, the computer's use in distance education was not addressed until later in that decade.

In the late 1980's and into the 90's, the articles addressing the convergence of the Internet and counselor supervision were primarily position or opinion articles (Hermansson, 1988, Myrick & Sabella, 1995, Sampson Jr. & Krumboltz, 1991, Casey, Bloom, & Moan, 1994, Margolies, 1991). Within the counseling community, reactions have ranged from enthusiasm to absolute rejection (Lindsay, 1988). Recently, studies have emerged evaluating the effectiveness of components of this new instructional technology. E-mail, one of the earliest applications of Internet facilitated communication, was studied by Gregor (1994). He found that 80 percent of student respondents in a post-graduate course believed that the use of e-mail facilitated learning and believed that the instructor was more accessible than in a traditional course. These outcomes were similar to those found by D'Souza (1991) who found that e-mail served as a significant instructional aide for students in a university course (D'Souza, 1991). Related to e-mail is the computer-mediated discussion group. These include people participating in listserve discussions or posted communications on a WWWboard. The value of these groups in improving outcome measures for traditional educational venues have also been addressed in the literature (Berge & Collins, 1995).

It is important to note that these studies evaluate the use of these methods as traditional course work supplements rather than as the sole method of instruction. In these studies, the subjects volunteered to use the technology and as such, outcomes may not address drawbacks of requiring all students in a particular course to use the technology.

## Conclusion

From the literature, distance education is a viable vehicle for the delivery of educational programs. In addition, the theoretical basis for the developmental models may complement technologies' application to distance education. Facing difficult student issues and the pressures to enhance the academic options within higher education programs, counselor training programs reliance on alternate learning strategies is needed to complement existing curriculums.

Whatever model or paradigm used for distance supervision, it would functionally adapt current supervision models to a distance education delivery system. However, it is naive to believe that traditional supervision strategies offered via a distance method would produce the same perceptions or educational experiences for the supervisees. Moore (1993a) discussed the theoretical and practical limitations of viewing distance education as simply a tool of delivering traditional educational services. He stated that the outcomes or measures of effectiveness of an educational experience will be altered by offering that service via a distance method (Moore, 1993a).

Counselor education research has not addressed the application of distance methods to counselor education and specifically, clinical supervision. The need to close this gap in the research suggests that examining the phenomenological experience of what constitutes counselor trainee growth via distance clinical supervision is worthwhile. This goals of this study are to begin to bridge this gap and build a grounded theory of distance clinical supervision. The addition of technology and distance education strategies to counselor supervision may eventually prove to enhance

counselor training programs, counselor functioning, and add a new area of competency to training programs. This integration may also provide additional opportunities to broaden the geographic boundaries of current counselor training programs.

# CHAPTER 3

## RATIONALE, DESIGN, AND METHODOLOGY

### Qualifications of the Researcher

As Wolcott (1994) stated, when examining qualitative research, there is no such thing as "immaculate perception." The researcher's personal and professional experiences, history, and relationships influence what data are collected, how it is strategically categorized and what components are the focus of analysis.

The researcher is a 34-year-old, Caucasian male of European-American heritage. He received a Masters degree in Counseling and Educational Psychology from the University of Nevada at Reno and worked as Clinical Coordinator of the Suicide Prevention and Crisis Call Center (SPCCC) in Reno, Nevada. While in this position, the researcher was responsible for the clinical supervision of over seventy volunteers over a two-year period as well as graduate level interns from the University of Nevada.

The researcher entered the doctoral program at Oregon State University in 1996. This program emphasized the collaborative relationship of doctoral students with faculty in the training of Master of Science students in Counseling. This program's philosophy necessitated a consistent and prolonged engagement as clinical supervisor for students admitted to the program. During this time, the researcher supervised school and agency supervisees in both group and individual settings. The length of the supervisory relationships varied from one to eight quarters in length.

In the Summer Quarter of 1997, the researcher took an Instructional Design

Course for the Web which helped prepare for the technological necessities of a distance

clinical supervision environment. This course provided an opportunity to pursue

supervision course design, plan learning strategies for adult learners using the Internet,

and learn software programs for designing and uploading web pages on the Oregon State

University server. The parallel process of taking this course via an on-line, distance

format also gave the researcher the experience of taking a graduate level course via the

Internet. The researcher is a member of the Association of Counseling and Educational

Supervision Technology Interest Network and is also a working member of the

subcommittee for developing guidelines for web-based counselor education.

## A Constructivist and Qualitative Methodology

One reason that a qualitative design lends itself particularly well to the

supervisory relationship is that supervision can be theoretically viewed as a

collaborative and constructivist relationship (Neufeldt, 1997). Neufeldt (1997)

expanded on this idea and reviewed literature related to collaborative supervision, the

systems approach to supervision, and principles of supervision that may lead to

constructivist applications. There are wide-ranging definitions of constructivism, from

social constructivism (Lambert et al., 1995) to radical constructivism (Shaw, 1996). For

the purposes of integrating constructivism into an education and learning paradigm, it is

the individual's personal (both cognitive and social) construction of applied knowledge

which is of importance. For this discussion, the use of the terms constructivism and social constructivism are used interchangeably.

In a social constructivist approach to teaching, the role of instructor is that of facilitator. Whatever the teacher's academic goals might be in any given teaching situation, the teaching *situation* determines the learning outcomes. Shaw (1996) stated, "Social settings are not viewed as simply neutral grounds in which developmental activities take place, but they are seen instead as intimately involved with the process and outcome of that development." (p. 180). Constructivism is an epistemological view where teaching is not learning; learning does not come from teaching but rather from the social context in which the learner interacts. Existence then is defined as knowledge (Sexton & Griffin, 1997). Through this process of existence or experience, learners create meaning while every idea, thought, and fact, is embedded in that individuals experience (Duffy & Jonassen, 1992).

Constructivist learning theory can guide purposeful supervision. As discussed previously, developmental models of supervision are both purposeful and progressive. In alignment with Stoltenberg's developmental model of supervision, constructivism allows supervisors to design autonomous learning activities and actively encourage the autonomy of supervisees (Costa, 1994). It has been found that people learn particulary well when making progress and especially when it can be shared with others (Evard, 1996). Constructivism is also particularly relevant to a wide variety of distance education paradigms. The theory of constructivism is one in which learning occurs *through* design (Kafai & Resnick, 1996) and distance education and ultimately, distance supervision involves a design process. Although task building is inherently important in

a clinical supervision model (Bernard & Goodyear, 1992, Connor, 1994), task building is seen as a natural outcome of perception, individual cognitive process, and construction within the supervisory relationship (constructivist theory). "Supervising counselors becomes a process of creating experiences and developing, guiding and sharing meaning systems" (Sexton & Griffin, 1997, p. 13).

In practical terms, the supervisee, in collaboration with the supervisor, will help design the supervisory process, product, outcomes, and goals of the distance supervisory relationship. This shared responsibility is also reflected in the instructor's invitation to supervisees to send e-mail comments, questions, ideas, and suggestions to the supervision group rather than just to the instructor. Through collaboration, students are likely to gain from community (Evard, 1996) as well as become learners who are trustworthy, autonomous, and responsible.

In the initial design stages of the distance supervision relationship, it is also important to consider systemic requirements of the course. This has been discussed in terms of ensuring that congruence with the larger mission is considered (Duning et al., 1993). For example, if a distance education course is offered through the counseling department at Oregon State University, it is important to consider the mission statement of the institution, CACREP standards, and distance education protocol around technology use.

Other important design features utilizing constructivist principles include: guided conversation, continuity of concern, and independent study (Peters, 1993). Guided conversation is the process whereby the supervisee builds cognitive constructions of meaning in an organized and instructor facilitated fashion. Continuity

of concern means that concerns of the supervisee in both process and content are always of paramount interest to the supervisor. The supervisor remains flexible and able to adjust materials, resources, and process for the supervisee while remaining a deliberate and guiding supervisor.

This supervisee-supervisor interaction is only one of the ways in which the supervisee constructs a way of knowing or accesses both the cognitive and affective realms of existing in a supervisory environment. Other interactions to consider and encourage are those between the supervisee and content, and the interaction between the supervisee and other supervisees. These are important interactions in any distance education paradigm (Moore, 1993b).

The focus of building distance clinical supervision theory lends itself to a qualitative research design. Because qualitative research inquiry is very similar to the interviewing techniques central to the training of counselors, inquiry into the experience of supervisees under this method is a natural extension of the supervision process. It is also a natural extension of this researcher's previous training and work experience. An emergent qualitative research design allows for immediate clarification and elaboration of data while pursuing those lines of inquiry grounded in the experience of the phenomena being investigated (Maykut & Morehouse, 1994). Knowledge is arrived at through an inductive process, leading from specific observations to the identification of general patterns (Patton, 1990).

Researchers have spent little time examining the experiences of distance learners in counselor education programs. This lack of research is partially due to the design characteristics of traditional research methodologies which do not inquire into personal

phenomenological experience (Worthen & McNeill, 1996). What has been lacking is the application of discovery-oriented research methodologies in the examination and description of the supervision process. A research agenda focusing on this aspect of the supervision relationship could lead to theory building and effective practice (Holloway & Hosford, 1983).

## The Context and Significance of the Study

This research was conducted at Oregon State University in Corvallis, Oregon. Corvallis is a city with approximately 48,000 inhabitants. The university began as a small private college and was founded in 1858. The name of the college was changed to Oregon State College in 1920 and then Oregon State University in 1961. Oregon State University is both accredited by the Northwest Association of Schools and Colleges as a public, four-year, graduate institution as a Land, Sea, and Space Grant institution and is also designated a Carnegie One Institution. The university offers more than 70 different graduate degrees and during the 1997 Fall quarter enrolled 14,127 students of whom 12,566 were registered as full-time. Over 75 percent of the student population registered as Oregon State residents. During this term there were 62 graduate students enrolled in the Counseling Department which is a division of the College of Home Economics and Education. Within the College of Home Economics and Education there is a female to male ratio of 7.5 to one. The department of counseling maintains a female to male ratio of four to one.

The researcher examined the process of distance supervision in the context of a master's level internship course in counseling. This was a pass/no pass counseling intern placement which included an on-campus supervision component. The significance of this project has implications for the future of supervision in the field of counseling and education. Traditional modes of educational delivery are being stretched to accommodate emerging technology, changing student demographics, and the need to reach previously unreached rural or immobile student populations. This research can help develop methods of supervision delivery and begin to explain effective distance supervision.

## The Subject Pool

A purposeful sample was identified as those which might provide information-rich cases to illuminate the identified focus of inquiry (Lincoln & Guba, 1985). Sample size ideally is related to the purpose of inquiry, what will be useful, what will have credibility, and what can be done with available time and resources (Patton, 1990). While maintaining variability in the characteristics of the sample, this "maximum variation" in an emergent research design (Patton, 1990) does not allow for a definitive number of participants or settings (Maykut & Morehouse, 1994). Information gathering is an ongoing process until the saturation point is reached or when newly collected data is redundant with previously collected data (Glaser & Strauss, 1967, Lincoln & Guba, 1985). In this study, the criterion for saturation was all data collected prior to the end of

the university supervision course (12 weeks) or when credit requirements were satisfied by the participants.

Since the goal of this study was not to build a random sample, but to select persons (or settings) that represented a range of experience of a distance supervision course, a minimum sample of three counseling-interns was targeted. This group represented a reasonable base in which to address questions emerging within the scope of this study (Patton, 1990). The advantages of selecting a small sample from which to collect data included: 1) the analysis of high-quality, detailed descriptions of each case, which are useful for documenting uniqueness, and 2) examining important shared patterns that cut across cases and derive their significance that have emerged out of heterogeneity (Patton, 1990).

The case for adequate sample size is an issue for quantitative research when credible evidence for generalization is the goal and sample size is a means to this end. The credibility of a qualitative study is based on the 'information rich' cases chosen for study and the observation and analytical skills of the researcher rather than related to the sample size (Patton, 1990). While not attempting to generalize beyond the context and participants under investigation, a purposeful sample in concert with an emergent design allows for the in-depth investigation of the distance clinical supervision experience of counseling interns.

This specific participant pool was targeted based on their prior enrollment in a school or community counselor internship experience as required by CACREP counselor training standards. This subject pool consisted of those students who were taking the Counseling Internship course in the Winter Quarter, 1998. This subject pool

included two separate student cohorts. Each separate cohort is defined as a group of students who progress through the counseling program together through the same sequence of courses. In this course, supervision was provided by both the onsite supervisor, who was an experienced and practicing school counselor at the internship site, and through a weekly supervision group provided by a faculty member or designee of the Counselor Education Program. Criteria for participation was: 1) their willingness to participate in the data collection process, 2) English proficiency, and 3) the ability to articulate the experiences of supervision. Specific participant profiles are presented in Chapter 4.

The original research study draft was proposed to the researcher's doctoral committee in the Fall of 1997. At that time the committee required some changes in the potential subject pool. Design changes implemented during this time included limiting the open-ended subject pool to those students who had not experienced problems in the prerequisite practicum courses. The final suggested change made was to maintain a subject pool of women. These changes were made to keep the subject pool as homogenous as possible, which reportedly prevented extraneous variables from confounding potential results or conclusions.

The researcher met with counseling interns in the Fall of 1997 in practicum courses and presented the opportunity of clinical distance supervision for the following term. Participants were then excluded based on instructor's concerns about certain potential subjects and by using the parameters described above. At this juncture participants were volunteers consenting to their involvement in the research (see Appendix A). The researcher included follow-up phone calls to either confirm their

agreement for participation or the logistical requirements for participation. The participants were not paid for any part of their involvement in the research.

An initial meeting lasting from two to three hours provided the time to have all release forms signed, facilitate the technological underpinnings of the process, and to have participants answer the initial research questions posed by the researcher (see Appendix B). The supervisees were instructed on how to use e-mail, given the Eugie (electronic group supervision) and WWWBoard URL's (web addresses). Any follow-up questions were encouraged to be addressed via e-mail. The supervisees/participants in this study were placed at school and community internship sites as counseling interns. This was done by the faculty member who served as liaison between the community and school placement sites and the counseling department. Participants were required to fulfill 40 on-site contact hours at their placement site for each potential credit earned in the class. During this course, the interns were required to participate in a weekly on-line group supervision session which consisted of entrance into an electronic chat forum. This chat forum (Eugie) was scheduled for one and one-half hours each week on Mondays and switched to Wednesdays near the end of the term.

During this chat forum the participants were encouraged to discuss their internship ranging from clinical experiences to any personal reflections during the process. The researcher designed reflexive questioning around pertinent clinical issues specifically around framing a problem, encouraging dialogue around disagreements, refocusing, inviting interaction, prompting refinement of language, and restatements. These questions were discussed by Hogan (1997) who suggested that a learning environment is successful when it is an environment of inquiry. These questions of

circularity have been applied within other areas of counselor education as well (Fleuridas, Nelson, & Rosenthal, 1986).

As in a traditional face-to-face course, participants were required to present audio or video tapes of a counseling session with a client. This tape would ideally reflect a student's stated theoretical orientation and acceptable and progressive counseling practice. These tapes were prepared by the students at their off-campus, internship site. As in the traditional course, each tape reflecting these qualities would be considered a 'passing' tape. One passing tape was required for each credit assigned during the course. The tapes were mailed via certified postal mail to the course instructor as they were completed along with a hardcopy of a clinical assessment of the client and goals of therapy. These materials were reviewed by the instructor and then feedback was posted on the WWWBoard (a.k.a., a newsboard) along with other issues of clinical and course relevance. The tape was then sent back to the participant via certified postal mail. When a tape was deemed as "non-passing", the tape was not counted toward the credit requirements of the course.

The WWWBoard was also used as a place for the participants to post journal entries. These journal entries were encouraged in response to questions from the instructor, personal reflections, or any other issues of interest to the participants. These materials remained available for preview during the entire course. E-mail, the WWWBoard and Eugie were available for participant use at anytime during the course. In brief, participants used a journal, mailed counseling tapes to the researcher, reported on counseling processes via e-mail, and participated in electronic group conferencing.

Participants were told that face-to-face contact was possible although not an expectation beyond the initial meeting. The reason for this directive was to have the participants experience their clinical supervision primarily via the Internet while also providing emergency contact for clinical, logistical, or personal concerns. The researcher carried a pager at all times allowing for immediate contact.

This class differed from the traditional course in primarily four ways: 1) all communication and course materials was processed at a distance; 2) all correspondence and communication was recorded for purpose of data analysis; 3) a regular journal program was required; and, 4) transcript segments were required for sections of mailed video tapes. As this was a pass/no pass course, subjects had the option of being referred to traditional instruction if they experienced difficulty in succeeding in the course.

The only initially assigned readings were those posted on the Internet. These readings focused on the ethical issues of clinical practice as well as the ethics of Internet instruction. One specific focus for the participants was to comment on the American Counseling Association's (ACA) and the American Psychological Association's (APA) ethical guidelines. In general, these focused readings addressed ethical and research issues and also contained links to other on-line resources. A flowchart of the Internet course structure is shown in Diagram 3.1 which depicts the components of the course. This flowchart was also incorporated into the web pages for the course itself.

Diagram 3.1 Instructional Flowchart for Distance Supervision Course
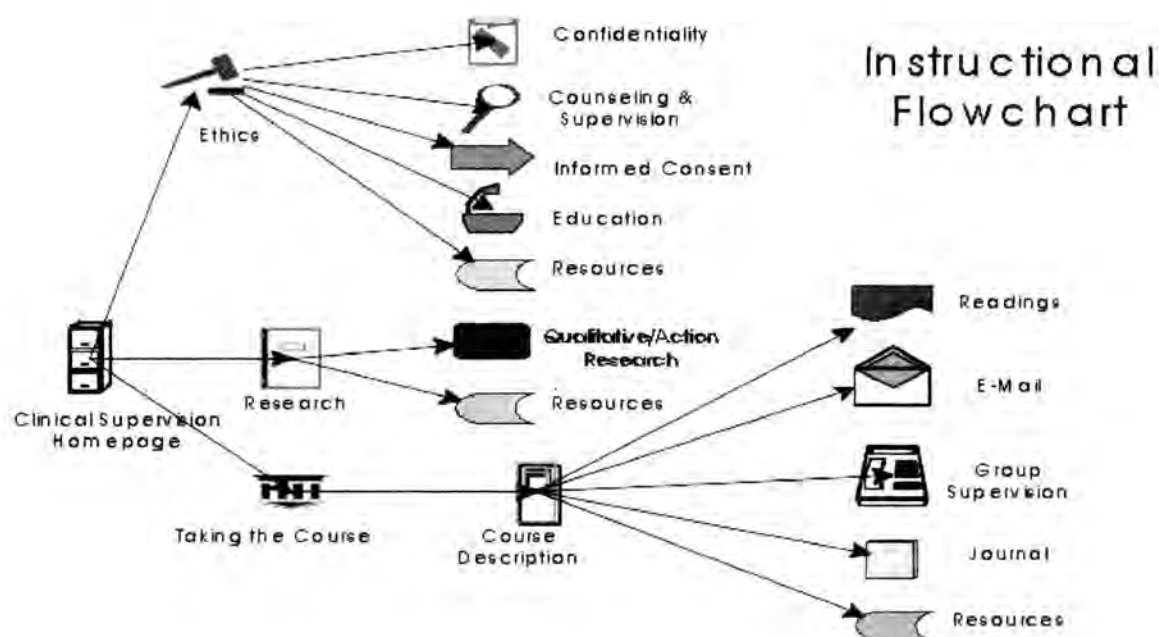


Data Collection Methodology

The data of qualitative inquiry are most often extracted from the words and actions of people's phenomenological experience within the context of their particular environment (Lincoln & Guba, 1985). Since identifying multiple sources of evidence add to the credibility and trustworthiness of a study (Lincoln & Guba, 1985), qualitative inquiry and research is represented by two important dynamics. These are: 1) the emphasis on research as an ongoing activity; and, 2) the use of primarily inductive analytic processes (Maykut & Morehouse, 1994). These dynamics create a 'chain of evidence' through analytical induction, pattern matching and explanation building. This is also called the constant comparative method of analysis (Strauss & Corbin, 1990).

The constant comparative method of analysis is functionally both interpreted and understood via the context of the participants and builds preliminary constructs explaining the phenomenon. This construction of meaning is derived inductively from the data collected (Maykut & Morehouse, 1994).

This study was exploratory and descriptive in nature, the researcher used purposeful sampling procedures and collected data in the context of a distance supervision environment. This process paralleled the qualitative design features by Maykut and Morehouse (1994) who suggested that an in-depth case investigation and emphasis on inductive data analysis supports the trustworthiness and credibility of a qualitative investigation (Maykut & Morehouse, 1994).

Quantitative researchers attempt to remain objective observers in the course of a study whereas qualitative researchers are considered *the* primary instrument of the study. The supervisor in this study became immersed in the process while uncovering salient elements of the supervision relationship. In this way, an understanding of the supervisees' experience took shape based on the quality and depth of inquiry of the researcher. As supervisor, a great deal of the supervisees' experience in this process was observable and available to the supervisor's analysis as researcher. In general, this qualitative study identified the researcher as both the collector of relevant data and one that sifted for meaning from that data (Maykut & Morehouse, 1994).

<center>Sources of Data</center>

A variety of methods of data collection were utilized to achieve a clearer understanding of the phenomena under investigation. Units of meaning, as reported by

the participants were analyzed to increase the credibility of the findings. Identified as an emergent research design, other avenues for understanding the experiences of the supervisees were explored through constant-comparative analysis.

## Observations

By viewing the interactions in a text transcript of group supervision sessions, the role of a "complete observer" was maintained by the researcher (Bogdan & Biklen, 1992). Field-notes, taken in review of each session, focused on the content and patterns of interaction between the supervisees, frequencies of interaction, and degree to which supervisory interventions changed interactions.

## Participant Generated Material

As personal documents, journals were utilized to seek further understanding of the participant's internal processes not evident within the structured interview sessions or in the IPR strategies used with the audio or videotape reviews. Referred to as a first person narrative that describes an individuals actions, experiences, and beliefs (Bogdan & Biklen, 1992) personal documents have been requested in numerous qualitative studies for capturing the meaning of experiences as perceived by the participants (Maykut & Morehouse, 1994).

In this study, participants were given questions throughout the study (see Appendix C) which focused their attention toward the intent of the study. The intent of these questions was to encourage a reflective process and to promote meaningful reconstruction of the professional experience, understandings, images, and actions. In

addition, they were designed to help the researcher frame the supervisees experience in order to understand practitioner growth and practice. The journals were accepted at anytime during the course and posted on the WWWBoard or via personal e-mail correspondence.

Interpersonal Process Recall (IPR) of videotaped counseling sessions promoted the recollection of thoughts, feelings, and images recalled during the supervisory session. With a research design focused on understanding the phenomenological experience of interns engaged in distance clinical supervision, this method can contribute to an inductive understanding of the data collected (Kagan & Kagan, 1991, Lincoln & Guba, 1985). The phenomenological experience of supervisees emerges using IPR and thus, "the phenomenological is established" (Bernard & Goodyear, 1992, p.26).

IPR occurs via questions asked of the supervisee during a supervisory session (see Appendix B). The supervisee is initially given the responsibility for the content of the discussion which are related to the videotape segments or issues which emerged from the counseling session. The WWWBoard postings and Eugie chat feedback were generated whenever a feeling, thought or image was stimulated by their viewing of their tapes, ensuing feedback segments, or any other process related to the supervision experience. The researcher utilized questions to encourage the participant to elaborate on *their* responses and experiences on the tape, in the class, or issues related to supervisee status (see Appendix C).

Specifically, tapes sent to the supervisor accompanied a hard copy of journal entries illuminating feelings, thoughts, or images stimulated by their viewing of their taped counseling session. A response to these journal entries and the reviewing of the

entire session by the supervisor occurred within twelve hours of receiving the tape.

Emphasizing a collaborative environment, specific interview questions were fixed to

three intervals throughout the quarter (beginning, middle, and end), and occurred

initially via an oral interview and then via distance interviews. Although notes were

taken, permission was sought to audiotape initial face-to-face interviews which were

transcribed for use in data analysis. All transcribed material was used in conjunction

with all electronic communications data.

## Researcher's Journal

To aid the validity and integrity of the study, a researcher's journal was

maintained and analyzed throughout the study. As an integral part of the research

process (Glaser & Strauss, 1967, Lincoln & Guba, 1985), a personal record of insights,

understanding, reactions, and concerns can assist in identifying undue bias impacting

the collection and analysis of data. In process, the researcher attempted to become

aware of and remove viewpoints, prejudices, or assumptions regarding the phenomenon

under investigation (Patton, 1990). In order to understand the participant's intentional

record of lived experience, a researcher must first arrive at it by a suspension, or

bracketing off, of all presumptive constructs about it (Maykut & Morehouse, 1994).

These constructs include the perception and description of relationships, systems, and

patterns of interactions engaged in by the researcher. Both an awareness and suspension

of judgement may influence the context being investigated. This stance was congruent

with the theoretical framework of the participating counselor interns (as well as the

researcher-supervisor). This is important since the participants were viewed as co-researchers in this qualitative design (Wolcott, 1994).

## Data Analysis

The constant comparative method (Glaser & Strauss, 1967) was used to analyze the data along with the use of Nudist 3.0, a software program designed to aid in the analysis of qualitative data. These methods were used to inductively identify themes and patterns from multiple qualitative data sources including group supervision sessions (Eugie), e-mail, postings on the WWWBoard, and the initial face-to-face meetings (Glaser & Strauss, 1967, Bogdan & Biklen, 1992). Each emerging category was selected for case analysis and then compared to all previous and subsequent data. If there were no similarities in meaning (negative case analysis), a new category was created. The process of developing and refining the categories from the units of meaning is a continuous one in which categories were changed, merged, and generated (Bogdan & Biklen, 1992). The Nudist 3.0 software program helps conveniently code, track, and categorize in the same manner as the manual method described. Nudist 3.0 allows for word searches, provides a convenient coding scheme, and can electronically categorize one textual unit into several categories by using the software's word processor.

The intent of the data analysis was to provide a representational theoretical model of clinical distance supervision explicitly and meaningfully based in the participants representation of their experience (Glaser & Strauss, 1967). Lincoln & Guba described this categorizing and coding process as follows:

"The essential tasks of categorizing are to bring together into provisional categories those cards (data cards) that apparently relate to the same content; to devise rules that describe category properties and that can, ultimately, be used to justify the inclusion of each card that remains to be assigned to the category as well as to provide a basis for later tests of replicability; and to render the 'category internally consistent" (1985, p. 347).

The constant comparative procedure essentially is a process to seek connections between categories involving connections, context, interactional strategies, and causal influences. The refinement of categories occurred using Nudist 3.0 as well as recoding and sorting categories to describe plausible outcomes. The developing rules of inclusion became meaningful as plausible explanations stood within and across categories. The process was one of developing assertions grounded in the constant analytic method.

## Research Outcomes

Most qualitative approaches to research involve a phenomenological orientation, where people and settings are explored in depth and described in detail in the final report (Maykut & Morehouse, 1994). As such, an emergent research design provided the needed depth of meaning associated with supervisees' experience with clinical distance supervision. According to Lincoln & Guba (1985) the purpose of a qualitative study is to "accumulate sufficient knowledge to lead to understanding" (p. 227). Conspicuous supervision themes were identified at the outset of the data collection process and pursued by asking new questions, observing new situations or previous

situations with a different perspective. The outcomes were both emergent and sequential (Lincoln & Guba, 1985) where additional participants and data sources were added based on the ongoing analysis and identification of themes which emerged from the data. The researcher built and refined theories for phenomenon until a saturation point was reached. The saturation point of this type of design is reached when newly generated data can be assimilated by the theory (Polkinghorne, 1994).

## Maintenance of Subject and Client Confidentiality

The issue of confidentiality was important to the success of this research project. Anonymity of all participants was painstakingly protected, and participant reviewed so that all information gathered was presented in such a way where no individual response could be traced. Confidentiality was maintained via the use of a secure file server. Server protocol included the use of password protection for each software application used and included the initial entrance into the Internet course. Client anonymity was maintained by the use of pseudonyms for electronic communication. Tapes were exchanged either via campus mail or done through the United States Postal Service using registered mail. Phone contact was made without using cellular communications.

It is important to note that the subjects were all graduate students in the counseling department and three of the participants knew one another prior to participating in the study. Also, because the study was developed in the context of a graduate level course, there was no mechanism in place for preventing subjects from contacting each other outside the course.

Provisions for Trustworthiness

Trustworthiness of this study was satisfied by utilizing several methods of data collection and sources of information. Data collection was conducted over a three-month period building an audit trail. Dr. Tom Evans of Oregon State University and Ann Clark, doctoral student at Oregon State University served as *peer debriefers* and regularly reviewed the data analysis and plausibility of conclusions. Lastly, the outcomes were reviewed by the participants in the study. This was done to ensure the accuracy of the written text and plausibility of the analysis and conclusions.

All field notes and transcripts were prepared for analysis by first photocopying all data, and then identifying units of meaning in the data. These units of meaning were then separated and taped to 5 x 8 index cards for easy manipulation during data analysis. The research findings of this type of analysis were presented in the form of propositions that summarize the identified themes and patterns within individual lives and across individual lives (Lincoln & Guba, 1985). The validity of the study rested with a recognizable reality as perceived from the participants, and the plausibility of the conclusions as reviewed by peers.

The journal of the researcher was used to record personal reactions and values experienced by the researcher. This method provided trustworthiness to the analysis of data (Borg et al., 1993) and articulated the process by which the researcher and participants, in concert, co-constructed the context of the research process (Sexton & Griffin, 1997).

Conclusion

This study provided an in-depth understanding of the distance supervision experiences of counselors-in-training. It was a necessary step to fully comprehend the relevant and crucial aspects contributing to the acquisition of counseling skills and development of a professional identity. While maintaining the rigor of qualitative design and inductive analysis, this study explored perceptions of how supervisees interpreted the learning processes associated with distance clinical supervision.

It is hoped that the conclusions of this study add to the research on distance learning applied to counselor education by providing an interpretative "thick description" of distance clinical supervision. The researcher sought an in-depth investigation of these dynamics of counselors-in-training participating in an internship supervision experience, while maintaining appropriate criteria of rigor consistent with an interpretative study (Strauss & Corbin, 1990).

CHAPTER 4

DESCRIPTIONS AND FINDINGS

The Reporting of Qualitative Findings and Conclusions

As discussed in Chapter 3, the emerging themes, patterns, analysis, and conclusions are predicated on the perceptions of the researcher. Therefore, the following chapters are presented in "first person." This is consistent with the theme of having the researcher as instrument of data analysis and inquiry (Maykut & Morehouse, 1994, Lincoln & Guba, 1985).

My analysis of data included an ongoing process of reading the transcripts of all electronic communication, categorizing text scripts generated manually and via the Nudist 3.0 software program, and requesting additional feedback from participants, peer debriefers, and subsequent supervisors of the participants. The categories were developed while examining themes which emerged during the analysis of the initial questions and subsequent collected data. Because of my inherent biases, I found that as I focused on the initial questions in the study, my ability to acknowledge, recognize, or further develop new categories may have been hindered. Therefore, I have attempted to both describe patterns in relation to the initial questions but also focus on how new categories developed as separate from the intent of the study.

Within these categories I give examples or evidence of the pattern described, analysis of the pattern, and then interpretation. These three elements are not equally proportionate from section to section but rather, reflect the 'researcher's journey' into

the elements of the categories selected, analyzed, and discussed. This chapter focuses primarily on the description and analysis while interpretation is addressed more thoroughly in Chapter 5.

## Participant Profiles

Nondescript pseudonyms have been used to identify participants in this study. The following profiles describe the four initial participants in the study.

### "Jane"

Jane was entering her first off-campus internship course during this study. Her desire was to be placed as a community agency counselor. She talked about being excited to participate in this "*cutting edge*" experience and had recently purchased a new IBM compatible computer. She said she wanted to use her e-mail to "*talk to friends*" and felt like the study gave her a reason to learn the technology. Jane explained that she also looked forward to "*new experiences.*" Although she was a bit nervous about course requirements, she viewed her lack of computer knowledge of little consequence to her eventual success in the course.

### "Sue"

Sue was entering her final off-campus internship experience required for her masters degree. Her academic focus was that of school counselor. Sue had been

supervised in previous traditional internship courses by various department faculty. She believed that this distance supervision course would take away her *"stress"* of having to drive 45 minutes to a campus-based course. She had an IBM compatible desktop computer at home and was familiar with the technology required in order to participate in the study.

"Barb"

Barb was also entering her first off-campus internship site. Her primary academic track was that of school counselor and she was intrigued with the idea of distance supervision. She believed that technology would be a part of her life in the future both professionally and academically and viewed entrance into this study as *"practical."* Barb owned a laptop Macintosh computer which she used to communicate with colleagues via e-mail.

"Lucy"

Lucy was the final participant in this study and was entering her first off-campus internship experience. Her first placement was to be in an agency and she showed little trepidation about being a part of this study. Lucy is bilingual and viewed this as an extension of *"enhancing her skills"* toward her *"marketability."* Lucy owned an IBM laptop computer which she used to talk to friends via e-mail.

## The Initial Data Set

It is important in the evaluation process to define data units and describe the presentation of text data. A unit of measure is equal to one line of text in group supervision text material. An example of this type of text is shown in Appendix D. Any numbers presented in regard to text content are based on these units of measure. In e-mail text, WWWboard material, and other text data, each sentence is examined as one unit of data. Identifying data units allows for easy reference of material when discussing the content or context of textual material. Line numbers appearing adjacent to textual data indicates that the data was additionally categorized and then organized by using the Nudist 3.0 computer software program.

In presenting the description and analysis of the textual data, it is important to recognize that the goal of this study was to focus on the experience of the participants. Because of the nature of qualitative inquiry, the description, analysis, and interpretation inherently is filtered through, and interpreted by the researcher. The reasons to use the constant comparative method were to ensure that what was observed, and the interpretation of what was observed could be a plausible explanation to the participants and peer reviewers. However, I also believe it important not to artificially or unnecessarily filter the data or text for reporting purposes. Therefore, when textual data is presented, I present it as downloaded from the Internet (i.e., hard returns in unusual places, misspellings, and single-spaced). This presentation is deliberate in that the data itself gives evidence that what I described and how it is described, analyzed, and interpreted is 'valid'. The other practical reason for leaving data as delivered is because

the textual data (especially from the group supervision sessions) is difficult to follow at times. By deliberately leaving the data in its original form, it is easier to understand.

Changes were made to the textual data in order to clarify the content or context by using parentheses within the data and in the use of "XXXXX" in some sections to protect the confidentiality of the participants as well as the identities of their clients. This data originated from an accumulated 157 pages of text from weekly distance group supervision meetings, 156 e-mail messages, and 48 pages of text from the WWWBoard.

## An Outline of Emergent Categories and Themes

To help the reader better understand the flow of data analysis and interpretation, I have included an overview of the themes identified in the study and how these various components were woven into a theoretical paradigm about participants engaged in clinical distance supervision. This paradigm attempts to explain how components of distance clinical supervision impact supervisee development and experience which is more fully explored in Chapter 5. This overview is presented in Table 4.1.

Table 4.1  Overview of Categories/Themes Emergent in the Study

<u>Course Development</u>

<u>Technology</u>
Assumptions of adequacy by the researcher
Assumptions of adequacy by the participants

<u>Perceptions of Supervision and Distance Clinical Supervision</u>
Participant supervisory expectations and prior experiences
The definition and purposes of supervision

<u>The Dropped Subject Experience</u>
Logistical issues
Participant reactions to Jane's departure

<u>The First Emergent Themes</u>
General themes
E-mail data
WWWBoard data
Group supervision data

<u>The Social Experience</u>
The social context
Social connection
Social experience and personality
Communication and language in distance supervision

<u>The Development of Supervisees</u>
Autonomy and dependency
The reflective process
Supervisor evaluation
Subsequent supervisor evaluation

<u>The Supervisor/Supervisee Relationship</u>
Roles and tasks of the researcher
Trust
The parallel process of research/subjects

<u>The Paradigm Shift of the Researcher</u>
Being researcher and supervisor
Supervision is supervision
The inquiry process

<u>Benefits/Limitations</u>
Participant's views
A synopsis of technology use
Summary

## Course Development

During the development of this study, I began a Researcher's journal in June of 1997. This journal was a collection of the thoughts, perceptions, questions, and reflections experienced throughout the development and completion of the research. This journal as well as other textual material comprised a separate collection of data critical to the analysis of material to emerge from the participants. I made thirty-six separate e-mail contacts to prepare for the course. These e-mail contacts were sent to potential subjects, other faculty members in regards to study development, and Instructional Media Services (IMS), the department responsible for the maintenance of the Oregon State Computer Network Server. Contacts with subjects were made to verify interest and explain the process employed in distance counselor supervision and to arrange the initial interviews with potential subjects. Contacts with department faculty were made to verify student eligibility for this study.

These contacts were initiated to begin the steps toward integrating supervision course requirements with the software available to participants via the university server. The technology would allow for three primary means of communication and instruction including e-mail, the WWWBoard (called Hypernews or the newsboard during the initial stages of development), and the electronic group supervision experience through software called Eugie.

Although the software for the electronic group supervision (euphemistically called a chat session) and WWWBoard programs had been placed in the correct electronic directory by IMS at the time of my initial request, these programs were either

not working properly or were not accessible prior to the beginning of the academic

course. The specific problems were daunting and included: 1) the inability to keep

records of the transcript data while maintaining security of access, 2) Internet access

resulting in accessing incorrect web page links throughout the course structure, and 3)

the inability to access password protected directories. These problems were partially

due to the fact that IMS had recently experienced severe financial cutbacks and was

underfunded. These efforts are reflected in an e-mail I sent to a colleague describing

attempts to coordinate a productive response to these technological problems:

> *I talked to (the person at IMS) and he said that I have to p/w (password) protect*
> *the site and that he vaguely remembers copying the program. He said that in*
> *terms of saving to the server that I have to do that with each individual*
> *application (hypernews, EWGIE, e-mail etc . . . )*
>
> *It appears that I am now in limbo. He (IMS) said (after some prodding) that he*
> *would get back to me to let me know who will set up hypernews for me but do you*
> *have thoughts on all this . . .*
>
> *I wonder if I will not be ready.*
>
> *Basically, I need secure journal records and dialogue (both hypernews?) and I*
> *don't think for class issues that e-mail is secure. I then need to have Eugie p/w*
> *protected and accessible to my students.*
>
> *I will call (Instructional Media) back on Thursday. I guess I'm writing to you to*
> *just let you know what I am running into. (He didn't really want to work*
> *with me or so I assume by his referrals to Dr. XXXXX on several*
> *occasions.)*
>
> *Scott*
> *christbr@ucs.orst.edu*

Although the initial Internet course material was developed in the summer of

1997, the logistics of using technology required constant development and revision

throughout the subject selection phase. Although the course was scheduled to begin in

the second week of January, five weeks prior to its start, the software was still not
functioning. In the Researcher's journal of 12/1/97, I stated,

>*A great deal of the material (work) has involved course development, subject
>selection, and the development of a working technological base. I don't know if
>the class..even though developed months ago will be logistically possible by the
>time the next term begins.*

An e-mail contact I sent to a colleague who was willing to help with the logistical
problems was as follows.

>*>SUBJECT: Study logistics*
>*> Author: Scott Christie <christbr@ucs.orst.edu> at Internet_Gateway*
>*> Date: 12/1/97 8:43 AM*
>*>*
>*> Dr. XXXXX,*
>
>*> I'm to teach the online course this winter which means that Eugie*
>*> needs to work with my password. I can pull it up but it doesn't log*
>*> into chat mode nor is p/w protected.*
>*>*
>*> Additionally, my project demands that every piece of correspondence is*
>*> saved: e-mail, journal entries (which also is not working yet), and chat room*
>*> dialogue.*
>*>*
>*> What can I (we, you?) do to help me get this up and running for winter*
>*> term? I know this is unexpected but as you can*
>*> see, it is important for me to have this work!*
>*>*
>*> Let me know how I can expedite things from my end.*
>*>*
>*> Scott*
>*> christbr@ucs.orst.edu*

On several occasions, IMS referred me back to a colleague to work out the
technological difficulties. If not for his support and offer of mediation, the technological
difficulties could have been insurmountable. This is reflected in the researcher's journal
of 11/28/97.

*I have tried to work out the techno glitches with the help of IMS and (they continue) to refer me to Dr. XXXXX. I resist going to him since I realize that he is not responsible for the development of this research. He has however successfully created Internet courses and so making contact with him appears to be the logical thing to do. The fact is, the (telephone) calls I make to IMS are not returned...*

On 11/8/97 I reflected on a systemic context describing this trend,

*I find that in my pursuit of overcoming these technological difficulties that it necessitates a collaborative effort between many people. It is interesting that in spite of my skills, my interests, there is a dependency on 'systems' in a technological environment. Unless a willingness or 'persistence' exists in this environment, I would not be able to fulfill the technological requirements of this study.*

With the collaboration taking place, most of the technological requirements for the course were in place. The exception to this was the WWWBoard which was a primary mode of course communication. This left some doubts about whether or not the class would begin as scheduled. As a precaution, I contacted several companies offering interactive, private, on-line group supervision sessions which could serve as a substitute for the Eugie program but would cost from $25 per day to $100 per hour. The high cost of the forum was due to the requirement that it both be password protected and that I would remain the 'host' of the sessions. As host I would have had control of saving and deleting text material generated at the site and could control participant access. This precaution, should it have been needed, would have allowed my study to continue. However, data saved on the Oregon State Server was more desirable to that of a privately owned server.

With ongoing technological difficulties impacting this study, most of the material from the researcher's journal and e-mail contacts were related to these technological

problems. These difficulties prior to the start of the academic course and prior to data collection from the WWWBoard and Eugie group supervision sessions were indicative, to some degree, of the experience of the participants. This issue is further discussed in the section entitled The Parallel Process of Researcher/Subjects.

## Technology

### Assumptions of Adequacy by the Researcher

By virtue of offering a course entitled Clinical Distance Supervision, I made the assumption that the technology was adequate to the task at hand. However, on further inspection, a different experience emerged that challenged my perception. This perceptual change occurred throughout course development and subsequently, through my engagement with the participants. As noted in the Course Development section, technology and its creation, or use, was not done in isolation of the social environment. Although I perceived the technology as adequate, as I reviewed my journal entries prior to November of 1997, a different picture emerged. In July of 1997 I wrote:

> *I'm overwhelmed with the amount of work needed...I know nothing about the WWW and wish that it was easier. I talked to Dr. XXXXX about the prerequisites of the (Instructional Design for the World Wide Web) course and asked him if he thought I would be able to successfully complete the course with little background in utilizing the Net. I think I am looking for affirmation that I can do it.*

In another journal during the same time I write,

> *It is interesting that I don't usually fear a new experience or class. The last time this happened was when I was an undergraduate and dropped the second physics*

*course. I wonder what that is.... I guess it is overwhelming to have something so different, so unfamiliar, that I don't have any way to gauge or test possible success.*

In hindsight, these journal entries reflect a very critical and important aspect of whether the technology was adequate to the task. Indeed, technology was only as adequate as I was adequate to the task. To work through my fear of the unknown was a primary undertaking during this time and it is interesting how easily I could forget this process or minimize it for others. In light of my early entries, a statement like, "Of course you can do it" appears shallow and unconvincing. I do believe however that this is a separate question from, "Is the technology adequate to the task of accomplishing distance clinical supervision?"

## Assumptions of Adequacy by the Participants

At the same time that I believed that it could be done, students choosing to participate in this course assumed that technology would be adequate to the task. In fact, participants took it as a personal challenge to learn the technology. In the initial interviews Jane stated, *"I'm not familiar with the Internet at all. If I mess up I think that's okay. For example, if I don't know how to email I will learn how . . . I am not afraid of a computer. I know that I could figure it out so. It was just a matter of sitting down and doing it."*

Sue responded, *"I know I'm really interested in the technology. I feel like I'm kind of rare. A lot of the women that I know, even in this program, are just like 'don't*

*take me there' I'm not that way at all . . . I've been really excited about the whole idea."*

Lucy's response is more detailed but reflects a similar response among the participants,

> *. . .it is something that I'm really involved in, checking e-mail and checking different sights or whatever. I'm not a cruiser or anything, but it is really helpful and it's easy and fast. I get when I need it and when I want it. I felt like "wow" the Internet is such a big thing now that this is going to be really important later on, and to be able to say, "okay I did this and know how to work it" will be an advantage. It seems like it is very promising, something that can really take-off and be successful.*

The underlying assumption appears to be that if technological advancement allows for communication among participants then technology is inherently adequate to the task. The implication is that communication is a necessary feature of supervision and technology can facilitate this communication. Barb, the final participant stated,

> *I've already used e-mail and found it to be extremely helpful. For instance, I have reached a point where I hardly ever write a letter and I really need to communicate with people. It was just kind of dwindling, I felt cut-off, but as soon as I got e-mail it was like not only the world opened up to me, but my relationships with the people that I communicate with improved and I write more and more all of the time. So, I guess I feel like it is helping me in that way. So, I'm very positive about e-mail and I'm kind of anxious to try other things too, as I've been watching people doing it, but I haven't had the avenue yet to get started . . . just the idea of using computers technology, particularly when you are overseas it is like you look out the window and you see the donkey carts going by. Unless you make an effort to stay abreast of what it going on, you'll be continuously in the mode of the donkey cart.*

All four participants appeared not only motivated to use the technology in the course but had positive experiences and expectations for its use. Common responses related to positive expectations revealed: 1) the ease or convenience of use as accommodating busy schedules, 2) the use of the technology in the future, and 3) the ability to communicate by using the technology.

*Researcher's journal of 1/10/98.* *(And I wonder what) the relationship between the expectations of the overall course and whether or not prior expectations of supervision would be consistent. Could it be that these supervisees not only self-select into this process but then predict outcomes?*

As noted, these participants voluntarily elected to participate in the distance clinical supervision experience while cognizant of the technological requirements. It is logical that these positive experiences and expectations correlate with not only self-selection into the study but also affect attitudes throughout the study.

## Perceptions of Supervision and Distance Clinical Supervision

### Participant Supervisory Expectations and Prior Experiences

The participants had distinctive expectations from the supervisory relationship and from using technology. In these initial text segments, participants appeared to look forward to the opportunity to engage in a distance supervision relationship precisely because of the advantages of the distance venue. Each participant in the study had hopes for not only the course outcomes but also the value of the distance medium to improve their clinical skills.

> ***SUBJECT:*** *Re: Online supervision*
> *>Author: Jane*
> *>Date: December 22, 1997*
>
> *>Scott*
> *I think supervision via internet would be WONDERFUL. I received some from my lecturer two years ago. I was going through a difficult work situation, and his e-mail contact and attention and guidance actually contributed greatly to me remaining in my job.*

*Using e-mail gave me enormous support. We really got to know each other very well by the end of a few months. I did not feel so professionally alone. It would be useful to use this technology out in the field should one be isolated (a rural appointment, or lack of support). I want to know how to use it and find and help*

*>Jane*

In Jane's initial interview she focused on the application of technology with regard to the supervision experience. In the question of evaluating methods of distance clinical supervision in the initial interview she and other participants addressed their expectations for the distance supervisory experience:

*I like the convenience of it. I think that would be good. I think this opportunity is positive. I'm looking forward to the experience. I'm excited about it. I think it's great and someday they will say, "how could we ever be without it?"*

Sue expressed a positive expectation of the experience as well.

*Not driving an hour and fifteen minutes a couple times a week. That takes a toll on my car, my brain, my time. So that's the big one is the drive. Number two is I'm interested in the possibilities of supervision via the Internet. I had it in other classes where the professor sent the notes the day before and it was helpful to send lecture notes. It was easy. It was a research class where we were all on a mailing list. We could then compare it with the readings and go over them it was more connected. I thought that the people who didn't have that didn't have the Internet or e-mail were at a disadvantage in that class.*

Lucy's response reflects this theme from the group.

*I think it is really convenient just in general to be able to have supervision through e-mail or Internet . . . it seems like it is very promising, something that can really take-off and be successful. Successful in terms of the project. For example, I want to consult with other counselors, but one is in San Francisco, one is in New York, and one is in L.A., this is a perfect way to do it if we could not get together. So you have more access to more consultation rather than having to physically meet together.*

The allusions to the supervisory relationship are reflected in these comments. Specifically, the views of supervision as an activity separate from the distance venue was important to examine. In the questions directly addressing the participant's views of supervision there were primarily positive views expressed. This necessitated the examination of previous experiences with supervision and the supervision relationship. This was examined initially in the participant's initial interviews. Jane said,

> *I like supervision a lot because . . . uhm, the feedback. The critiquing because I'm learning so much right now. It makes me feel better that I am being supervised because it takes the pressure off me. It's a balance and check. It makes me feel better at this ...its just a check. I've been successful so its been an okay check but it gives me skills to work on to get better. I like supervision but it sometimes make me nervous. It's not like I've done everything right I mean..I say you 'can't be doin' that or sayin' that but I've had two good supervisors who could criticize without slamming you and that's been really nice so I've been lucky.*

> *Q - So you could imagine 'bad' supervision occurring?*

> *I've heard from others ..fellow classmates that had supervisors that were not as professional or as tactful and they come out not happy. It seems to make a difference of supervisor on what you learn of different styles but I like supervision. Or you can learn from their style or they put their style on you.*

Sue described a similar positive expectation from the supervision experience.

> *If I was "Super Counselor" I wouldn't need supervision so much. But, since I'm just a beginner, and still really tentative about a lot of things. I really rely on supervision. . I've become to really rely on supervision. I think that there are some people that really resent it, but I've come to really rely on it. Since I'm to autonomous, so far away from school in distance, I've really come to rely on that touch-stone with my supervision and with my supervision group. This is what I'm really after.*

The same issue of past experience was asked of Lucy.

> *It's all be pretty positive. I've been very happy with the supervision in the past. I've been very okay with showing my worst tape. Not happy with them, but I can show them and that's okay.*

Unlike the positive expectations for the process, Barb responded to the question of her previous clinical supervision in a cautious and tentative fashion.

*Part of it is that I show my tapes to my advisor and I watch for the signals, the look, or the nod, or the sense of agreement of what I'm doing is kind of positive feedback for me. So, I guess if I'm anxiously looking for the comments, that part is not going to be there, it's going to be simply the narrative. I wonder if I will feel like, "Gee, I'm missing that other type of feedback." I wonder if I'm going to feel that part if missing and I'll want it. I'm like everybody else. I want to feel like I get positive feedback.*

Although this prior supervision experience provoked some anxiety in Barb, she did wonder how her previous positive experiences of technology use coupled with her less than perfect clinical supervision experiences would align.

*I think that there may be an element in this type of supervision that may even be better than sitting in the room and talking about it. The reason I'm wondering about that is because, like I said, I found that e-mail opened me up to communication in a way that I hadn't been. So, I wonder if perhaps there is some element in this that I'm not even aware of yet that will make me after this experience say, "Gee, I want to do this again. It was even better than being right there in the place." I kind of wonder if that is an element of it that I haven't experienced yet.*

Researcher's journal of 1/20/98. *I wonder how Barb's experience ultimately will differ from the others?*

These primarily positive expectations for course completion or benefits were described in both the initial interviews and group supervision transcripts. It is of note that out of all the positive comments regarding the technological or supervision experience or expectations of the participants, Barb's response is less so. She appears more cautious about the outcome as evidenced by her descriptions of supervision. At the same time, the new distance venue offered her the opportunity to explore the possibility that supervision could be less threatening. Further analysis and detail regarding this appear later.

## The Definition and Purposes of Supervision

It was important to examine what views of supervision the subjects held prior to

participation in this study. This included both the views of the purposes and definitions

of clinical supervision. I found the participants' definitions and purposes of supervision

complemented the expectations for using distance methodology and paralleled

expectations for the supervision experience. Jane said,

> *I think it's very necessary. Ethically it's important to keep people from abusing the power. Gosh...counseling can be a powerful profession. Ethically it's that check and balance and I think being able to learn correct techniques...supervision has to be there ...otherwise there is no consistency. Consistency for the profession and not advice giving but keeping it safe...legal.*

Sue relayed that she had specific purposes for obtaining supervision:
> *For one thing, I want to be sure I'm being therapeutic. My primary goal is to help my clients. There is a lot of inexperienced mistakes that can really get in the way of that. I expect the supervisor to say, "is this really therapeutic?" and to really help me see that. Although, I'm trying to keep it in my mind all of the time. There is a lot of stuff that can get in the way of that, so I think that is primary. Somebody to bounce ideas off, and thoughts off of, and worries off of, and somebody with more experience that has been there that can say, "Well, I can see where that could be a worry, but don't put your focus there, that's not such a big deal. Think about it this way.*

Other descriptions were similar to Jane's that supervision is a way to help clients

(i.e., be therapeutic) and to gain collegial support in the training process. Lucy also made

comments about helping clients and stated, *"I think most importantly is to get the most of*

*what I am doing and the most sufficient way that I can help a client . . . So, I think that*

*supervision is very important."* Barb focused primarily on the use of supervision as a

tool for feedback, *"It's an opportunity to work with somebody who has much more*

*expertise in the field than I do, who is able to objectively look at my work and provide me feedback.*"

The common definitions that emerged were maintaining professional boundaries of practice, gaining collegial support, and enhancing clinical skills. These paralleled professional statements regarding supervisory practice. As noted in Chapter 2, Bernard & Goodyear (1992) defined counseling supervision as "an intervention provided by a senior member of the profession that is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of supervisees, monitoring the quality of professional services offered to the clients, and serving to gate-keep for the profession." Each of the participants defined supervision and its practice in ways that fit this purpose.

## The Dropped Subject Experience

### Logistical Issues

The loss of one subject in this study impacted data collection and analysis. The course began with four subjects. Jane, as one of these participants, contributed to initial e-mail text, the initial interview, and the first group supervision session. However as is common in the first internship experience, she was assigned to her off-campus placement site after the start of the academic course. When her site placement occurred, the placement site administrators gave her an ultimatum to either participate in face-to-face clinical supervision in a traditional internship course or find another placement.

The stated reason for this position was the lack of "confidentiality." It was my intention to assure the placement site administrators that confidentiality could be met with the protocols used in the course. Researcher's journal of 1/13/98. *"My first reaction was uh-oh. It is interesting that there were questions as to the confidentiality of the medium without understanding that the degree to which confidentiality is being addressed."* To focus on this issue, I wrote to the faculty adviser responsible for placing interns. Her response was as follows:

> *Subject: Re: Jane*
> *Date:     Wed, 14 Jan 1998 10:05:14 -0800*
> *To:        Scott Christie <christbr@ucs.orst.edu>*
>
> *Scott,*
>
> *I talked with Jane yesterday afternoon. I don't think it is wise to approach the supervisor about considering a change. We have worked long and hard at developing a relationship with this site and if they can't support supervision in a different format I believe we have to honor their expectations.*

Jane's final e-mail was as follows:

> *Subject:*
> *        Supervision via Internet*
> *Date:*
> *        Tue, 13 Jan 1998 13:53:49 -0800*
> *To:*
> *        "B. Scott Christie" <christbr@ucs.orst.edu>*
>
> *Scott,*
> *I'm sorry to report that I must drop out of the supervision experience as my site will not approve my placement for this type of supervision. They do not feel the confidentiality aspects can be met. I hope the rest of the students will be enough for your study. Good luck. It seems like it will be fun.*
>
> *Jane*

Although Jane was interested in continuing the distance clinical supervision, the *perception* that the format would inherently violate confidentiality requirements was enough to warrant this incident. The loss of a subject for this reason was important in both theory development and in the pursuit of changes in traditional clinical supervision. It appears that the 'best' supervision was chosen based on this assumption. In spite of the attempt to explore options for the inclusion of Jane in the study, it was clear that her need to hold her current position at her placement site outweighed the risk of losing the placement and subsequently, not being placed during the term.

Two issues of interest emerged from this event. One was the collaborative nature of counselor training and the various systems involved in the process. The second issue was the assumptive belief that distance supervision is somehow inferior or less confidential than that of traditional face-to-face supervision. In the case of collaboration, there appeared to be two divergent expectations when examining distance clinical supervision and its implementation.

In regards to the inferiority of the method, this loss was indicative of a fear of technology that went beyond participant fear of taking an innovative course. There was a fear that technology was inherently compromising to the supervisory process. This fear led to the loss of Jane as a subject but also excluded her opportunity to experience distance clinical supervision. Inasmuch as that was a loss, it was also an opportunity to allay potential fears about the use of technology in the delivery of clinical supervision. The assumptions held in regards to distance clinical supervision influenced a very real outcome for Jane.

## Participant Reactions to Jane's Departure

Although participant reactions were minimal to Jane's early departure, this section is included to mention the social context of the experience. There was one response from Lucy who stated succinctly the experience of relating to Jane during the initial stage of the course, *"So far I am very optimistic and excited about this supervision. Jane, it's too bad you won't be able to do it. I know that you were enjoying it."* The exploration of the issue surrounding Jane's departure was also a subject of discussion. In the subsequent group supervision session, Barb asked, *"Isn't that rather unusual?"* To which the issue of confidentiality and Jane's placement site was discussed at length.

The context provided a reflection of the perception that Jane was positive and excited about the experience and it was 'heard' and mirrored by another participant. The reactions included a discussion of confidentiality and the 'problems' of that specific placement site. Sue wrote, *"I have heard some tales about (the placement site) and confidentiality but never mind."* All of these responses are indicative of the desire to identify with the experience of Jane and subsequently 'blame' the internship site. This is evidence of a degree of social connectedness of the participants during the early stages of the study.

The First Emergent Themes

## General Themes

As textual data was initially collected via e-mail, the WWWBoard, and the group

supervision sessions, six general themes were identified. These themes became a

backdrop for other themes which emerged throughout the study. Although the

subsequently emerging themes appear distinct from the general themes mentioned here,

these general themes remained consistent throughout the study. These initial themes

provided me with a thread of consistency which served to pattern and logically categorize

data throughout the study; as I described and analyzed emerging ideas, these initial

themes became clearer and more meaningful.

The six general themes identified were: 1) miscellaneous chitchat including

personal casual conversation, 2) logistical issues related to the meeting times/dates and

requirements for course completion, 3) supervisory themes related to clinical issues of

counselor practice and process including reflective process, cognitive focus and session

planning, 4) job or school concerns around studies or future job prospects, 5) issues

related to the research question and issues related to the study itself, and 6) technology

concerns. These themes appeared in various forms within all data sources.

In defining these categories for analysis, there was some overlap of topics. For

example, there was textual data that addressed both logistical issues of internship process

and clinical issues of practice. Thus, the data was evaluated and placed in both thematic

categories. The result is that total data units for a group supervision session would total

more than the raw data units from the original session since data units may have been categorized more than once.

## E-Mail Data

The researcher eliminated all e-mail correspondence not generated by the participants themselves, consequently there were fifty-two e-mail messages received from the participants of the study. The dates of receipt ranged from December 9, 1997 to March 26, 1998 (16 weeks). This correspondence was of all the sources of data, focused primarily on technology concerns of the participants but also addressed the logistical concerns of course participation. Based on the general themes identified above, these e-mail messages easily fit the developed categories.

The participants e-mail was categorized as follows: Jane sent a total of three messages, two of these were related to the need to drop the study while one related to logistical concerns. Barb sent twenty-four messages altogether. Twenty of these were related to logistical concerns, three related to personal reflection of the study itself, one was a clinical practice question. Lucy sent twelve total messages. One was a personal reflection of the study, eleven were for logistical questions or experiences. Sue sent thirteen messages; nine of which were related to logistics of the course or study, two were reflection messages, one was a request for a job recommendation, and one was feedback on clinical practice.

Out of the e-mail contacts made, forty-one out of fifty-two e-mail messages related to either technology concerns or course logistics. The logistical issues addressed

meeting times, course requirements, and other factual concerns of course completion. Out of the eleven remaining messages, six were reflections of personal process, thoughts or feelings of engaging in the distance supervision course while the rest were related to other categories.

Numerous e-mail messages which reflected the logistical and technological concerns were sent and most of these messages contained title or "Subject" line describing the contents of the message. Examples of those reflecting technology and issues of connectivity concerns included messages addressing the *"Browser," "Chat Room,"* a *"Test," "Chat Access,"* and *"Help."* Those messages dealing with logistical concerns had titles focusing on issues such as, a *"Meeting Time,"* concerns about a *"Tape and Chat"* session, a participant having *"Another Question," "Next Term"* concerns, the *"Chat Tonight,"* a *"Study Question,"* assigned *"Readings,"* and *"Informed Consent."* These titles are indicative of the focus and process of the e-mail communication between myself and the participants of the study. These titles reflect the ongoing use of the e-mail dialogue as a way to quickly obtain "information" rather than "process" or "reflective feedback."

These numbers reflect a trend that remained consistent throughout the study-e-mail communication was used to address issues which could be resolved with brevity and also accommodated messages from participants which allowed the greatest degree of confidentiality. The resolution of technology issues met these two criteria while issues addressing clinical material and personal reflection were kept to a minimum (two and six messages respectively). This phenomenon was understandable from the point of view that my initial instructions included a warning that confidential information should

always be either encrypted or sent via a password-protected server. Although the WWWBoard and Eugie were password protected on a dedicated server, the e-mail communication was not. The initial instructions were to use the WWWBoard as a place for personal reflection and course feedback and allowed the e-mail sessions to contain less confidential material which placed both participants and their clients at 'less risk' for data dispersion. It is important to note that while e-mail messages focused on these issues, both the WWWBoard and in particular, the group supervision sessions reflected a broader range of topics and remained more representative of the general themes discussed previously.

WWWBoard Data

The initial data from the participants posted on the WWWboard was similar to the e-mail data; both logistical and technological concerns were discussed. However, after the first two weeks of data collection by the participants, different themes were identified from the WWWBoard text. These trends were in line with the initial intent to use the WWWBoard as a place for participants to post journal entries as well as address clinical issues emerging from practice and from the previewing of audio or video tapes.

In spite of these plans, I encountered resistance from the participants in the use of the board for posting either journal entries or the feedback of tape reviews from the beginning. In the group supervision there was discussion about the WWWBoard and the perceived risk:

> Group Supervision Session One++ Text units 174-177:
> *Sue> Scott, what do you want in our journal entries. Mine*       *174*

> *are pretty personal and I don't know these people*     *175*
> *very well*     *176*
> *I guess I am shy*     *177*

Group supervision Session Ten++ Text units 208-212:

> *Barb> I was uncomfortable with the message board. I am not*     *208*
> *sure why, but I suppose it had something to do with*     *209*
> *not being able to use it from home. I do believe the*     *210*
> *whole thing was so personal that it was hard not to*     *211*
> *take offense.*     *212*

I understood this fear about perceived risk. As the enigmatic issues of supervision began to emerge and take precedence over the more simplistic logistical issues of logging onto the Internet and knowing what time to meet, I faced a dilemma in my plans to incorporate clinical feedback with the WWWBoard. In the researcher's journal of 2/11/98 I state,

> *I had some doubts about using the WWWBoard to post my responses to the tape reviews. It is interesting that the first time I posted the message it was as if I was violating the confidentiality of the participant. In fact, the traditional group supervision experience inherently allows for tapes to be seen by each of the members and comments to be made by all. My comments as supervisor are no less confidential than if I had shared my feedback in person. My fear is that my intentions could be 'misread' in this venue and thus, are up for interpretation. That is about my reliance on nonverbal expression to both assure and calm nervous supervisees.*

I was not surprised that the students voiced concerns because clinical feedback is frequently both desired and feared by supervisees. The issue in the course of the study was not whether to post clinical feedback on the WWWBoard, but how to make it meaningful to participants. A text sample of posted clinical feedback text sample is in Appendix E.

The students' concerns were related to the fact that the tape review process differed from the traditional review process where it is common for the supervisor to evaluate only a segment of the audio or videotape. This distance clinical supervision model was not a familiar process for the participants and therefore, unpredictable. The fear of the tape review and posting via the WWWBoard was addressed several times. When viewed in light of the supervisees technological concerns, the question of "how it will be" is even further complicated. These fears were expressed primarily during group supervision sessions:

| | |
|---|---|
| *Barb> As I mentioned to you, I am slightly nervous about* | *517* |
| *having to submit unedited tape, without having* | *518* |
| *selected the best part for you to see.* | *519* |
| *Sue> It is sort of* | *522* |
| *like being seen in your underwear* | *523* |
| *Barb> Yes!* | *524* |
| *Sue> instead of being able to just* | *525* |
| *show the parts you want to.* | *526* |

Barb also stated, *"I also feel that I don't do my best work on tape"* In a WWWBoard post she wrote, *"I do not enjoy at all being videotaped, and have had to overcome some of my distaste for that activity."*

Although Barb and Sue expressed concerns, Lucy did not express resistance to using the WWWBoard. None of the textual material she generated either via e-mail, the WWWBoard, or group supervision sessions reflected any concern regarding the posting of tapes nor using the WWWBoard. One plausible explanation is that she focused almost exclusively on her fears of not obtaining an off-campus placement which became not only her logistical concern but *remained* her primary concern during the first five weeks into the course.

Over time, the WWWBoard itself reflected primarily clinical issues and journal entries while the comments of fear disappeared. Once the participants experienced the tape reviews online, it was less threatening to the participants. By group supervision session four, opinions began to shift about the WWWBoard and its effect on the participants:

| | |
|---|---|
| Sue> I am not as | 19 |
| Sue> freaked out | 20 |
| Sue> about showing the | 21 |
| Sue> whole session as I was at first.... | 22 |

Both participants who seemed to fear the experience most, evaluated the experience in positive terms. As Sue reflected later, *"However, having your comments in written form is a good way for me to look back at tapes and learn."* Barb commented, *"However, getting all that feedback, even if everyone sees it, is great."*

## The Group Supervision Data

Distance group supervision occurred weekly throughout the course. As in the traditional on-campus group supervision, some participants did not attend every week but the primary reason was the technological 'glitch'. In the first group supervision session for example, Barb did not attend due to her inability to access the java-based software program. These problems occurred throughout the study and with other participants as well. At one point Lucy was on campus but was attempting to access the program using an incorrect URL address which made her participation impossible. However, the group

supervision text material was a rich source of data for describing the participants' experience.

As I reviewed various elements of the group supervision sessions, it occurred to me that nothing is quite so convenient and informative as having a running textual account of an entire session. The analogy to traditional supervision would be to attempt to review the participants experiences of a course and not use the narrative experiences of the participants in the classroom itself. Therefore, the first group supervision session is included below in its entirety along with comments to help the reader gain a better understanding of the process at work. Barb was not able to connect to the Internet and was did not participate in the session.

For clarification, the group supervision sessions involved entrance into an electronic "lobby" and the numbers and letters following the entrance reflect the electronic address of the participant. For example, the first line: ***Sue has entered Lobby from 175-159-93.ipt.aol.com. indicates that Sue has come into the group supervision session from an America Online connection (aol.com). The first group supervision session occurred as follows:

> *** *Sue has entered Lobby from 175-159-93.ipt.aol.com*
> *** *Sue has left chat.*
> *** *Sue has entered Lobby from 175-159-93.ipt.aol.com.*
> *** *scottc has entered Lobby from dialup15.grrtech.com.*
> *** *Sue has left chat.*
> *** *Sue has entered Lobby from 175-159-93.ipt.aol.com.*
> *** *scott has entered Lobby from dialup15.grrtech.com.*
> *scott> Sue*
> *scott> Are you in here?*
> *Sue> Hi Scott. ARe you there?*
> *scott> Yes,*
> *scott> I got your e-mail and decided to see if you were here*
> *Sue> Hey, I think I am getting the hang of this, but I*

*need to resize my window. It may take a minute.*
scott> *Yes, you do have the hang of it. There is also a whiteboard to which if you push, we can share drawings or ??? I don't know how much it will be used.*

The whiteboard (a shared electronic writing/drawing board) was never used

although it was integrated into the group supervision software.

*** *scottc has left chat.*
scott> *Did you notice that my name just left?*
Sue> *Hey, I got my window in the middle now. I saw the whiteboard. Yes, what happend to you?*
scott> *It wasn't me...it was my other (alter ego) self*
Sue> *Oh, there really is two of you...I knew it all along :-)*
scott> *This seems to be working so I'm glad you logged on. If you want...completely up to you. You can post your impressions on our message board for the other three to read.*
Sue> *How do you let someone know you are done typing...like do you type "over" or something?*
scott> *Well, etiquette says*
scott> *that*
scott> *anything goes*
scott> *I'm not sure what to expect*
scott> *I suppose we can let people develop rules?*
Sue> *OK I get it. I just tried to get to the message board again and I couldn't get in. Is the password the same as you e-mailed me yesterday?*
scott> *But "over" is not usually used.*
scott> *the password for the board is XXXX*
scott> *the username is coun510*
Sue> *I*
Sue> *I'll try again later. This is fun, but my typing skills are lacking. I hope you are patient*
*** *Lucy has entered Lobby from slip195.UCS.ORST.EDU.*
ScottC> *Hello Lucy!*
Lucy> *hi scott i could not figure out how to type something tell me if this works*
ScottC> *Yes, that works*
Lucy> *Hey this is really neat!!*
*** *ScottC has left chat.*

*** *ScottC has entered Lobby from E311-1.EDUC.ORST.EDU.*
*ScottC> I apologize for running out on you Lucy*
*ScottC> Hello Sue.*
*Sue> Hi Scott*
*ScottC> Are you there Lucy?*
*Sue> Everytime I come in here, I have to change the window*
*    to fit my screen. It always takes me awhile to know*
*    where to grab. How are you tonight?*
*ScottC> P.Sl If you type six or seven words and then hit*
*ScottC> retrun then all will know*
*ScottC> you are still talking*
*ScottC> That is one. . .*

The previous text illustrated time spent on technological issues and concerns. At this point the topic shifted toward personal introductions and school-work concerns. It also reflects the degree to which technology affected the dialogue by "kicking" us off the server (or euphemistically, out of the room).

*ScottC> Sue, do you know Lucy or vice versa?*
*Sue> I sent e-mail, but did not get a reply from*
*    Lucy,...how are you?*
*Lucy> No, Sue introduced to herself to me via e-mail.*
*    Who am I? I am a first year*
*Lucy> counseling student. I am from Los Angeles and now*
*    am freezing. I did my*
*Lucy> undergrad in Portland so I am kind of used to*
*    Oregon but do not really like it*
*Lucy> when it is so cold. Is there anything else you*
*    would like to know about me*
*ScottC> Where will your internship site be?*
*Sue> What area of counseling are you interested in?*
*Lucy> right now I do not know that is what I would like*
*    to talk to you about today.*
*Lucy> apparently I need to find another one*
*ScottC> Was it to be in the schools or agency?*
*Lucy> I am interested in everything at this point. I*
*    guess my strong preference is be*
*Lucy> able to do an internship where I can use spanish*
*    in the couseling session*
*Lucy> The internship cite was suppose to be community*
*    agency. I am in XXXXX*

*Sue> I am assuming you are bilingual and I am jealous. I am working toward that end*
*Sue> but it is hard to find the time*

The logistics and requirements for the course were then discussed.

*ScottC> Do you need ideas for internship from me (us)? or other?*
*Lucy> I think that in terms of internship another does the placing. However if you*
*Lucy> can help please let me know who to call to get work*
*Sue> Are you able to travel, or do you need to be in Corvallis?*
*Sue> There are several agencies in XXXXX that have a need for spanish speaking counselors*
*Lucy> yes, I am willing to go to as far north as Salem and as far south as XXXXX*
*Sue> Be sure to let XXXXX know that and maybe you can be placed in XXXXX*
*ScottC> Yes, I will place my two cents worth of power on the table. I will talk to XXXXX*
*** *Jane has entered Lobby from muspell-22.PEAK.ORG.*
*Sue> Hi Jane*
*Jane> Hi*
*ScottC> Hi Barb*
*ScottC> IHi Jane*
*Lucy> hi Jane what's up*
*ScottC> Oh, Barbis not here yet.*
*Lucy> scott you are slacking*
*ScottC> Sue, what are some agencies in XXXXX for Lucy?*
*Sue> XXXXX*
*Sue> and the XXXXX..*
*Jane> Scott, I meet withXXXXX at theXXXXX tomorrow, so hopefully I can start there soon*
*Sue> I had a very good experience at XXXXX, but they may be full*
*ScottC> Good. So you have a placement, I'll talk to XXXXX re: Lucy, and Sue you are..??*
*Lucy> Thanks Sue that is helpful*
*Sue> I am at XXXXX.*
*Sue> and will be ther for the rest of the year*
*ScottC> Just to let you all know, I am not particilarly*
*ScottC> stressed about placements.*

*Jane> What's the XXXXX?*
*ScottC> They take time.*
*Sue> it is an elementary school of about 500 students.*
*Jane> Thanks*
*ScottC> Has everyone seen the WWWBoard?*
*Jane> yes*
*Sue> Yes*
*Lucy> yes but not recently*
*ScottC> Okay, I want to be sure to let you know that your*
    *jouurnal*
*ScottC> entries can be placed there for responses or*
    *whatever.*
*ScottC> It is important that you take the time to do those.*
*Jane> How often do we need to be doing that?*
*Jane> \*
*Sue> Scott, what do you want in our journal entries. Mine*
    *are pretty personal and I don't know these people*
    *very well*
*Sue> I guess I am shy*
*ScottC> Well from here on out I would like to see entries at*
    *least a couple times a week.*
*ScottC> If you want to send e-mail rather than WWW Board, you*
*ScottC> are welcome.*
*ScottC> Journal entries are composed of:*
*ScottC> Personal feelings, thoughts, reflections of this*
*\*\*\* ScottC has left chat.*


Technology glitches occurred again. However, the next two statements illustrated

the dependency on the instructor.

*Jane> Scott already bailed on us!*
*Sue> Scott, come back, we are lost without you*


Technological concerns then arose.

*Lucy> I think something happened he was having problems*
*Sue> I think it must be the MAC He is not*
*Sue> used to a superior*
*Sue> machine*
*Sue> I wonder where Barbis?*
*Jane> Hey does anyone know what an applet window is? are*
    *they related to cotlets?*

*Sue> Yumm*

*Lucy> I do not know what any of those are*

*Jane> I have a warning on the bottom of my screen that it is an applet window?*

*Sue> Have you tried the whiteboard yet....you can draw things.*

*Jane> I'm going to try the white board right now.*

*Sue> Yay*

*Lucy> i have not tried it.*

*Jane> Ok, I just scribbled on it, what is it for?*

*Jane> Sue, do you have any questions for us, it was nice of you to send the e-mail about yourself!*

*Sue> I just would like to know*

*Sue> how you are liking the program*

*Sue> and what classes you are taking this term*

**\*\*\* ScottC has entered Lobby from E311-1.EDUC.ORST.EDU.**

*Sue> and stuff like that*

*Sue> Yay*

*Jane> Scott what happened*

*Sue> Glad to have you back*

*Sue> Ouch*

*ScottC> It might happen again...well think of it as a break*

*ScottC> lol*

*Sue> What?*

*ScottC> lol=laugh out loud*

*Jane> I like that lol.*

*ScottC> Anyway, there are also faces:*

*ScottC> :P*

*ScottC> :)*

*Lucy> what is that what are you looking at*

*ScottC> :(*

*Jane> He is funny, and he likes e-mail*

*Lucy> I got it*

*ScottC> and a wink ;-)*

*Sue> Yes, I liked that he sent the notesthe day before.*

*ScottC> So, the journal:*

*Sue> Scott I didn't know :-P*

*Lucy> you need to send us a sheet of faces so we can communicate info better*

*ScottC> Okay..the faces will follow.*

*Jane> I am really enjoying the program, I am learning so much every term, I am in the XXXXX, but I am trying to get into XXXXX also.*

*Lucy> Help me understand how to use the whiteboard that would be helpful*

*ScottC> Journal:*

*Sue> Hey scott, how does the whiteboard work?*

*ScottC> Personal reflections, feelings, ideas, insights*

*ScottC> Whiteboard, we can bring it up*

*ScottC> and share a single drawing*

*ScottC> if that were necessary*

*Sue> Ok*

*ScottC> I don't dare play with it while on this computer*

*Sue> Ok again*

*ScottC> but if you want to take a look feel*

*ScottC> free.*

*Lucy> okay send us info later like you have been via
        e-mail*

*ScottC> I will begin posting most of my*

*ScottC> messages on the board*

*ScottC> if you check it there is a*

*ScottC> button to check that days postings only*

*Jane> Scott, you weren't here when I asked what a applet
        window is, there is a warning at the bottom of my
        screen.*

*ScottC> That is this program. It is a Java scripted program
        which is called*

*ScottC> an applet window in Netscape*

*Sue> UH, What?*

*Sue> Never mind*

*Jane> oh, ok, sorry I keep interrupting you, its hard to
        tell when you are done.*

*Sue> Where is barb I wonder*

*Jane> she was in class today*

*Sue> I have a personal reflection...a*

*ScottC> I will call her to find out.*

*ScottC> go Sue...*

*Sue> although wouldn't want*

*Sue> to go back to class*

*Sue> I feel a little,,,*

*Sue> a lot...*

*Sue> left out since I don't get to see anyone*

*Sue> What can I do about that?*

*ScottC> would it be different if you*

*ScottC> were taking classes with Jane, Lucy and Barb?*

*Sue> I think so...but I also miss my own cohort. I am
        pretty isolated.*

*Sue> Maybe its the weather, but I ha*

*Sue> have spent a lot of time on the computer*

*Sue> and not a lot of time withi*

*Sue> interesting people*

*Sue> excuse my typing*

*ScottC> What would you suggest to make this experience better...?*

*ScottC> not that*

*ScottC> it could be done...*

*ScottC> but some*

*ScottC> ideas*

*ScottC> Any of you....*

*Lucy> I would like you to know that I am in my own cohert and at times feel isolated*

*Sue> Well, I am liking the chat room. I'm sure we can make it work*

*Sue> thanks Lucy,*

*Lucy> I think that making sure to establish outside connections are important and*

*Jane> This isn't really an idea, but I bet once we get into the internships we will have lots of stuff to type about, and maybe it wont seem so bad*

*Jane> \*

*Lucy> maybe we can try to get together some time for lunch or drinks (coffee or other*

*Lucy> to discuss this class or even to view our tapes as a group if we want feedback*

*Lucy> from others*

Additional face-to-face meetings never occurred among the participants.

*Sue> I would like to have match faces with names*

*Sue> but*

*Sue> I think the idea is that we don't mee*

*Sue> is that right Scott*

*ScottC> I will not meet with you unless it is absulutely*

*ScottC> necessary but I think it unrealistic to say that*

*ScottC> you can't do as you please outside of the supervision*

*ScottC> course.*

*Sue> Does it screw up your research?*

*Sue> If we meet*

*ScottC> I am talking to Barb on the phone......*

*Lucy> For me not meeting regularly is pretty convinient and a huge relief*

**\*\*\* Sue has left chat.**

*Lucy> I however would be willing to meet as a group if*

*necessary*
*\*\*\* Sue has entered Lobby from 174-231-146.ipt.aol.com.*
*Jane> Hmm, maybe she was trying to use the wrong code word*
*like me!*
*Lucy> Jane what are your little slashes /*
*Sue> Sorry, aol disconnected me for a minute*
*Lucy> that's okay*
*Jane> I am very happy with not having to go anywhere to have*
*supervision, but I wouldn't mind meeting once in a*
*while!*
*Jane> The little slashes are me hitting the wrong key.*

Chitchat occurred and then school was briefly discussed.

*Sue> Do you live in XXXXX*
*Lucy> I do*
*Jane> I live in (there) too.*
*Sue> lol*
*Sue> I am going to be going*
*Sue> back and forth a little bit*
*Sue> as I get ready for my orals*
*Sue> it is possible*
*Sue> for us to meet sometime*
*Sue> in the next few weeks.*

Reflections on the process of using technology were made.

*Lucy> Just for the record I think this could be pretty*
*neat as a way to communicate*
*Lucy> and talk about internship*

The subject changed to a clinical supervision process.

*Sue> Would you like to hear about my clients?*
*Jane> yes, definitely, are you in XXXXX cohort?*
*ScottC> Okay.*
*Sue> Yes, I am with XXXXX*
*Sue> My client*
*Sue> are three boys.*
*Sue> they are all about 9 years old.*
*Sue> and have been refered for problems in the*
*Sue> classroom. they have home problems too.*

*Sue> One of them has some problems with acting out*
*violently*
*Sue> and he does some of that in our sessions.*
*Sue> His name is XXXXX*
*Sue> The other two seem more depressed*
*Sue> but I don't do DSM diagnosis*
*Sue> on them.*
*Sue> I am doing tapes every week*
*Sue> and sending them to scott*
*Sue> Will you be discussing them in the chat room scott?*
*ScottC> yes and/or in other venues as need be.*
*Lucy> So what is your theoretical orientation and what*
*kind of treatment if any are you doing*
*Sue> My theoretical*
*Jane> Lucy you read my mind*
*Sue> orientation is Humanistic*
*Sue> and I have been doing play therapy.*
*Sue> At the school*
*Sue> where I am located*
*Sue> the counselor has an office*
*Jane> how did you learn about play therapy*
*ScottC> Toward what ends, Sue?*
*Sue> with a rice tray, and many toys.*
*Sue> I also bring art supplies.*
*Sue> Each client does different things*
*Sue> XXXXX always plays with legs*
*Sue> I mean legos*
*Jane> lol*
*Lucy> ditto*
*Sue> and XXXXX always whips or hits things*
*Sue> and and we play games too*
*Sue> I am haveing a lot of success with them.*
*Sue> I learned about*
*Sue> play therapy through experience*
*Sue> and from reading*
*Sue> and takeing a class*
*Sue> my pupose, scott*
*Sue> is to allow the boys*
*Sue> a venue for expressing their feelings*
*Sue> without censure and*
*Sue> giving them a trusting and open environment*
*Sue> I am let them have as much*
*Sue> leeway as is safe.*
*Sue> physically I mean*
*ScottC> What do you attribute that success to? How are you*

*measuring success?*
*Sue> Well,*
*Lucy> What are the end results of those methods*
*Sue> The teachers report that there is*
*Sue> less acting out, and the boys*
*Sue> express that they enjoy our time together.*
*Sue> the parents have not reported to me yet, but*
*Sue> that is something I need to do*
*Sue> contact and interview the parents.*
*Sue> The*
*Sue> end result is supposed to be that they get in touch
with their feelings*
*Jane> how long have you been working with these boys?*
*Sue> and let go of them*
*Sue> I have been there 4 months, and have done about 8
sessions.*
*Sue> I see the*
*Sue> them once a week for*
*Sue> one half hour each*
*Sue> which is not enough time*
*Lucy> Sounds interesting and challenging*
*ScottC> But if there is success, how do you decide there is
not enough time?*
*Lucy> actually I can't hear you so it appears to be*
*Sue> Good point--maybe it is just enough time at that*
*Sue> I am*
*Sue> going to miss XXXXX*
*Sue> He is full of surprises*
*Sue> What Lucy?*
*Jane> Sue, I'm glad you are with us, you will probably be
able to help us rookies out a lot. I got your joke
Lucy, lame.:)*
*Lucy> I was just correcting my use of language to sounds
like to it appears to be since we are not talking*
*Lucy> Yes thanks Sue very helpful*
*Sue> Your welcome,*
*Sue> I am also doing a lot*
*Sue> of groups.*
*Sue> but they are mostly*
*Sue> social skills and teaching*
*Sue> which is not much of a challenge for me*
*Sue> at this point.*
*Jane> doing any group is challenging for me.*
*Sue> I have been working with little kids*
*Sue> for a long time,*

*Sue>* '
*Sue>* and these
*Sue>* kids are the same,
*Sue>* just older.
*Sue>* the grief and loss
*Sue>* group has been the most
*Sue>* challenging, becuase
*Sue>* the kids are full of emotion and
*Sue>* it is all on the surface,
*Sue>* or buried deep.
*Sue>* we did some are therapy which was great
*Sue>* and some writing also.
*Jane>* well, I plan on trying to get as much experience in
    *groups during my internship, because it is what i fear*
    *the most. I am excited to learn.*
*Sue>* Groups are fun
*ScottC>* As I like to say...to those who are comfortable with
    *kids: adults are just kids that are just older and*
    *to those who are comfortalbe with adults: kids are*
    *just adults who are younger.*
*Sue>* So true
*Lucy>* Okay we have about 5 min. left are there any
    *topics we would like to bring up before the class*
    *is over in terms of this class or anything else*


Research interests were then introduced.

*ScottC>* I would like to forward a question or two for your
    *consideration.*
*Jane>* no, I will begin to visit the board.
*ScottC>* It doesn't have to take time from here but the
    *questions are related*
*Sue>* go scott
*Jane>* my answere is for Lucy.
*ScottC>* to your reflection and related to my study.
*ScottC>* What are your impressions of this first session.
*Sue>* I will post it on a message
*Sue>* oK?
*ScottC>* Would getting face to face (f2f) help you to connect
    *and trust eachother or do*
*ScottC>* you think it will happen over time using this format
*Lucy>* At first I thought it was too disorganized to
    *follow what was being said. Then I got more used*
    *to it and I have really enjoyed it and think that*

*I can benefit a lot through this kind of
supervision*

*ScottC> and a question for right now....how do you think it
went.*

*ScottC> thanks Lucy!*

*Sue> I like it...can't wait till next week.*

*Lucy> I think it went well. Sue I know you are the
only one we do not know but I feel that I can
trust everyone*

*Lucy> also it seems to me that I can be more honest
typing and not being face to face*

*Jane> I think it will be ok, I agree that it is a little
awkward as I feel like I keep interuppting, Maybe one
F2F would help Sue .as I see Lucy enough.:)*

*ScottC> You all know that the chat room is available
anytime...keep in mind that our sessions*

*ScottC> are recorded for my*

*Lucy> I also wanted to let you Sue that its nice to
have a new person*

*ScottC> study so it is important to remember that I will
have*

*ScottC> acess to any conversations taking place outside the
normal time. Only me though.*

*Lucy> I think that is awesome so amongst ourselves we
can schedule time to chat*

*ScottC> Yes, I am pleased we made it. Barbwill hopeully*

*ScottC> be on board next time.*

*Jane> I also feel like it is easier to "speak up". is Barb
ok?*

*ScottC> Barb is okay but*

*ScottC> she had to connect her computer to a strange phone
jack*

*ScottC> so it slowed her computer down.*

*ScottC> This applet will not work on slow computers*

*Jane> I hate it when that happens.*

*ScottC> yeah, me too!*

*Sue> I have numbut. See you all later. Nice to know you
Lucy and Jane. :-)*

*Lucy> Scott you know that the*

*\*\*\* Sue has left chat.*

*ScottC> thanks Sue...too late.*

Technology is discussed independent of the above research question.

*Lucy> university will remove access to internet at home*
*ScottC> what?*
*Lucy> Yes, the university wants to*
*Lucy> reduce costs and so will no longer provide (when*
*Lucy> I do not know access to the net free for students*
*at home*
*Lucy> So in order to check e-mail you have to use a*
*computer on campus or your own service*
*ScottC> Jane and Sue don't have to worry then but I don't*
*see the point in using the OSU server.*
*ScottC> Are you on campus , Lucy?*
*Lucy> I guess then that applies to my connection now*
*Jane> this peak thing is ok, I still want to try and*
*download Netscape.*
*Lucy> Right now I am not on campus*
*Lucy> But i don't think I will have any problems*
*ScottC> I want to thank you both for trying this and I am*
*ScottC> excited about some themes I'm working on.*
*Lucy> Okay well I am leaving thanks for everything Jane*
*I need to schedule some time to meet with you whip*
*up your calender*
*Jane> ok go*
*Lucy> thanks scott this is pretty exciting*
*ScottC> Thanks*
*ScottC> Lucy*
*Jane> bye scott*
*ScottC> See u or your typing soon*
*Lucy> I will get my calender*
*ScottC> By Jane*
*ScottC> Bye Jane*
*Jane> Bye!*
*Lucy> bye*
**\*\*\* ScottC has left chat.*
*Lucy> Jane when are you available*
*Jane> this week or next?*
*Lucy> Jane I am going to give you a call now. is that*
*okay or do you want to use this*
*Jane> go ahead and call me :)*
**\*\*\* Jane has left chat.*
**\*\*\* Lucy has left chat.*
**\*\*\* ScottC has entered Lobby from d01a8131.dip.cdsnet.net.*
**\*\*\* ScottC has left chat.*

This session reflected the range of themes presented previously. There were: 1) segments addressing personal casual conversation, 2) issues of logistics, 3) supervisory themes related to clinical issues, 4) job and school issues, and 5) research and technology concerns.

The group supervision session reveals some of the excitement of both utilizing new technology and the potential benefits toward the supervisory process:

| | |
|---|---|
| *++Text units 304-305:* | |
| *Sue> Well, I am liking the chat room. I'm sure we can make* | *304* |
| *it work* | *305* |
| *++Text units 330-331:* | |
| *Lucy> For me not meeting regularly is pretty convinient* | *330* |
| *and a huge relief* | *331* |
| *++Text units 355-357:* | |
| *Lucy> Just for the record I think this could be pretty* | *355* |
| *neat as a way to communicate* | *356* |
| *Lucy> and talk about internship* | *357* |
| *++ Text units 496-509:* | |
| *Lucy> At first I thought it was too disorganized to* | *496* |
| *follow what was being said. Then I got more used* | *497* |
| *to it and I have really enjoyed it and think that* | *498* |
| *I can benefit a lot through this kind of* | *499* |
| *supervision* | *500* |
| *ScottC> and a question for right now....how do you think it* | *501* |
| *went.* | *502* |
| *ScottC> thanks Lucy!* | *503* |
| *Sue> I like it...can't wait till next week.* | *504* |
| *Lucy> I think it went well. Sue I know you are the* | *505* |
| *only one we do not know but I feel that I can* | *506* |
| *trust everyone* | *507* |
| *Lucy> also it seems to me that I can be more honest* | *508* |
| *typing and not being face to face* | *509* |
| *++ Text units 522-523:* | |
| *Lucy> I think that is awesome so amongst ourselves we* | *522* |
| *can schedule time to chat* | *523* |
| *++ Text units 526-526:* | |
| *Jane> I also feel like it is easier to "speak up".* | *526* |
| *++ Text units 562-562:* | |
| *Lucy> thanks scott this is pretty exciting* | *562* |

The three participants, Sue, Lucy, and Jane made positive comments about the experience. These comments related to the social connection, the flexibility of scheduling, the potential of the medium to facilitate supervision, and feelings of safety. Other issues of concern also emerged from the session including the fact that technological problems kept Barb from attending the meeting. What follows are excerpts describing some of the participants' stated fears and concerns,

| | |
|---|---|
| ++*Text units 282-317* | |
| *Sue> I feel a little,,,* | *282* |
| *Sue> a lot...* | *283* |
| *Sue> left out since I don't get to see anyone* | *284* |
| *Sue> What can I do about that?* | *285* |
| *ScottC> would it be different if you* | *286* |
| *ScottC> were taking (traditional) classes with Jane, Lucy and Barb?* | *287* |
| *Sue> I think so...but I also miss my own cohort. I am* | *288* |
| *pretty isolated.* | *289* |
| *Sue> Maybe its the weather, but I ha* | *290* |
| *Sue> have spent a lot of time on the computer* | *291* |
| *Sue> and not a lot of time withi* | *292* |
| *Sue> interesting people* | *293* |
| *Sue> excuse my typing* | *294* |
| *ScottC> What would you suggest to make this experience* | *295* |
| *better...* | *296* |
| *ScottC> not that* | *297* |
| *ScottC> it could be done...* | *298* |
| *ScottC> but some* | *299* |
| *ScottC> ideas* | *300* |
| *ScottC> Any of you....* | *301* |
| *Lucy> I would like you to know that I am in my own* | *302* |
| *cohert and at times feel isolated* | *303* |
| *Sue> thanks Lucy,* | *306* |
| *Lucy> I think that making sure to establish outside* | *307* |
| *connections are important and* | *308* |
| *Jane> This isn't really an idea, but I bet once we get into* | *309* |
| *the internships we will have lots of stuff to type* | *310* |
| *about, and maybe it wont seem so bad* | *311* |
| *Jane> \* | *312* |
| *Lucy> maybe we can try to get together some time for* | *313* |
| *lunch or drinks (coffee or other* | *314* |
| *Lucy> to discuss this class or even to view our tapes as* | *315* |

> *a group if we want feedback*       *316*
> *Lucy> from others*       *317*
> *++ Text units 510-512:*
> *Jane> I think it will be ok, I agree that it is a little*       *510*
> *awkward as I feel like I keep interuppting, Maybe one*       *511*
> *F2F would help Sue .as I see Lucy enough.:)*       *512*

Four primary issues of concern emerged from the group supervision experience. These included: 1) technology concerns, 2) logistical issues including site placement, 3) the awkwardness of the interactive written communication, and 4) the social isolation of the experience. Although the first two themes were discussed in the various sections throughout this analysis, the awkwardness of the interactive communication was discussed in the section entitled Communication and Language in Distance Supervision. The last concern above, that of social isolation, was one of the most frequently discussed participant' concerns and is examined in the following section.

<div align="center">The Social Experience</div>

## The Social Context

The social context of each of the participants was unique. Although all were participants in the study, Jane, Barb, and Lucy were part of the same academic cohort and experienced some common social interactions. Sue, however, belonged to a previous cohort. This distinction was evidenced in the group supervision session above in which Jane and Lucy discussed academic issues with some familiarity. The outcome was that Sue responded, "*I feel a little . . . a lot . . . left out since I don't get to see*

*anyone.*" She also said, "*. . . but I also miss my own cohort. I am pretty isolated.*" As previously noted in the section on technology, Sue was relieved that she didn't have to drive to the campus but contributed to her feelings. This geographical and social distance had an emotional impact on her even within the first group supervision session.

Jane's physical departure from this distance supervision environment also affected the others in the group. In the second and remaining group supervision sessions, Lucy and Jane did not have an opportunity to carry on their banter once Jane left. Several other issues emerged which impacted potentially common bonds of the participants. Lucy addressed the frustration of being the only one without an immediate off-campus placement site, which served to isolate her from the others while Barb experienced some unique technical problems.

Social Connection

Two different views of social interaction emerged within this forum. One was that the medium decreased the ability to connect with others creating social isolation. The other was that using the distance forum actually increased social connectedness. From the statements describing an increase in social isolation, there were both associated benefits and disadvantages from this perceived isolation. For purposes of discussion, social connection was not strictly face-to-face contact but rather the experience of being heard, understood, or known by another.

The lack of social connectedness was discussed in both the group supervision sessions and the WWWBoard posts. Contextually, social isolation (or the *feelings* of not

being heard, understood, or known) was brought up while discussing other issues such as the impact of using technology and the lack of face-to-face contact. From the first group supervision session through the final one, this issue was discussed repeatedly and became an integral component in the emerging theory of distance clinical supervision.

Barb in particular, believed that the course was socially isolating and described these feelings throughout her experience. For example, three weeks into the course she posted on the WWWBoard, *"I also find myself feeling somewhat "frozen" in the chat room experience. I have much to say, but am not used to saying things to people who are "there" but not there."* In group supervision session eight she said that the experience was a *"bit isolating, yes. But cutting edge, definitely."* In group supervision session ten Barb said, *"It is difficult to connect. Written communication is such a different kettle of fish. It takes so much more out of me to relate . . . Yes. I miss faces."* In her final group supervision session she stated, *"I think feeling intensely is part of counseling. I felt this experience was particularly intense, as the personal quality of sitting together in a room was not there to soften the intensity."*

In contrast to Barb's experience, Lucy overtly enjoyed the social experience. The other two, Sue and Jane (who dropped out after the first group supervision session), had varied thoughts on their experiences. All the supervisees however described their commitment to relationships and the importance of social contact. Jane said, *"Maybe one F2F (face-to-face) would help Sue as I see Lucy enough. :-)."* indicating that her need for social interaction was being met. Lucy said, *"I do love people though and I do like the f2f (face-to-face) contact. I guess I just think it (distance clinical supervision) is more task oriented, which can be void of feelings and expressions, etc."* Sue said, *"I*

*have spent a lot of time on the computer and not a lot of time with interesting people . . . What would you suggest to make this experience better . . . "* Barb also expressed a desire for social interaction, *"I am finding that I am an up close and personal person, and it drives me a little crazy not to be able to see you people."*

This dialogue described the desire for social interaction in a face-to-face venue and simultaneously reflects mistrust due to distance communication and a lack of face-to-face contact. During the initial stage of the study Barb said, *"I think I have to get past the superficial of everyone, to feel most comfortable; most real."* In regards to trust, Lucy stated, *"I think it went well. Sue I know you are the only one we do not know but I feel that I can trust everyone"* yet she also stated, *"I would like you to know that I am in my own cohort and at times feel isolated."*

Trust and safety impacted the perceptions of social isolation and in turn, the social environment appeared to impact the perceptions of trust and safety. Although the stated intent of creating trust was discussed by the participants, it was not easy to change the perceptions of those experiencing certain feelings from the beginning of the course. For example, Sue was alone when it came to using the WWWBoard on a regular basis for journal entries. Although other participants fulfilled the technical requirements in using the WWWBoard, Sue regularly posted journal additional entries beyond the feedback requested by the researcher. This situation created feelings of isolation in her, which she tried to avoid during the course. She reflected on these feelings on different occasions, *"I was disappointed when I got to the message board today and found no new messages"* and in a separate posting said, *"Well, I guess I might as well be talking to myself since nobody else is writing, but since I enjoy it I will continue."* Sue was told by

others in the group supervision sessions that they would support her, yet, due to her isolated postings on the WWWBoard, she continued to feel alone. She commented later in the term that it "*is hard when no one else is doing writing, because I would like to find out more about you all and because I feel all alone . . .* " Sue also made a comment related to her need for chitchat in this distance supervision environment. She mourned that "*we get right to business here*" which contributed to the social isolation.

Technological success either lessened some of the feelings of social isolation and at times, created social connection for the participants. The social isolation which Sue felt was mediated by success with technology, "*I don't feel so lonely anymore now that I know it (a technical problem) wasn't my fault. I have to admit that I am new to technology and glitches like that sometimes throw me. There is an emotional aspect to the interface between person and machine and the machine isn't the one with the emotion if you know what I mean.*" In the case of Lucy, success with technology created an instant environment of trust very different from Barb. Lucy said, "*You know it's weird, I think that maybe it's some of my own personal biases and issues but I find that I have been most genuine here in this group than in a large group supervision that is f 2 f (face-to-face).*" In fact, she continues to say, "*I felt most comfortable with just two people and supervision but that is also because I got a long with the other person.* " This dichotomy continued throughout the course and is summarized in this exchange between Barb and Lucy. Barb said, "*I don't feel safe in this mode*" while Lucy responded, "*Interesting, Because I think I can say things more honestly (than) face to face.*"

I found that throughout the course that Lucy's and Barb's divergent experiences remained consistent. As opposed to feeling isolated, Lucy described the social

connection created by participating in this course. Lucy said from a WWWBoard post

that, *"computers are more and more making you feel connected with others."* Unlike

Sue, she did not miss her cohort and did not attribute any feelings of isolation to

participation in the course. She elaborated,

> *I see how Sue feel alienated because she is not taking classes with us and she
> misses her cohort. I personally do not care much for my cohort. Personally,
> There are some people I really enjoy interacting with and sharing information
> and others I would not really like to interact with at all. I have no attachment to
> them I tend to do more things on my own and outside of the program anyway.*

Lucy did however appear to understand the dilemma that others were facing as

she stated,

> *One of the concerns about this internship is that there is no social interaction. I
> definitely understand that but I am finding myself not having a problem with that.
> I do not miss the nods or facial expressions as long as I get some feedback in
> writing. I have found it to be very effective for my busy lifestyle . . .*

One of Sue's statements in group supervision session eight described her

experience. Her description contains common elements of the apparently divergent

experiences of Barb and Lucy. Sue said, *"Well, as you have probably noticed, I do miss*

*the f to f (face-to-face) contact, but I am doing fine with it."* She also discussed this issue

in one of the WWWBoard postings when she emphasized her experience of delineating

between the gaining of clinical skills, and her needs for social connection.

> *The "lack of connection" does not necessarily make the supervision itself more or
> less adequate. It is more than adequate. But it makes it less personally satisfying
> to a person like me who is a "talker" and likes to engage in dialogue f2f. That is
> on a personal, emotional level, not in a scholarly level. I am gaining skills. There
> is a balance for me between losing some of the personal connection, and gaining
> more time at home and less travel up the freeway. It would also be different if I
> knew the other members like I know the members of my own cohort. The personal*

*connection would be closer that way even over the computers. I like to know and be known.*

## Social Experience and Personality

Researcher's Journal of 3/10/98. *I wonder if social isolation or trust in this created setting is a function of personality? I would suspect that all the participants would be extraverts and a toss up for the other categories. Then why would they then choose an isolated environment rather than a 'real' social environment?*

The social isolation issue was followed up with an informal evaluation of the participant's score on the Meyers-Briggs Type Indicator (MBTI). The MBTI personality test loosely sorts "personality" types on the basis of Jungian theory along the scales of introversion verses extroversion, sensing verses intuition, thinking verses feeling, and perceiving verses judging (Keirsey & Bates, 1984).

Each of the participants had previously taken the test and had access to their scores. Using these scores as a subject for subsequent discussion was not used to infer the validity of the instrument but rather to frame and create the opportunity for reflection and dialogue around what these scores meant to the participants. Barb's and Lucy's inventory scored as ENFP while Sue's was ENFJ.

Researcher's journal of 3/5/98. *I find it fascinating that the subjects report that they are all EN's on their MB inventory. I am an ENTJ. Extraverts vs Intraverts and Intuitive vs Sensate focused. . . so what does that mean to the subjects of the study?*

In searching for the social experience of the participants and their explanations of this issue, the participants' explanations differed based on their experience in the course.

Lucy said, *"Actually it seems kind of odd wouldn't we want more f 2 f (face-to-face). On the other hand maybe we are more likely to take risks and try new experiences."* Barb did want more face-to-face interaction and stated that from the beginning. The participants interpreted the intuition as being 'risk taking'. Lucy expressed, *"The intuitive part may just be we think it would be interesting."* To which Barb responded, *"I think that could be it. A little "out there". Intuitive people see themselves as innovative."* This was mirrored by Sue, *"I think the connection with the EN parts of us is the novelty and trying new things."*

All of the participant's viewed themselves as 'risk takers' and interpreted the MBTI scores as such. Other than this explanation, no common explanations leading to new themes emerged from participants' discussions. This lack of consensus paralleled the diverse social experiences of the participants which was reflected in participants' use of language. Importantly however, the participants engaged in meaning-making of what the MBTI scores meant by utilizing language and communication in their social setting. In turn, their social experiences were predicated on how they described and interpreted events within the environment. Since the only way to interpret events was through the written word, language and communication was identified as a common category for exploration.

## Communication and Language in Distance Supervision

> Researcher's journal of 3/20/98. *Curious, that these words convey so much more than the elements of letters on a page. They convey feelings of fear, anxiety, hope, excitement and unfortunately, that intent may be unintentional. . .the lack of cues to written communication and potentially ANY created social venue must be*

*addressed either prior to development or afterward. . .it's the afterward I'm concerned with.*

Throughout the course, the issue of language and specifically written communication was discussed. However, it was not the writing itself that was the issue but rather the implications and meaning associated with using writing as the primary means of communication. What the written word represented to the participants was as diverse as the individual experiences themselves.

In group supervision session ten Barb said, *"I think there is a degree of lack of connection in written (form)"* which described a link between social connection and the written word. This distinction of verbal verses written communication suggested a lack of convention or meaning associated with the written words usage in this distance venue. I suspect that the social experience changed by necessity because as social functioning changes, so do the rules of communication. In regards to the convention or rules Lucy wrote, *"I hope sharing this with us was helpful especially since this is sort of a new way to talk about emotions or issues"* while Barb stated, *"I feel uncomfortable. I want all kinds of interaction, and written just is not enough."*

The rules or convention of communication on the Internet may be technically explained and then evidenced by the ability of the participants to access and use the Internet. However, social convention or emotional meaning are less predictable or technically explainable. Sue explained the rules as being *"a style of communication . . . what you are used to doing and how you are comfortable."* Accordingly, if one did not fully connect or communicate emotionally via writing, then this mode was more discordant and unsatisfying from an emotional point of view. This is expanded by Barb,

*Barb> No. I think it is a different thing.*
*Barb> I think I am very tuned in to all of the factors*
*Barb> of human interaction. Language,*
*Barb> written or verbal, is a bit secondary to me.*
*Barb> I tend to listen with my eyes.*
*Barb> I type well. It isn't about typing.*
*Sue> If you listen with your eyes,*
*Sue> you are missing a lot of messages in this venue.*
*Sue> I can understand*
*Barb> Yes. I am feeling a little blinded.*
*Sue> how that could make you feel unsafe...the mystery*
     *behind the words.*
*Barb> Right. I pick up a lot of messages*
*Barb> from the unsaid.*

Sue explained that this *"mystery"* was not as confusing for her because she was

*"very literal"* and so *"it is not so scary for me."* Being *"blinded"* is an apt description for

her experience and she later commented that the process was *"restraining. "* The

emotionally laden words of "mysterious," "blinded," "scary," and "unsafe" speak of

more than social isolation or of misunderstanding words. The speak of fear and a lack of

trust. The difficulty for the researcher was trying to allay this fear while evoking these

responses in the midst of these attempts. If Barb feared the written word and associated

this fear with being blinded, and of its mysteriousness, then it would be difficult to

mediate that fear via the written word. That is, how could I, or others in the course, use

the written word to help her overcome her fear of the written word?

> Researcher's journal of 4/10/98. *I suppose that I view the written word as a mere*
> *shadow of a person's existence. . .as I would their body language, or verbal*
> *communications. These ways of creating social connection and understanding*
> *pale in comparison to the person inside and so as a therapist, I viewed this as one*
> *way to explore and understand a person's experience. . .including the supervisees*
> *of my study.*

A parallel process was discussed in terms of using a different language during a counseling session. In this section, Lucy discussed the different meaning associated with the words she had used with clients. This text is a distance group supervision session near the end of the course and focused on a clinical review.

*Scott> And it sounds like you have been calm and challenged.*
*Lucy> Yes, especially because the session is in spanish,*
        *and I feel insecure about the way I formulate the*
        *questions*
*Sue> in what way?*
*Scott> Wow...I never thought about the way one learns*
        *counseling 'language' in English and the process of*
        *translating that process.*
*Lucy> she is 26, she got married at 22*
*Lucy> Exactly Scott!!!*
*Lucy> Sometimes the words used in English are not*
        *appropriate in spanish.*
*Sue> I would think that wording and tenses would be*
        *important.*
*Lucy> Like I can't say I hear you say in spanish*
*Lucy> I would have to say something like I understand*
        *that you say . . .*
*Scott> The same words have subtle differences and counseling*
        *is subtle as well...which might add to the confusion.*
*Lucy> Because of my training some of those don't feel*
        *very comfortable*
*Lucy> yes*
*Sue> My interpreter on home visits says she has the same*
        *problems with saying things to clients in spanish.*
*Sue> Since I so mostly nouns, I don't have that*
        *problem.lol*
*Scott> Lucy, what do you think the client wants from you?*
*Lucy> i think she wants me to listen*
*Lucy> and help her figure out what she want*
*Scott> And in regards to her question...does she want an*
        *answer from you? Permission from you? or?*
*Lucy> that is difficult*
*Scott> I find that when there is a frantic person in a*
        *session or*
*Lucy> My sense is that she sees counseling as a means to*
        *help herself figure out her problems*
*Scott> I feel frantic or there is a question to be answered,*

> *some of my tension comes from the answer to that*
> *question...ultimately, what does the client want from*
> *me and do they want it sooner or later and can I*
> *comply or is it my job.*
> *Lucy> I think I have gotten sucked in to her wanting me*
> *to help her figure it out*
> *Sue> I always want to just give the answer....it has been*
> *hard to listen and wait. I think that is one of my*
> *best lessons.*

Lucy's struggle to communicate with her client in Spanish paralleled the issue of written communication and its meaning to Barb. One of my attempts to get at this issue with Barb was in group supervision session nine. In this session I wanted to help her recognize two things regarding written communication. The first was how I may be able to understand her via the written word. The second was how she conversely might be able to reduce some of the 'mysteries' of the written word. What follows is from group supervision session nine which describes this attempt in the context of discussing clinical issues of noticing contradictions in clients verbal and nonverbal communication,

> *Sue> I had to do a lot of noticing of contradictions with*
> *them.*
> *Scott> Posturing vs speech for example?*
> *Sue> Yes, or just verbal contradictions...you want her to*
> *be more sexual,*
> *Sue> but you restrict the things you "allow" her to do...*
> *Sue> things like that.*
> *Scott> Hey, I want to do an exercise that may or may not*
> *illustrate this. How are you all feeling right now?*

I did this to illustrate the need to reflect meaning back to the participant in this venue as one would do for a client.

> *Lucy> Tired, but willing to work and get things done.*
> *Barb> Same.*
> *Sue> I am feeling tired, yet content.*

*Scott> C'mon Barb, that seems to indicate boredom?*

I then reflected the feeling or meaning behind the written word.

*Barb> Exhaustion, Scott.*
*Scott> Okay, a clarification.*

She then clarified her previous word, "same" and my incorrect reflection.

*Barb> Mondays are my longest day.*
*Scott> So, your speech may or may not indicate your*
*feelings.*
*Scott> If that incongruity is left unchecked, from a*
*humanistic*
*Barb> I am not sure how my feelings are coming across to*
*you.*
*Lucy> I see.*
*Scott> perspective then there is no chance that insight*
*(i.e., change will occur)*

That is, if I don't clarify, reflect, or check things out there is no way that I can

gain any further insight into another's process (i.e., hers or a clients). As the dialogue

continued, I attempted to let her know that it not only is a clinical issue but important to

consider in this group supervision setting as well.

*Scott> Barb, simply that very statement "Same" communicates*
*something. It is possible*
*Scott> to check it out with a client as well. From my*
*perspective, if content is the focus of therapy, then*
*the process is lost...the nuances of words,*
*intonation, phrases, pauses, silences*
*Scott> and behaviors*
*Scott> are more indicative of 'experiences' than the shared*
*stories (although narrative therapists would say the*
*story is everything).*

My intent was to have her reflect about that parallel process and consider the need to paraphrase, clarify, and 'read between the lines' to discover meaning in the written word. Barb then responded with a statement that I viewed as congruent with what I said. However, her response emerged out of her continued fear and defensiveness.

> Barb> *I think it is best not to read too much into printed*
> *words. What one may*
> Barb> *assume from reading these quickly written narratives*
> *may not be the intent.*

I wanted to create the opportunity for Barb to reflect on how her fear of being misunderstood kept her from being understood. This text illustrated how her fear kept her from realizing my intent. Barb's experience of not *"feeling comfortable"* with the written word could have been viewed as a clinical issue. This issue had been alluded to in the discussion of using Spanish with a client and in the previous group supervision text illustrating how her fear of being misunderstood could impact her ability to relate to a client. Normally I may have asked something like, "So how would this keep you from hearing a client?" However, because this virtual venue created a mode of communication not traditionally paralleled in a traditional therapeutic environment, I did not pursue the issue. It wasn't until later that I noticed a statement in a subsequent group supervision session that Barb wrote, *"I think it is very hard when we must deal with things that bring up our deepest emotions."*

It is important to point out that this experience in interpreting written communication was not Barb's issue alone. Sue made the statement that communication was affected because *"I cannot see your expression."* However, feeling that a loss of communicative understanding occurred spurred the other participants to take a different

course of action. Rather than being "frozen" in the experience, others compensated for the loss in different ways.

The discussion of compensating for the loss of convention in this venue occurred during the first group supervision session when I introduced some ideas for communicating feelings or actions via written communication. For example I introduced "lol" for laugh out loud and the sideways face ":-)" for a smile, and ";-)" for a wink. The response was immediate when Jane said, *"I like that lol."* Lucy was immediately asking for additional ways to communicate in her request from me to *"send us a sheet of faces so we can communicate info better."* The desire to compensate for the lack of traditional convention or communicate with new conventions not only resulted in the request for 'tools' but also resulted in their use. The "lol" convention was then used on twenty-eight separate occasions by the participants during the course and participants attempted to create their own communication shortcuts.

In one WWWBoard post Sue was describing a conference speaker and his impact on her. She explained that he *"was VERY DYNAMIC. I wrote that in large letters because it seemed like he was shouting all day."* So she used the written word to communicate emotional level or impact along with informational content. In a later group supervision session the discussion of convention was broached because of Barb's difficulties in being able to communicate in 'real-time' (in this session, the data transfer rate did not allow her enable immediate responses to conversation). The participants attempted to create their own 'shortcut' towards understanding each other more clearly. Barb simply wrote *"3=yes"* and then used the numeral "3" to convey understanding throughout that session. The struggle to create convention was even evident in the

attempt to adjust language itself to the medium when she suggested that she should not use the words "sounds like" in a previous sentence and explained, *"I was just correcting my use of language to sounds like to it appears to be since we are not talking."* Another example is when interruptions occurred in the group supervision sessions as when Jane said, *"oh, ok, sorry I keep interrupting you, it's hard to tell when you are done."*

The adoption of convention as well as the desire to be understood and to understand was a consistent theme of the above discussion. One of the answers for the loss of understanding or convention in written communication was suggested by Lucy who said that *"more confrontations may need to happen or clarifications"* must occur in order to compensate for what is lacking in the use of the written word.

## The Development of Supervisees

### Autonomy and Dependency

In a clinical supervision course, it is expected that both autonomous and dependent responses occur during supervision. This occurred frequently and within all the categories previously explored. For example, there are both autonomous and dependent responses embedded within the context of the expectations of the participants for technology, supervision, and the social environment. It is possible to categorize much of the participant responses contained in the textual material including e-mail, the WWWBoard, or group supervision as either autonomous or dependent.

However, of particular interest was the dependency and autonomy of the supervisees reflected in textual segments addressing clinical issues. Clinical dependency and autonomy were reflected throughout the data collection phase. The first illustration of these autonomous versus dependent responses was in the first group supervision session.

The dependency of the supervisees entering their first internship was evidenced when Jane remarked to Sue, *"I'm glad you are with us, you will probably be able to help us rookies out a lot."* There was an immediate sense of "you" and "us" by virtue of experience, i.e., autonomy versus dependency. It is interesting however, that even using the dependency versus autonomy dichotomy was not an accurate description in terms of participant experience.

> Researcher's journal of 2/22/98. *I find that as I notice an autonomous response that I compartmentalize that experience as outside of a process and rather view it as product. It's almost as if I expect supervisees to be one or the other but not both.*

Sue, the one identified as the "expert" and having the most experience among the participants made some dependent statements which are indicative of the shift between autonomy and dependency. *"But it also seems harder to understand what I need to do in the next session with my client."* While this statement was not indicative of her responses in other clinical sessions, it reminded me to look at the developmental process as fluid, in process, and not clearly delineated by distinct stages. She reflected on her progress toward autonomy when she stated, *"I needed a lot of hand holding in the beginning, or at least a lot of support that I was going to get better at counseling."*

Indicative of first time internship students, Barb and Lucy's responses could be categorized as either dependent or autonomous. Some of the most salient dependent responses included Barb wondering if the time spent with a young child is shorter than 50 minutes was a "*problem.*" She wanted to know whether it was "*acceptable*" to give her home telephone number to families. In issues of clinical practice she wondered whether she was "*thinking about what is right*" and focused on the mechanics of perfection, "*it is hard to go up against pain and sadness, and not know the right response.*" Her dependency was reflected in a comment, "*I believe the greatest help is understanding and empathy, but I also hope to acquire more of the fundamentals. Right now it feels a bit like learning to ride horseback, and only the horse knows where we are going*"

Lucy also expressed dependency during the course when she asked, "*So how can I frame a question to her that addresses what function staying with him has?*" and during one group supervision session, "*Should I ask her in terms of good and bad. What are advantages of staying with him and the disadvantages?*" To which she followed up with, "*That is a good point Scott. I guess I just feel insecure when they leave.*"

During clinical sessions autonomous responses primarily came from Sue who made self-directed statements such as "*I need to take my emotion out of it for sure and just present it as matter of factly as possible.*" During one group supervision session I took a break and left Lucy and Sue to talk to each other, I did not know what they talked about until I examined the text later but immediately after my departure Sue asked Lucy, "*What is the presenting problem of your client?*" And remained supportive with "*that gives you a lot of material to work with.*" This, in and of itself, is an autonomous activity. Another response indicating autonomous functioning and thinking occurred

when I made observations in clinical posts on the WWWBoard. Sue responded with an interpretation of her internal process and took responsibility for her actions. Once I asked her about her apparent lack of concern for a client and she interpreted that this *"might spell boredom, or preoccupation. I will look at the tape again when I get it and see if I can detect the shift. Perhaps when I feel that within myself it is time to do something different or at least acknowledge it to the client in some way."* In this situation she not only took responsibility for her actions but considered responses for the next session without prompting.

There were no major shifts in the data from dependent to autonomous functioning among the participants. This clinical supervision experience was relatively short-term when considering the number of courses required in a typical training program. My goal in this course as supervisor was to create the opportunity for autonomous functioning. I believe this goal was met in that Sue, as the most autonomous functioning supervisee reported that *"I would not, I mean do not feel that more direction is necessary."* Sue's position, notwithstanding dependency expressed by the others, was a position I attempt to create. Although countered by statements made by Barb who felt that I should tell her what is "right" and "what direction to go," by doing so I would not have created an avenue for independent thought and reflection.

## The Reflective Process

There was a great deal of evidence that reflective process occurred among the participants. This is not surprising because it was encouraged throughout the course and

in particular, through the use the WWWBoard for personal journal postings. In addition,

I used open-ended questioning to encourage reflection on the part of the supervisees.

During the study, I asked nearly 320 questions in my clinical reviews of audio or

videotapes on the WWWBoard, postings on the WWWBoard, and in the group

supervision sessions. These questions were separate from the questions asked in the

initial interviews and those asked in e-mail correspondence. This number does not

reflect the comments, opinions, or statements made toward the participants. Two-

hundred thirty-seven of these questions originated on the WWWBoard.

Supervisee reflection occurred from the most basic of levels to the more complex.

The simple reflections ("*I am slightly nervous*") appeared in the personal recognition of

feelings and thoughts, and progressively became more complex toward a description and

analysis of feelings and thoughts ("*I was envious of those who only had a spouse or less*

*to consider and who lived in Corvallis or who had weekends uninterrupted to study or*

*write without the justifiable guilt of neglecting family*"). The most seemingly complex

reflections appeared when an interpretation for thoughts and feelings was presented. It

also reflected how these thoughts and feelings emerged from personal process and

influenced the counseling process. One example follows,

> *I have been thinking about my perfectionism with regards to the*
> *information in the seminar today. I give myself the message*
> *that I cannot relax and enjoy things...that I must always be improving. I*
> *know that takes some of the joy out of what I am*
> *doing. I really want to be a person that enjoys the moment in my*
> *professional and personal life. It is just so much easier to do it*
> *with my family. I don't try to be perfect at home, but at my job, it is a*
> *constant message in my head. I have been working on*
> *this for a long time. At my sessions tomorrow, I will just try and be*
> *with the client and not try to "be perfect."*

Although reflection occurred independent of emerging clinical issues, my goal as supervisor was to help use reflection in the development of clinical skills and insights. At times it appeared that a seemingly clinically unrelated reflection, as those above, did parallel or relate to clinical process in some way. Reflection is such a personal and individual process that I was intrigued when the participants also talked (i.e., reflected) about the process of reflection on several occasions.

Barb said, *"Learning about oneself is part of this job, isn't it."* At one point Sue wrote that reflection time took place during '*off-time*' such as when she took *"some time and gardening or whatever."* And in one poignant dialogue, the participants defined their own reflective process in their own words,

> *Barb>Perhaps people can't consistently delve into hard issues.*
> *Lucy> That would make sense in some ways. That after*
> *    processing, reflecting and working, they then may*
> *    come to a point were they*
> *Lucy> think they are okay, and then they find a new*
> *    issue. I see myself in that cycle.*
> *Sue> It is almost like the growth cycle of little*
> *    children.*

As noted, much of the clinical dialogue was paired with reflective statements. It appeared that this reflection, in turn, influenced participant' clinical interventions. For example, Sue found ways to reflect independently from my suggestions. Sue commented that she liked *"having hard copies"* of clinical postings to review the video or audiotape alongside my clinical *"comments"* as it could help her reflect on new ways to be with clients in order to help clients.

As opposed to creating an ideal atmosphere for reflection for all participants, Barb believed that the distance supervision activities and especially the group

supervision sessions were not conducive to her reflective process. She said that she felt *"set free with e-mail"* because she could *"go in any direction"* which allowed her to *"explore her thoughts."* She thought that the group supervision sessions left little time to do this. Sue specifically responded to Barb's lack of reflection time in group supervision sessions and commented, *"I can see that . . . I liked that about the message board."* Although my intent was to have her use the WWWBoard for reflection in personal journal posts, she lamented that it felt too *"public"* and this, in addition to her technological problems discouraged her from using it.

## Supervisor Evaluation

My evaluation of the supervisees was based on their clinical competency level in relation to their levels of experience and as evidenced by their audio or videotaped counseling sessions. Sue and Lucy each signed up for four credits while Barb signed up for six. Therefore, each student needed to sequentially present their number of tapes corresponding to credit load. These tapes needed to reflect acceptable and progressive clinical practice.

Barb was on a fast track toward completion as reflected in her desire to finish six tapes during the term. Based on the expectations of the university and my own for a supervisee entering an on-site internship, her initial tapes reflected a very directive mode of instruction. These tapes did not meet department criteria for theoretical based and accepted counseling practice for a beginning student. I did not accept her first two tapes and eventually, two others, as counting toward her credit hours in the course. This meant

that every week she mailed a tape, received feedback, and was pressed toward a time line of her own creation. In spite of this self-imposed timeline, she eventually turned in the required number of passing tapes.

Although each of the continuing participants passed the course, logistical problems influenced the outcome for Sue and Lucy. Lucy's lack of a placement site meant that she was pressed to record and present four tapes inside of four weeks. This made it logistically impossible for her to complete the course requirements during the Winter term. Since it is department policy to have students finish internship courses prior to beginning a subsequent internship experience, I continued to supervise Lucy via the distance format through the month of June, 1998. By extending the supervisory relationship, she was able to meet the requirements for course completion.

Sue finished her required tapes posthaste, however, she signed up for a subsequent four credits for the following term and requested a continuation of the distance format. Since I was already supervising Lucy in this venue, Sue also continued to participate in the distance clinical supervision. She finished an additional four credits by June of 1998.

Subsequent Supervisor Evaluation

In order to triangulate findings, I contacted participants' subsequent campus supervisors after the study ended. In Sue's case, contacting a subsequent supervisor was a moot point since she was not engaged in an internship beyond her participation in this study. Sue's evaluation of the course was reflected in her statement that she would

voluntarily continue the distance format and I held no clinical reservations in her request for a recommendation letter. In addition, there were no concerns expressed by the director of a community agency who hired her as the new clinical coordinator after her participation ended.

For the others in the course, the information gained from their supervisors' statements reflected the value of their distance clinical supervision experience. One faculty member who supervised Barb prior to her entrance into the study and who began to supervise her again subsequent to the experience, wrote via an e-mail dated 5/13/98,

> *I supervised Barb during Fall, 1997 term. I recall how she discussed her work with clients and her own reflections on herself at that time. Currently, she appears more self confident, more sensitive to client issues, more in touch with her own behavior in counseling, and more professional in presenting cases.*

He also said that he had not heard any concerns from her about the experience during clinical practice or supervision. Lucy was subsequently being supervised by another faculty member who in a personal conversation on 6/16/98 stated, "I haven't seen many tapes but she told me that it (distance clinical supervision) was a positive experience." He explained that he didn't have any concerns about Lucy's supervisory experience.

The responses from the subsequent supervisors were either neutral or positive with regard to personal expectations that they had for these supervisees. They also were not concerned about how distance clinical supervision had impacted the participants' supervisee development. Neither supervisor could recall hearing negative statements from the participants in regard to distance clinical supervision. The on-site written evaluation process of supervisees as well as meetings between on-site supervisors and the

faculty liaison ensured that supervisory concerns were identified and then addressed within the internship course.

## The Supervisor/Supervisee Relationship

### Roles and Tasks of the Researcher

The supervision relationship is often described in terms of roles ascribed to the supervisor (Bernard & Goodyear, 1992, Clarkson & Aviram, 1995). These roles include that of mentor, teacher, evaluator, facilitator, supervisor, and consultant. They appear to parallel the autonomous or dependent functioning of supervisees. For example, Sue said that the relationship is about *"a lot of hand holding"* (figuratively speaking) reflecting not only dependency but also defining the supervisor as an expert. At one point she noted that the supervision was about providing *"guidance, as well as ideas for improving my work."* This defined the supervisor as teacher or facilitator. Sue said that her experience in the course was so valuable that she would *"have to find a consultant"* once the course ended. This was an autonomous stance and defined the supervisor/supervisee relationship as primarily collegial.

Other tasks related to these roles were also discussed. Barb described the relationship as being valuable and simultaneously difficult. She explained, *"I knew you were really trying to help me grow. I could understand things I could do differently. It was hard, but I knew I could grow."* Lucy reported that in spite of her lack of internship

placement site that supervision provided her with *"support and encouragement"* throughout the relationship.

> Researcher's journal 2/15/98. *In spite of Lucy's lack of an internship site, I have attempted to approach her 'as if' she were dealing exclusively with clinical issues of practice. I tailor questions for her consideration and hope she is better prepared when she does have more opportunities to record sessions. I may not know what all of her clinical skills are nor have they been revealed but they are revealed in her process of 'being' with the group and participating in the group supervision sessions.*

Trust

It was my goal to build trust within every supervisory role. Sue said, regarding the relationship, that *"I give him high marks in his ability to be brutally honest without being brutal."* The relationship was about building trust among people who not only did not know one another, but also would not see one another during the experience. As evidenced by Barb's statement *"I knew you were really trying to help me grow"* and Sue's that *"Your comments are very helpful"* it was clear that trust was built over time.

However, the technological and clinical requirements of the course affected how this trust was built. Sue explained that by using the distance format, there was an "equalization" of teacher and student. She stated that *"The relative equalization of the teacher/learner relationship is a good thing."* She thought that the isolation of the venue made the availability of the instructor evermore important which was reflected in her statement *"like I wasn't alone and that there was a group and individual that I could turn to for help."*

It was difficult to assess how the degree to which the supervisory relationship was affected due to the use of the distance format. In the evaluation of the supervisory relationship, there was little evidence that participants attributed problems to 'personality issues' or to 'problems with the supervisor'. Lucy addressed this by noting that her experience was frustrating at times but she recognized that "*it has been good.*" She made an important distinction that frustrations emerge from technology, the supervisor, and also from the process of supervision itself. She said that supervision is difficult in any venue when she remarked, "*It reminds me too much about internship though. . .frustration comes along with it too.*"

Although no definitive statement emerged describing the supervisor/supervisee engagement, there are several collaborative events which point to a mutual and productive relationship. These events include: 1) Sue's voluntary continuance in the distance supervision course, 2) the evidence emerging from subsequent supervisors, and 3) the willingness of all three participants to use a distance format to facilitate clinical supervision in the future. These three factors confirm the trust and safety of the supervisor/supervisee relationship.

## The Parallel Process of Researcher/Subjects

I participated in the study not only as researcher, but also as supervisor. The subjects and I reciprocally used e-mail in order to facilitate an understanding of course requirements. The participants used the WWWBoard to post journal entries and clinical questions while I used the WWWBoard to post clinical responses to audio or videotapes.

The participants used the group supervision sessions to gain clinical skills and support while I offered new skills and clinical/informational support during these sessions.

The duality of the supervisor/researcher role created anxiety that I had not previously experienced as a supervisor. My intention was to create a useful and thoughtful technological venue for distance supervision. Thus, when participants could not access the Internet, and when their computers crashed, or when they did not enter the correct URL address to gain access or forgot a password, I felt anxious and responsible. During one group supervision session early in the course, I was in my campus office when I accessed the group supervision session. Lucy and Barb happened to be in the computer lab to access the course. After some time, Barb relayed that Lucy was unable to access the Internet site for the group supervision session. After I tried to relay instructions for access to Lucy via Barb, I literally ran over to the lab to see what was wrong and asked Barb to tell Lucy I was on my way over. When I arrived, Barb hadn't passed on the message and Lucy had left. From that point on I did not assume that level of responsibility for participant process.

Because I relied on the subjects for textual material, I walked a difficult line between being the supervisor participating in a study and simultaneously watching, describing, analyzing, and interpreting supervisee process. To the degree that I was invested in the process, I vicariously experienced the frustrations, joys, and ambivalence of the participant's experiences in addition to my own. This is to be expected in qualitative research design but I was unaware of how it might create feelings which were congruent with that of the subjects involved. The concern I felt when developing the technological requirements of course participation, the feelings of satisfaction after a

successful group supervision session, or the experience of 'social disconnection' were not dissimilar to those feelings experienced by the participants.

> Researcher's journal of 3/17/98. *I carry the responsibility for the success of these students and their technological 'success' in this course. Normally I am quite clear that the responsibility for success, motivation, or even showing up for a course lies with the student. That relationship boundary is less clear for me as I focus on completing the study even the fear that my subjects would disappear from the experience altogether. I think I set myself up because of my investment in both the study and its impact on the course itself. I believe that if this were just a course rather than a dissertation project, my investment would be less pronounced. Has it affected my ability to allow for clear outcomes? I believe so but it is a process which I am aware.*

## The Paradigm Shift of the Researcher

### Being Researcher and Supervisor

Several constructs of supervision were challenged through the duality of the supervisor/supervisor role. First, I spent so much time working on the technological aspects of the course that when the course finally began, I felt more like a researcher than a supervisor. Second, since the subjects struggled with the technological aspects of the course, it necessitated my involvement with them as they encountered technological problems. This is an atypical role I assumed as clinical supervisor. Further complicating this role, I was engaged in a research study which required a constant comparative methodology. The emphasis is on the word 'constant' because as I was reviewing data, I was attempting to keep the technological aspects of the course running as smoothly as possible while conducting clinical supervision.

Due to the technological aspects, I found the process very labor intensive and felt rushed and pressed when I received video or audiotapes. Since I took my time reviewing the tapes and posting feedback on the WWWBoard, I often waited until there was a free block of time, which never arrived. As I continued to supervise Sue and Lucy during the term following the study, I realized that I felt less anxious and pressured in the supervisory role. During this time I did not have to save and analyze every word of dialogue created via the group supervision sessions, e-mail, or the WWWBoard. I found that I felt far less responsible for the supervisees and was able to focus primarily on the task of clinical supervision.

## Supervision is Supervision

One of the most memorable experiences I had was noting when the technological concerns of the participants were diminishing. I suddenly realized that I was *doing* clinical supervision.

> Researcher's journal of 1/24/98. *After the last group supervision dialogue I suddenly realized that I really was doing clinical supervision. Oh, that sounds strange to say but I enjoy the supervisees' ah-ha experiences when they finally get something they hadn't gotten before. (A friend) asked me what I meant and I told him that it was as if all that I enjoy about being a supervisor suddenly returned, the clinical focus, the joy of seeing change in supervisees, the challenge of the engagement, the refinement of clinical theory, my joy . . . of the process.*

This was a revealing experience because I hadn't realized that I had lost a supervisory focus until it returned. Suddenly, what I was doing became clinical supervision for the simple reason that I became a clinical supervisor. Although I

assumed that some type of clinical supervision was possible via a distance format, prior to this experience, it was a cognitive belief rather than an emotional conviction.

The Inquiry Process

During the research process, my thinking was challenged. I experienced an acute new sensitization to words and their meanings and meta-meanings and ultimately, how communication is very complex. My goal was to figure out what the participants were "really" saying and simultaneously, I discovered the experience. I accomplished this by virtue of remaining open to new possibilities and different realities from my own. At times, I would reflect on my positions, beliefs, experience and just play with alternate interpretations of what was happening for the participants. I would frequently ask peer reviewers and friends what the data indicated. I would then check out any additional interpretations with the participants. I found that being cautious with interpretation initially would increase my anxiety because of my concern about being 'right' or doing the right thing.

One example of this was when I told the participants during a group supervision session, *"I think I was afraid of having to retract 'words' on a board if I wasn't careful of being precisely clear. In reflection, I wondered if this was really more difficult than retracting a statement made to a person if misunderstandings occurred."* However, over time this reflective process in and of itself allowed me to let go of preconceived notions and expectations which over time relieved performance anxiety.

Benefits/Limitations

## Participant's Views

Specific comments regarding the evaluation of distance supervision were made throughout the study. Although questions related to supervision had been scheduled to be asked three times during the term, answers to the study's framing questions were answered throughout the data collection process. These answers emerged in the context of communicating using various available formats. In this section, each of the participant's statements were reviewed as they related to these questions and as they related to the categories previously discussed.

## Lucy

After the initial stage of data collection Lucy wrote, *"At first I thought it was too disorganized to follow what was being said. Then I got more used to it and I have really enjoyed it and think that I can benefit a lot through this kind of supervision."* Additionally she believed it to *"be pretty neat as a way to communicate."*

In regards to her comparison of previous face-to-face supervision she said that the *"weight"* she carried *"seemed to be the same."* She appreciated the opportunity to wait only "several hours" for a response rather than days or weeks. In regards to safety, she thought she could *"be more honest."* Although she struggled with the lack of an intern site she commented that she enjoyed the group supervision sessions and commented, *"I felt that we got a lot accomplished."* At times she explained that because of the

differences between the traditional course and the distance format that *"I was having a hard time remembering to journal and look at the messages but now it's just like remembering to go to class."* Her personal expression was also affected by the venue as she pointed out, *"I guess I just think it is more task oriented, which can be void of feelings and expressions, etc. ..."* In another session she elaborated on this topic, *"I do see how the f 2 f chitchat about feelings is important."*

Lucy did not escape the technological problems that seemed to plague all the participants at one time or another. She had her computer crash and then had to access the class via the university computer lab as well as facing glitches when she said, *"By the way, last Monday the computer threw me out of the chat room and I could not get back in to say goodbye."* In spite of these problems, the computer provided a positive way for her to connect as she explained *"I have stayed because this has been very convenient for me. also productive. When I get on the computer I am right on task and focused."*

In terms of support and encouragement toward supervision she explained,

*One of the purposes of supervision is so that I have support when things are not going well. I think that you have provided that for me. I have been very frustrated and stressed about not having a site and you have been very understanding and helped me stay optimistic.*

She was motivated because of the supervisory intent. She reflected, *"My motivation comes from liking the process and wanting to experience it. I think that it is an advantage for you to watch my whole tape"* as well as *"provide me with information."* When asked specifically about the drawbacks to the course participation, she said that *"there was nothing there that I wanted to change."* But did add,

> *However, I can comment that owning a computer at home where you can access*
> *the "supervision" is definitely a plus. I think*
> *that is one of the advantages of long distance supervision. The disadvantage is*
> *that if that is not an option for you, you have to*
> *go somewhere. However, that is not much different than attending class.*

In her final comments regarding participation, she succinctly described many

elements of the experience. She summarized,

> *I feel I am more actively involved I really like it. I like the way your feedback on*
> *my work is on a screen that I can print out or look at when I want to. Also, it*
> *really allows me to digest the information you gave me and think through*
> *answers before actually engaging in a discussion with you. I also like I have*
> *access to it when I want it or can have it. I also feel that it is personal and*
> *intimate even though I don't see your*
> *face. I think the reason for that is in your wording and phrasing of the*
> *comments.*

Sue

For Sue, the convenience of distance clinical supervision was mentioned

frequently, *"Well, I liked it and got used to it...I will miss it if I have to start going to*

*Corvallis again"* and *"The convenience of talking on the net and doing email and the*

*message board...I really liked journaling as you might have guessed."* She used the

WWWBoard not only as a place to post journal entries but also found the *"ability to*

*vent"* helpful. On a personal level she reflected, *"I learned to be patient with myself, and*

*to keep practicing, and not to give up on my gut reactions (for instance the group*

*thing)."* In addition to journal entries she *"liked getting my tape critiques that way*

*because I could print a hard copy and reread it . . . and read it along with the tape."*

In regards to the technology she expressed, *"I am also really 'in love' with the computer technology. Even though it can be frustrating at times. (such as when things go wrong for no apparent reason and you are stuck not knowing what to do . . . I hate that)."* She differentiated between distance delivery and the product *"My thinking about supervision did not change. My thinking about distance delivery was put to the test of reality. Technology is tricky and can be very unpredictable."*

In terms of the supervision, she wrote in some detail,

> *The supervisor was great. I felt that his comments and critiques were right on. When I followed his advice, I always had a better session....I really tried to use every nugget of information. It was good to see his comments to others and comments during chat. I appreciated the attention to detail he provided in setting up the supervision including the chat and www board. And his attention to the confidentiality issue.*

In comparing face-to-face and distance clinical supervision she wrote, *"To me it is not a replacement for supervision it IS supervision . . . Just a different form."* When asked how she *knew* it was supervision she explained, *"Well, if it smells like and feels like and looks like . . . "* She also mentioned that she *"felt supervised . . . like I wasn't alone and that there was a group and individual that I could turn to for help."* The poignancy of the supervisory relationship was reflected in *"I felt that I was supported not only as a supervisee but as a person . . . "* At the end of the experience she wrote,

> *My expectations for f2f supervision vs. distance supervision were the same in the sense that I expected to have someone I could trust, tell me what I was doing right and wrong and help me to develop my own style of counseling that is effective. I expected confidentiality and support. These factors were the same. In distance supervision, I did not expect to have as much emotional support (in the form of hugs, smiles etc), but there was more emotional support in chat than I expected. Still, my expectations were for a more detached experience than f2f supervision, and that turned out to be true for me.*

She made a comment that as she used distance communication she *"learned that this form of communication needs rules just like that standard oral communication has rules."*

In regards to drawbacks she stated that *"My family learned to respect my time, except for once."* She didn't like *"mailing the tapes, retrieving the tapes from the P.O. (Box, or participating in) chat when it was not attended by all."*

The social issue emerged in that,

> *I observed that it is hard to read faces when you cannot see them. . .it was really hard to chat with people I didn't know. I would have been much more comfortable chatting with someone I knew so I could imagine their faces. I (thought it) was easier as time went on, but I was somewhat resentful when others were late, or could not participate. I felt the tension of others in some chats. . .I became adept at reading between the lines, and wondered if I was reading correctly.*

In addition, *"I learned that some people don't answer their (e)mail."*


Barb

In her evaluation of the experience Barb wrote, *"I think I have learned a great deal."* She thought the difficulties led her to consider, *"and perhaps more than I would have otherwise."* Because of her interest in working overseas she wrote, *"I believe that I have found a way to keep growing professionally via distance learning, and this may provide me with opportunities to continue my professional growth."*

In terms of her clinical experience and growth she noted, *"I learned a great deal about general counseling skills using person-centered theory. I started recognizing how often I employ cognitive dialogue."* In terms of specific elements, she appreciated that

her *"counseling experience was seen and reviewed. I was able to find out how I could improve. I really was forced to question my theory base."* The learning activities and having feedback in written form *"is a good way for me to look back at tapes and learn."* And in summarizing her clinical evaluation she explained, *"It was hard, but I knew I could grow. I think I have become a better counselor."*

She made some important comments regarding ways to improve the supervisory relationship,

> *Perhaps I would get to know the supervisor better ahead of time. Because this is such a personal experience, it requires a great deal of trust. Getting to know a person face to face, if possible, is good. If this is not possible, then I would spend time e-mailing prior to the beginning of supervision, to get to (know) each other.*

She said that in spite of the technological difficulties *"I did appreciate having to readjust to an entirely new experience, as I felt that I stretched myself as far as learning."* She also wrote that in order for distance supervision *"to be successful in this type of exercise, a person would have to enjoy challenging, unfamiliar activities."* Because she *"had no idea what to expect"* she *"tended to compare this experience with regular supervision."*

She noted that the experience was *"frustrating"* and added, *"I want to do distance learning again, but I would like to have it stretched over a longer period of time. I need more time to process written information, I think."* In terms of being supervised via a distance medium Barb said, *"Truthfully, if I could, I would probably do this and regular supervision, as they each have value"* although she noted, *"It could replace supervision."*

She did not care for the WWWBoard and at one point called it too *"public"* but later elaborated, *"I am not sure why, but I suppose it had something to do with not being able to use it from home. I do believe the whole thing was so personal that it was hard not to take offense."* Her offense was described in terms of intensity and explained, *"I felt this experience was particularly intense, as the personal quality of sitting together in a room was not there to soften the intensity."* One summary statement Barb made was, *"I believe it was successful, in that I understood and recognized things that I could do differently. It was perhaps more painful to learn this way, because of the lack of human contact, but the learning still took place."*

## A Synopsis of Technology Use

In spite of the expectations about the use of technology, technological problems persisted. Throughout the sixteen group supervision sessions there were nearly 120 disconnects from these sessions. Even with the rapid acceleration of the advancement of technology, the inherent difficulty for using these systems for long-term, long-distance communication continues. It is important to note that the use of video conferencing (vc) software is currently being refined and could be one component of the next innovation that will 'humanize' the process of distance clinical supervision. Currently, technology remains less than perfected. This issue itself was a consistent concern for all the participants. Lucy noted on a WWWBoard post, *"the computer I was using died. So I will be at the computing center at (the computer center) with Barb this coming Monday."*

In spite of the highly sophisticated software available, computers fail. This occurred even when the user was motivated, technologically competent and comfortable with the technology,

*Posted by Sue on February 05, 1998 at 19:23:46:*

*Hello*

*I had a disappointment today. I brought the video camera to do my taping and the battery that I thought I had charged up was*
*dead that I didn't bring the stuff to plug it into the wall. So I didn't get a tape. It was just the start of "one of those days" and I am glad that it is over.*

And then it was three for three as Barb faced the same difficulties,

| | |
|---|---|
| *Barb> I also feel though, that the video tape thing is* | *227* |
| *beginning to* | *228* |
| *Barb> drive me crazy, as I seem to have* | *229* |
| *Barb> this affect on machines, and they will often break* | *230* |
| *down in my presence.* | *231* |

In addition, technological concerns included: 1) signing up for services, 2) problems with accessing the communication programs, i.e., group supervision, WWWboard, or course material, and 3) the fear associated with the 'unknown'. The data subsequently supported a need for the supervisor to remain actively engaged in mediating difficulties, offering alternatives, and providing extra time to meet the needs of supervisees.

## Summary

It appeared as if the subjects experiences remained consistent across the themes and categories discussed. Sue was interested in participating because of specific

logistical reasons such as avoiding a long drive to and from the campus. She was the most clinically experienced of the supervisees and operated the most autonomously. Sue repeatedly used reflection via posting journals on the WWWBoard and reported on her reflective process throughout the course. Her desire for social and emotional presence from the other supervisees created some frustration for her. This happened when she found herself alone posting personal process on the WWWBoard or when she figured that because she did not face the technological problems, she had become the one consistent participant in the group supervision sessions. She passed the academic course.

Lucy was the most excited about the course and felt that her needs were being met in regards to technology and the social environment. She displayed both autonomous and dependent responses during her participation. It appeared that her lack of social connection with her cohort paralleled her social connections in this venue. She did struggle with technology but her primary concern was the logistical problem of not having an off-campus placement site. She passed the academic course.

I have no reason to believe that Jane would not have succeeded with the technological and social venue of this course. Since I had no basis by which to evaluate potential clinical development, that is one unknown. In the initial e-mail messages and in the first group supervision session, Jane appeared excited and her experience seemed most similar to Lucy's. In requests for follow up information regarding her opinion of her experience, there was no response.

Barb struggled with technology during the entire course, she felt isolated during the experience and was concerned about tape reviews and clinical feedback. She also talked about her need to "*not delve into hard issues*" which appeared to mirror her

willingness or inability to reflect on certain issues. Barb was the most dependent upon affirmations, and needed the most direction clinically. She felt fearful and this influenced, and was influenced by external and internal events. This resembled the *"cycle"* the participants discussed. She passed the academic course.

One comment made by Barb was a synopsis of the categories explored and expressed examples of the issues confronted by all participants in this distance group supervision experience,

> *What I would tend to do with the other women, I think, is that I would kind of do a check on my comfort level. I would say to myself, "Am I comfortable with this?" I would then say yes, or no, or maybe, or a little bit, not too much, or whatever. I would like of check and say, "How are you feeling about this." I would kind of check with their comfort level to see how it compares to mine. I think that one of the factors too, as I said, I would be trying to figure out based on the narrative, as compared with the signals that I would get in a true meeting, how am I doing? Am I doing what I'm supposed to be doing? What areas do I need to improve in? Where should I be? It's almost like I would like a little thermometer on the screen to tell me where I should be, etc. . . .*

The following questions addressed many of the concerns expressed by the supervisees: "How will I reflect on my progress?" "How will I gauge the social atmosphere?" "How will other's perceive me?" "How am I doing?" "How are other's doing?" "How do I communicate what I want to communicate?" "How do I interpret written narrative?" "How safe is this?" and, "How can I gain from this experience?" Inherently, by virtue of the position of dependency, autonomous functioning was encouraged throughout the participant struggle to resolve these questions.

I witnessed each of the participants gain from the experience. This was through deliberate and careful feedback, their willingness to reflect, their persistence, and their desire to meet social needs. They each acquired a measure of clinical skill, clinical and

technological competency, personal and professional autonomy, personal insight, and increased theoretical knowledge.

CHAPTER 5

EMERGENT THEORY AND RECOMMENDATIONS

What follows is the interpretation of the data in Chapter 4. This interpretation

and subsequent posited theory of distance clinical supervision are based on constructivist

and humanistic theory. These theories parallel the epistemological basis for qualitative

inquiry which states that meaning and knowledge are created in the act of existence and

experience. In addition, I hold to the tenets of constructivism as an explanation of how

learning takes place and therefore, attempted to create this environment from the onset of

the study.

This chapter proceeds to use both the data and my interpretation of that data as

foundational constructs for an emergent theory of distance clinical supervision.

However, since my perspective created a unique learning environment and influenced the

interpretation of the data, it is important to examine some of my assumptions congruent

with constructivist and humanistic theory.

Researcher's Assumptions

My assumptions included the need to pose questions. The frequency of questions

of the participants was specifically designed to create an environment of inquiry.

Questioning was designed to create reflection and was indicative of my desire to

encourage greater autonomy. The open dialogue between the supervisor and supervisee,

the journal posts on the WWWBoard, the nearly 320 questions asked of the supervisees,

and the clinical review process all produced reflection and meaning-making on the part

of the supervisees (Sexton & Griffin, 1997, Bruner, 1960). The reflection and the construction of meaning occurred both throughout the development of the supervisees and was facilitated in the design and implementation of the course. This approach is consistent with distance education foundations which conclude that providing opportunities for reflection during the course of study improves learning (Thorpe, 1995, Morgan, 1995).

I held an assumption that clinical supervision could be accomplished via a distance format. Although not technically part of the research question, the notion I held was that distance clinical supervision would work. This study provided a great deal of evidence supporting this conclusion. The paper trail supporting this conclusion included the researcher's journal, the group supervision sessions, the WWWBoard posts and the feedback from the participants. Ultimately, the participants successfully met the technical requirements for course completion. Additional support emerged from subsequent supervisor feedback. There were no concerns expressed by the supervisors about supervisee development or process during or after participation in this course.

I initially assumed, as evidenced from my original research questions posed, that the compartmentalization of the supervisory process was distinct from the technological aspects of the course. This process of projecting my experience or expectations onto the supervisees was one of balancing my desire to have the supervisees succeed in the process (both technologically and clinically). As the study proceeded, I remembered that my efforts to 'control' another's experience is an epistemological illusion. This attempt to control the participants or unravel the intricacies of supervisory 'cause and effect' events is methodologically flawed based on the stated intent of this study. Thus, I

struggled with these issues not because of any inherent research flaws (because this instrument is not perfected) but rather, I found myself looking for answers to some questions that this study was not designed to answer.

I believed that by pursuing this study, the field of counselor education and supervision might benefit from the positing of an integrative theory addressing aspects not incorporated into present supervisory theories. This included a paradigm explaining the role of distance education, participant experience, and benefits and pitfalls emerging from the use of distance clinical supervision. The development of a theoretical model might explain trends of incorporating distance methods into counselor education programs.

This study was impacted not only by my theoretical perspectives of 'knowing' but also by the experiences and reality of the participants. Both the act of unraveling the experiences of supervisees and my interpretation are congruent with constructivist theory.

## The Social Reality of the Participants

The participants were constructing reality or meaning even prior to the start of the course. Expectations were that the experience would be *"fun," "convenient," "wonderful,"* and *"better."* This was their reality and aspects of the course either confirmed or denied these initial constructs. Subsequently, new or concurrent beliefs were developed to account for discrepancies and affirmations of their experience.

The participants all saw themselves as successful in spite of the technological problems and specifically said that their success was due to their being "determined" or "persistent." I would suggest that success was determined by their belief in the possibility of success which was reinforced by their social environment. This view is also consistent with constructivist thought.

Because the participants held expectations prior to their participation in the course, they simultaneously created social expectations in which to frame their experience. Shaw (1996) stated, "Social settings are not viewed as simply neutral grounds in which developmental activities take place, but they are seen instead as intimately involved with the process and outcome of that development" (p. 180). In this environment, learning did not occur from teaching but rather from the social context in which the learner interacts.

Because this was a different setting or "culture" from the expected social environment of the traditional classroom, I discovered myself looking for a new "language" to express my intentions. I found that the supervisees did not necessarily accept my intentions as being benevolent even when explained via written dialogue. My construction of reality was not theirs although we coexisted within the environment. This remained somewhat of a struggle throughout the process. Whatever was communicated to the participants, their interpretation was filtered through a social, professional, clinical, and personal co-constructed reality.

The lack of social convention for communication in this venue created a unique opportunity to purposefully engage in constructing reality. This opportunity is frequently missed in traditional classes where the historical rules of dialogue, traditional

expectations, behavior, and course requirements supercede the individual's process of learning. The data in this study suggest that these subjects overtly created the environment to frame their learning experience. This framing of the experience allowed the participants to create rather than find knowledge. This social construction of knowledge does not exclude the need to learn counseling skills, rather it reveals that all knowledge is social in nature and appears in the context of relationship (Roehler & Cantlon, 1997).

The constant pressure to reconcile social expectations with overall course requirements was an outcome of the participants' conscious efforts to create a social environment conducive to further inquiry and learning. The lack of social norms created a situation where participants created an environment where the participants had to re-create their ideal and desired social learning environment. Because creating this ideal setting was not easily done, it facilitated a greater understanding on the part of the participants of their need for social interaction and its influence on their learning process.

This is particularly poignant in the participants discussion of creating new conventions and understanding the power of the written word. The intentions about writing needed to be stated and restated. Everything discussed from chitchat to clinical dialogue, that in another venue may have been understood through smiles, eye-contact, intonation, and other social conventions was open for interpretation. Since a common social language was not available, the subjects had to actively and persistently work at communicating "intention" and "understanding." The need to literally rewrite interpretation and understanding meant that the social environment was being rewritten and retested at every meeting. Although Lucy stated that she could *"be more honest"* in

this distance format, it is due to her adherence to a prior convention and "acted out" her social norm. She subsequently created *her* ideal environment in which she could learn as well as clarify others intentions.

## The Supervisory Relationship

The social environment was impacted by how I intervened in both the social and learning process. Thus, as a supervisor I had an important role in how the supervisees interpreted and defined their experience.

### Supervisory Interventions

The data suggest that in this process of distance supervision, the effectiveness of learning was dependent on how I intervened in the social process of the participants. The effectiveness appeared to be related to whether I encouraged or discouraged collaboration, autonomy, or used reflective statements and questions. Sexton (1997) suggested that these social interactions could change the cognitions and feelings of participants in a learning environment. The focus on creating an atmosphere of autonomy was geared toward these ends and the participants were free to explore ways of making the experience work for them.

In the first supervisory session I emphasized their freedom to meet with one another face-to-face outside the course meetings. I also gave them the freedom to discuss issues or collaborate by using the group supervision software outside of the scheduled meetings. Throughout the course I encouraged independent thinking and

inquiry while keeping the clinical goals of instruction in mind. I believe this process explains why I ended up being "equalized" with the participants and was not considered *the* expert. Even the initial statements about Sue helping the "rookies" of the group or being there to "help" wasn't discussed again among the participants.

At one point the learning process did not appear goal-directed, Barb responded to a dialogue on feelings by writing "SNORE". This indicated that the organization and intent was not clear to her. In this case, within the social environment the supervisor/supervisee relationship was not well established because of what the lack of face-to-face contact meant to her. The ideal constructivist environment would have been to invite her to explore possibilities for improving her experience (such as additional face-to-face meetings) during the course. This would have been congruent with my acknowledgment of her dependency and would have created an environment to meet her needs. Due to the design requirements of the study, I did not consider it an option. However, in hindsight it may not have been a methodological problem but rather an additional venue for data collection and further construction of theory.

Although the construction of knowledge occurs through social engagement, it also occurs within the cognitive and emotional process of the individual. Humanist theory posits that a person learns those things that she perceives as important to the maintenance or enhancement of the structure of self (Hall & Lindzey, 1970). Teaching can happen, or more accurately learning, when two things are presented: when the threat to self is reduced, and opportunities at differentiation are presented (Rogers, 1951). Both of these humanistic events took place in the distance learning environment. This was evidenced by my willingness to work with each person individually and uniquely, and by

the course structure which encouraged autonomous functioning. It also created a differentiation process between the supervisees and their supervisor through support and encouragement resulting in a trusting relationship.

## Trust and Safety

The participants discussed the issue of trust and safety associated with this experience, both toward each other and the instructor. My goal in creating a learning environment, based on constructivist and humanistic principles, was to develop autonomous and highly functioning individuals. In response, they would create their own learning environment. I did not cajole participation from the students. This is reflected in the choices students made to participate in the group supervision sessions, post personal entries on the WWWBoard, or request further dialogue via e-mail. As noted, the participant's attributed the "equalization" of the supervisory relationship to the technological venue. This suggests that I remained successful in attempts to fulfill the role of collaborator in the learning environment.

As shown in the number of text segments expressing feeling, opinion, and criticism in Chapter 4, the entire endeavor reflected a degree of trust built in the environment. This venue provided an avenue for creativity of thought and originality. It also allowed for the freedom to express individual differences and similarities. This is a key feature in the creation of a humanistic environment (Rogers, 1969). The data reflect a willingness of the instructor to extend trust, honesty, openness, and realness. This occurred via student resources, individualized contracts, group experiences, self-

evaluations, and the opportunity to pursue personal interests of inquiry. These elements made the assigning of required readings, unprovoked or unrequested lecturing redundant to the purposes of the course (Rogers, 1969).

The counselor educator who exhibits genuineness, respect, and empathy is far more likely to establish a supervisory relationship based on trust (Halgin, 1986) and minimize role conflicts (Ladany & Friedlander, 1995). Barb was willing to acknowledge her lack of trust throughout the course. By virtue of her freedom to discuss her feelings, she took some responsibility for those feelings rather than externalizing and blaming all of her concerns on the instructor, other students, or the technology. Established trust can facilitate learning and enable the relationship to continue unheeded vis-a-vis non defensive responses to questioning and minimizing power struggles around evaluations (Carey, Williams, & Wells, 1988). The issue of safety was addressed frequently which removed some of the mistrust of the process.

Throughout the course, issues of safety emerged. This included the safety of viewing the entire tape, of posting WWWBoard journal posts, of being evaluated at the end, of not doing everything "right," of the social environment, and the safety of using technology. At every turn, the participants learned to trust and this mitigated safety concerns. Safety facilitates independent thought and feeling by allowing learners to engage in processes other than power struggles with instructors. Abraham Maslow, who considered himself a participant in the "third force" of psychology (Hall & Lindzey, 1970), described a hierarchy of needs which influenced motivational processes. Safety needs were described in terms of growth needs or deficiency needs (Biehler & Snowman, 1986). When safety is achieved, learning processes open up conjecture, an important

aspect of learning (Dewey, 1979, Biehler & Snowman, 1986). Personal safety needs were discussed and explored by *using* technology. Potential power struggles were diffused when trust or safety was an issue via reflexive questioning, acceptance, and a belief that the students would succeed.

Although a constructivist and humanistic environment was created for the participants, the stated goal of the course included increasing supervisee competency in using counseling skills. How distance supervision influenced and impacted supervisee development are relevant in interpreting the supervisees' experience.

## The Influence on Supervisee Development

A constructivist environment means that goal-directed learning takes place without overtly creating the *way* to meet these goals. In other words, the teacher facilitates tasks designed to elicit knowledge creation with a specific goal in mind (Sexton & Griffin, 1997). A theory of supervisee development in no way counters the goals of constructivist process but rather, describes the theoretical framing of the goal or intention of the supervisory relationship. My goals in this distance clinical supervision course were to have supervisees develop professionally, hone clinical skills, identify and use congruent theoretical constructs, and gain personally from the experience.

However, the autonomy afforded supervisees within this constructivist framework appeared to create conflict for the supervisees. Situations arose for the participants in which they reflected states of dependency and autonomy. There appeared to be two factors which explained some of the tension experienced by the participants. The first is

that this technological venue, although ideally suited to autonomous functioning does not parallel the dependency states inherent in new supervisees. Thus, Barb found herself struggling to balance her need to autonomously fix her technological difficulties while resisting input which might improve her clinical skills. This conflict was an essential process for her in that she constructed meaning through her struggle and ultimately framed a resolution and learning process.

Lucy depended on clinical input about her counselor development while Barb's experience appeared to create more angst and conflict in the midst of her technological dependency. One explanation was that Lucy's success in the technological realm allowed her to focus on areas of clinical improvement. Data suggest that Lucy had the time and energy to spend on clinical issues because she did not spend her time struggling with the technology. For Barb, it was "as if" absolute technological success was necessary prior to the ability to focus on perfecting clinical skills. This could also be explained by the differences in participant' perceptions of what it means to be technologically or clinically dependent on a supervisor. It is important to note that the degree of supervisory dependency expressed by Barb may have differed in the traditional supervision environment but cannot be ascertained. Her subsequent supervisor, who was also her previous supervisor, noticed that she appeared more dependent prior to taking this course. However, any supervision environment may have facilitated that change.

In regards to the autonomous functioning of Sue, she was inclined to focus more on areas of interpersonal issues in her counseling process, and responded more favorably to collaborative and collegial responses. This follows the predictions of developmental models (Stoltenberg & Delworth, 1987, Leddick & Dye, 1987, Krause & Allen, 1988).

This is also consistent with the finding that independence, high motivation levels, and self discipline appear to be essential characteristics for successful distance education experiences (Threlkeld & Brzoska, 1994).

Although many events reflected autonomous or dependent states of the participants, it was difficult to ascertain whether a discreet progression of steps from dependent to autonomous functioning occurred. However, with the examination of the final course evaluations, it is clear that all the participants experienced some progression. This paralleled Stoltenberg's Developmental Model (Stoltenberg, 1981) which proposed that supervisees advance from states of dependency, to conflict, to conditionally dependent states, and then to autonomous functioning.

## Autonomy and Motivation

All four initial participants were highly motivated, believed they could succeed, and were willing to work independently toward task completion. This was reflected in their willingness to voluntarily engage in a study where the lack of face-to-face contact was understood and where the need to engage in additional technological tasks was seen as an attainable challenge. At no point did the technological problems create dialogue around the need to return to traditional course work.

The technological aspects actually enhanced the opportunity to learn. This is reflected in comments from the participants. Barb said, *"I think I have learned a great deal . . . and perhaps more than I would have otherwise."* Sue said, *"My thinking about distance delivery was put to the test of reality. Technology is tricky and can be very*

*unpredictable.*" Lucy noted, "*Also, it really allows me to digest the information you gave me and think through answers before actually engaging in a discussion with you.*" These statements mirror the way in which relevance and meaning occur in the co-construction of the learning environment. As stated previously, this doesn't necessarily mean that the student controls the environment but rather has a great deal of autonomy within that environment. The concept of co-creation is essential in the constructivist paradigm (Sexton & Griffin, 1997).
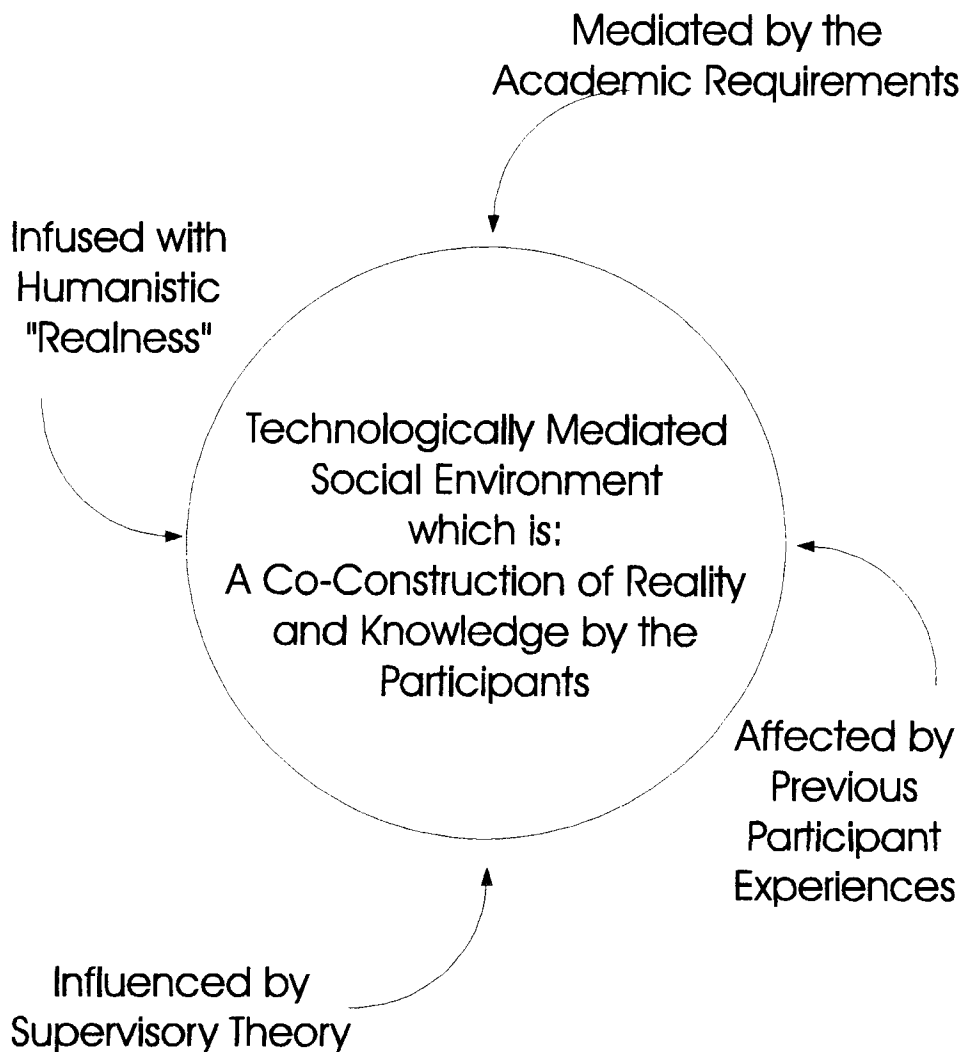
Collaborative participation, as either an active verbal (social) engagement or a quiet thoughtful one, gives opportunities to challenge or test hypotheses, to think, and synergistically gain from the learning process. Each of the participants reflected on what they believed to be important, used different forums, gained from focusing on different processes, and participated to varying degrees. As reflected in constructivist design, participation in the learning process may not be only verbal, but a cognitive and emotional engagement as well. These students were highly motivated. Both Barb and Sue said in separate venues that they were "*determined to make it work*" while Lucy noted that she would do what was "*necessary.*"

## An Integrative Theory of Distance Clinical Supervision

The constructed reality of the participants was influenced by the expectations and previous experiences of the supervisees, the academic requirements, supervisory theory, and interventions employed by the supervisor, and the supervisory relationship. In

addition, the technological aspects of the course appeared to influence the interpretation
and impact these factors. Diagram 5.1 illustrates this paradigm.

Diagram 5.1  Theoretical Model for Distance Clinical Supervision

**Mediated by the
Academic Requirements**

**Infused with
Humanistic
"Realness"**

**Technologically Mediated
Social Environment
which is:
A Co-Construction of Reality
and Knowledge by the
Participants**

**Affected by
Previous
Participant
Experiences**

**Influenced by
Supervisory Theory**

This theoretical model explains how a participant's construction of knowledge in a distance supervisory environment occurred. Learning was influenced by the history or expectations of the participants (e.g., volunteers who had high expectations for success), the supervisory theory superimposed on the course (e.g., Stoltenberg's Developmental Model), the human elements the instructor reflected (e.g., trust, genuineness), and the academic requirements of the institution, department, and instructor (e.g., one passing tape for each academic credit).

The proposed model incorporated the social construction of the environment to explain several concepts explored in this study. For example, the way in which communication was used and how it is interpreted determined outcomes of the study (i.e., perceived success or failure). The social construction paradigm not only influenced but also defined what knowledge was gained from the experience.

## Implications for the Clinical Supervisor

As the theoretical model posits, the relationship between the supervisor and supervisee is defined primarily by three dimensions within the model. The supervisor is a co-constructor of knowledge and process with the supervisee. The supervisor brings in a unique supervisory theory to the engagement. Additionally, the supervisor has an opportunity to play a role and be "real". Both of these supervisory influences either enhance or lessens the opportunity to learn.

This theoretical model parallels descriptions by Neufeldt (1997) who described constructivist principles inherent in a supervision environment (Neufeldt, 1997). She

discussed issues of creating collaborative supervision that may lead to constructivist applications. Constructivist learning theory drives the design of the supervision relationship and as stated, constructivism is based on the idea that people learn particulary well when producing and sharing with others (Evard, 1996).

## Integration of the Learning Environment and Technology

The social engagement so central to constructivist thought has traditionally been viewed as those social interactions occurring via verbal or face-to-face interactions. However, constructivism allows for the construction of multiple social experiences and therefore allows for the integration of technology into the supervisory paradigm. This paradigm leads me to suggest that other epistemological paradigms or theories do not fully explain technologies application to clinical supervision. In discussing the application of distance methods to clinical supervision, it is important to consider how this environment facilitated the belief that distance clinical supervision *"is not a replacement for supervision it IS supervision . . . Just a different form."* The social setting allowed participants to feel supported both as a *"supervisee (and) as a person."*

A theoretical paradigm of clinical supervision which excludes technologically mediated communication will continue to create a gap between theory and practice. In part, this discrepancy will create resistance to the integration of distance learning practices with clinical supervision. This discrepancy will also encourage the atheoretical practice of distance supervision. Because this qualitative inquiry examined the experiences of supervisees engaged in both a clinical supervision course mediated at a

distance, the distinction between the two was not a primary focus. As this proposed theoretical model implies, desired outcomes for clinical supervisees are not contingent on excluding technology from traditional supervisory practice. As the integration of technology with higher education environments continues, the gap between theory and practice has been accentuated. This is due in part to the expectation that traditional supervision processes and the outcomes should remain unchanged even if offered at a distance. Contributing to this view is that technology is somehow separate from the learning process and functions as a neutral vehicle to deliver the traditional supervisory services.

Contrary to the assumption that technology is simply a vehicle for instruction, the proposed model allows practitioners to create and use technology that contributes toward the goal of creating a social atmosphere of inquiry. Learning could still meet or exceed instructional goals while integrating the various clinical perspectives of both the instructor and students. Although this model suggests that the theoretical orientation of the instructor impacts learning outcomes, theoretical dissimilarity does not imply that supervisees will not learn. This is because the created environment is also influenced by the humanness of the instructor, past experiences of the supervisees, and the goals of instruction. This is particularly true if the environment allows supervisees to autonomously reflect and develop coherent theory around practice.

Because this paradigm emphasizes the role of the instructor as being a co-creator of the social experience, a technological mediated environment is one of many which can be used to facilitate learning. A supervisory relationship based on trust and support are

critical in the process of facilitating autonomy leading to learning of clinical skills, and can be done using distance methods.

## Meeting Instructional Goals

An additional role of the supervisor and one that is important in a clinical supervision model is that of task building (Bernard & Goodyear, 1992, Connor, 1994). Task building is a natural outcome of perception, individual cognitive processes, and construction within the supervisory relationship. "Supervising counselors becomes a process of creating experiences and developing, guiding and sharing meaning systems" (Sexton & Griffin, 1997, p.13). This shared responsibility is reflected in the instructor invitation to supervisees to send e-mail comments, questions, ideas, and suggestions to the supervision group rather than just to the instructor. In this way, students are likely to gain from community (Evard, 1996), as well as develop autonomy.

## Limitations

Several limitations need to be acknowledged when considering the results of this research. This study examined a small, homogenous group of graduate students at Oregon State University. The participants were all female and there were no minorities represented in the group. Although this sample was purposeful for this type of study, the homogenous nature of the sample may indicate that results obtained would not necessarily be generalizable to the population in general.

A second limitation concerns the fact that the researcher in this study was also the clinical supervisor who carried out the interventions. However, the impact of researcher on results was also an accepted result in this qualitative design.

A final methodological limitation existed in that distance clinical supervision was not an existing venue for counselor supervision at Oregon State University prior to this study. The distance clinical supervision course, methods, and process were designed specifically for the purposes of this investigation. Because this environment was created specifically for the purposes of this study, there may be differing outcomes or trends emerging from a distance clinical supervision environment created for the sole purpose of providing distance clinical supervision.

## Recommendations

The following recommendations are based on this study's findings and are provided for consideration in both further research and the development of distance clinical supervision courses. Because this study's analysis and interpretation were based on very specific events of four subjects in one clinical distance supervision course, a logical next step would be to validate some of these assertions. This could be done through studies utilizing larger sample sizes as well as both quantitative and qualitative methodologies.

Further research could be designed to ask questions not answered by this study. These questions include: 1) does this paradigm fit for males as well as females? 2) does this paradigm hold for new and emerging technology? 3) how does it functionally

supplement face-to-face supervision? 4) how congruent is constructivist thought with a variety of supervisory models? These research questions can lead to developing an understanding of not only what works, but attempt to explain the correlates of effective distance supervision components.

Recommendation One: <u>Consider how the instructional goals and the larger educational mission statement fit with the development of a distance clinical supervision course</u>. This has been discussed in terms of ensuring that course development is congruent with the larger mission statement of the program (Duning, Van Kekerix, & Zaborowski, 1993). In the case of counselor education programs this includes evaluating CACREP standards for guidance and limitations of course structure and development. It also includes evaluating the overall institution standards and guidelines for the development and delivery of distance education courses.

The larger educational mission goals will determine how much support may be available in both course development and for the students taking distance courses. Specifically, the larger mission statement may ensure that both faculty and students have adequate technical information and support. This includes avenues for debugging technical glitches, gaining further skills in the use of emerging technology, and helping to mitigate any potential fears of using technology.

Recommendation Two: <u>Use the appropriate technology to the task at hand</u>. Simply because a new technology develops does not necessarily mean it should be incorporated into practice. With the pace of technological development, it is possible to assume that "newer is better." To use technology for its own sake may create an environment that is structured around tasks associated with technological use. This is

opposed to creating an environment structured to facilitate a wide-range of learning tasks including an opportunity to learn a subject. Technology may be as relevant in reaching academic goals as any other instructional method, but if it is used simply as a vehicle to deliver lectures or traditional materials, then the entire instructional process is compromised.

There are traditional supervision processes which have been successfully used in the development of clinical skills and can continue within a distance learning course. With the commitment needed to develop a distance supervision course, the ultimate instructional goals can easily be forgotten in a plethora of technical problems created by a less than thoughtful technical design. Even in the event that overt technical problems are avoided, the amount of energy expended by the instructor or the students in meeting the technological requirements for participation, could easily detract from course objectives.

Recommendation Three: <u>Find out the history of the students and consider how their histories might impact the experience</u>. In any study, the participants bring their particular experiences and background with them. They have previous technical experiences, social experiences, supervision experiences, and expectations for course outcomes. These will influence the learning process in the course.

If students' experiences are ignored then the course may overemphasize or underemphasize what is important or needed in the learning process. In order to meet instructional goals, the teacher must understand student technological strengths and weaknesses as well as contextual strengths and weaknesses (i.e., supervisory developmental level). In courses which have more students, developing avenues of

autonomous functioning can help students learn in light of their experience rather than in spite of it. An important task would be to help the students identify and clarify the meaning of their experience on a practical, social and emotional level.

Recommendation Four: <u>Ensure that students have avenues for meeting the technological requirements of course participation</u>. Since technological skills are requisite to participating in the distance education process, the students' skills can be determined through meeting with the instructor and/or in a group. This can be followed up with a contractual agreement of how specific skills might be learned. The instructor can offer resources, time, and assistance in obtaining further training, tutoring, and information.

Gaining adequate technical skill is particulary important in technologically mediated instruction. In some cases it may be necessary to add resources to supplement or replace skill deficits. This process would be an extension of the paradigm where independent problem solving skills are encouraged and the student co-creates an environment where success is possible. For some students, it may be necessary to ensure that technology is not an overt barrier (i.e., a visually impaired student etc. . . . ). In these cases, some components of the hardware system may be modified to accommodate a disability. This may include infrared mice and keyboards, scanners, or an increase in monitor size. Software can also be used to supplement or replace technical skill requirements. Other software could be used to replace cumbersome e-mail or conferencing programs with more simplified versions.

Additionally, it is important to consider the need for distance education trials. Unless technological proficiency is the goal of the course, participants need to have a

way to create their social environment with a minimum of technological problems. For example, participants could be assured that their technological systems are compatible with course developed technology.

Recommendation Five: <u>Determine the degree of dependency and autonomy of potential distance supervisees</u>. It is important to consider whether or not supervisees states of dependency would interfere with the "persistence" and "motivation" necessary to successfully complete a technologically mediated course. The implications of determining the developmental state of the supervisee may appear potentially difficult. However, this study suggests that a student's voluntary entrance into a distance supervision course is one source of evidence that the level of autonomous functioning or motivation is sufficient for successful course completion. This recommendation does not suggest that supervisees engaged in an involuntary course would fail, however, the internal motivation of those engaged in this study indicate high internal motivations for completion.

Recommendation Six. <u>Create an environment that allows for independent inquiry and social interaction</u>. Both of these goals appear to offer relevancy in the use of technology as well as creating a setting leading to supervisee development. The autonomy offered in a humanistic relationship will not only serve students in creating *their* ideal learning environment but offers the needed trust to operate independently while using distance technology.

An instructor that encourages social interaction would help mitigate fears of a potentially new, and frightening distance supervision course. Encouraging social interaction means encouraging interaction with other members of the course and the

instructor. Ideally, this would be done with various ways of communicating including: face-to-face conversation, regular mail, the telephone, e-mail, and audio/videotapes. This interaction would not only address the contextual issues of clinical supervision but also help students think and make meaning of the experience through their interaction.

Recommendation Seven: <u>Address supervisees' thoughts and feelings regarding personal efficacy</u>. Because personal belief systems and feelings impact both social interaction and the dependency or autonomy states of supervisees, an assessment of beliefs and feelings and finding ways to bolster them are important. By bolstering a supervisees own resources, responsibility and autonomy are offered. In addition, autonomy is afforded by the instructor who actively chooses to create an atmosphere where learning is not impeded by the instructor's lack of social skills, the theory used is not one of rote memorization, or the academic requirements do not conflict with human needs. In this model, each component is tied to the outcome for the learner and either enhances or lessens the opportunity to learn. Independent problem solving methods increase the likelihood that the supervisee will learn what he or she needs to learn.

Recommendation Eight: <u>It is important to remember that clinical standards of practice are not automatically abandoned in alternative learning environments</u>. Alternative methods of acquiring clinical skills may exist outside traditional supervisory methods. This being the case, the goal of acquiring clinical skills can remain a driving force in clinical supervision course development and evaluation.

As long as the goal remains that of creating an environment conducive to learning, the goal of teaching can remain less of a task to do and more of an outcome of effective instruction. Teaching facts and skills has less to do with learning than does

creating a learning environment. In this environment, students will desire to learn and take responsibility for their learning.

## Conclusions

The purpose of this study was to determine the nature and process of clinical supervision via the Internet as experienced by participating supervisees. The subjects of this study were four students in a masters level internship course in counseling at Oregon State University. The course was a pass/no pass counseling internship placement which included an Internet-based clinical supervision component.

The qualitative design used in this study was based on a Constant Comparative Methodology using coding categories developed manually and through the use of the NUDIST 3.0 Qualitative Data Analysis Software. This design focused on the collection of textual material from participants engaged in distance clinical supervision. This textual material and subsequent analysis served to help create an emergent theory of distance clinical supervision.

The subjects evidenced a motivation to participate in the distance supervision experience. They improved their clinical skill while being challenged with the technological aspects of course participation. Findings suggest that the attitudes, prior experiences, and social expectations influenced participant meaning-making and subsequent self-construction of their ideal learning environment. In addition, participants' interest in technology and the convenience of the distance venue, provided an impetus toward autonomous functioning in spite of supervisee dependency.

In this distance supervisory environment, supervisees were offered additional opportunities to operate autonomously which may have impacted overall supervisee development. The supervisees learned and improved their clinical and technical skills, recognized support from their supervisor, became autonomous, made meaning out of the experience, were determined, and would do it again. This research may have implications for the continued development of the distance supervision method especially in experiential courses in the training of counselors.

A model incorporating the social construction of knowledge within a technological mediated environment was developed. The outcomes of instruction were seen as being influenced by the theoretical orientation of the instructor, the previous experiences of the students, the academic requirements of the institution, and the humanistic quality of the supervisory relationship. This model is significant in that it offers an explanation for the successful outcomes experienced in a clinical supervision course, while simultaneously allowing for the creation of other than a face-to-face, traditional, social environments.

To the degree that efforts are made to integrate theory and practice, the need for further evaluation of distance clinical supervisory methods are needed. A logical next step would be to replicate this study and examine the generalizability of these findings. This foundational study challenges current thinking around supervisory process which either mitigates technology to a supplemental course design issue, demonizes it as antithetical to supervisory theory, or ignores it altogether.

References

Bailey, E. K., & Cotlar, M. (1994). Teaching via the Internet. *Communication Education, 43*, 184-193.

Berge, Z. L., & Collins, M. (1995). Computer-mediated scholarly discussion groups. *Computers in Education, 24*(3), 183-189.

Bernard, J. M., & Goodyear, R. K. (1992). *Fundamentals of clinical supervision.* Boston: Allyn and Bacon.

Beshears, E. (1998, July 13). Online with professors: Internet changing student-teacher interaction. *The Washington Post,* pp. B1, B5.

Biehler, R. F., & Snowman, J. (1986). *Psychology applied to teaching.* (5th ed.). Boston: Houghton Mifflin Company.

Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education.* (2nd ed.). 1992: Allyn and Bacon.

Bohn, M. J., & Super, D. E. (1969). The computer in counseling and guidance programs. *Educational Technology*(March), 29-31.

Borders, D. L. (1990). Developmental changes during supervisees' first practicum. *The Clinical Supervisor, 8*(2), 157-167.

Borders, L. D., & Leddick, G. R. (1987). *Handbook of counseling supervision.* Alexandria: Association for Counselor Education and Supervision.

Borg, W. R., Gall, J. P., & Gall, M. D. (1993). *Applying educational reseach: A practical guide.* (3rd ed.). New York: Longman.

Bruner, J. S. (1960). *The process of education.* New York: Vintage Books.

Bush, R. A., & Williams, C. J. (1989). Distance education: An option for social welfare and social work education in the 1990's. In D. Roberts (Ed.), *Distance Education Papers* (pp. 3-17). Riverina: Charles Sturt University.

CACREP. (1997). The 2001 standards: Draft 1 (pp. 56). Alexandria: American Counseling Association.

Carey, J. C., Williams, K. S., & Wells, M. (1988). Relationships between dimensions of supervisors' influence and counselor trainees' performance. *Counselor Education and Supervision, 28*, 130-139.

Casey, J. A., Bloom, J. W., & Moan, E. R. (1994). Use of technology in counselor supervision. *(ERIC Document Reproduction Service No. ED 372 357).*

Census, U. S. B. o. t. (1996). *Statistical abstract of the United States: 1996.* (116th ed.). Washington, D.C.: U.S. Bureau of the Census.

Clarkson, P., & Aviram, O. (1995). Phenomonological research on supervision: Supervisors reflect on 'being a supervisor'. *Counselling Psychology Quarterly, 8*(1), 63-80.

Cohen, V. (1997). Learning styles in a technology-rich environment. *Journal of Research on Computing in Education, 29*(4), 338-350.

Collyer, C. E. (1984). Using computers in the teaching of psychology: Five things that seem to work. *Teaching of Psychology, 11*(4), 206-209.

Connor, M. (1994). *Training the counsellor.* New York: Routledge.

Costa, L. (1994). Reducing anxiety in live supervision. *Counselor Education and Supervision, 34*(1), 30-40.

Danielsen, T. (1994). Computer support for collaboration. In M. F. Verdejo & S. A. Cerri (Eds.), *Collaborative dialogue technologies in distance learning* (Vol. 133, pp. 21-32). Berlin: Springer-Verlag.

Dewey, J. (1979). *Experience and education.* New York: The McMillan Company.

D'Souza, P. V. (1991). The use of electronic mail as an instructional aid: An exploratory study. *Journal of computer based instruction, 18*(3), 106-110.

Duffy, T. M., & Jonassen, D. H. (1992). Constructivism: New implications for instructional technology. In T. M. Duffy & D. H. Jonassen (Eds.), *Constructivism and the technology of instruction: A conversation* (pp. 1-16). Hillsdale: Lawrence Erlbaum Associates.

Duning, B. S., Van Kekerix, M. J., & Zaborowski, L. M. (1993). *Reaching learners through telecommunications.* San Francisco: Jossey-Bass.

Elliot, S. (1990). *Distance education systems* (FAO Economic and Social Development Paper 67). Rome: Food and Agriculture Organization of the United Nations.

Evans, R. (1967). *Resistance to innovation in higher education.* San Francisco: Josey Bass.

Evard, M. (1996). A community of designers: Learning through exchanging questions and answers. In Y. Kafai & M. Resnick (Eds.), *Constructionism in practice: Designing, thinking, and learning in a digital world* (pp. 223-240). Mahwah: Lawrence Erlbaum Associates.

Everett, D. R., & Ahern, T. C. (1994). Computer-mediated communication as a teaching tool: A case study. *Journal of Research on Computing in Education, 26*(3), 336-357.

Fleuridas, C., Nelson, T. S., & Rosenthal, D. M. (1986). The evolution of circular questions: Training family therapists. *Journal of Marriage and Family Therapy, 12*(2), 113-127.

Gelso, C. (1973). Effect of audio recording and videorecording on client satisfaction and self-expression. *Journal of Consulting and Clinical Psychology, 40*(3), 455-461.

Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory.* Chicago: Aldine.

Gordon, G. (1965). *Educational television.* New York: The Center for Applied Research in Education.

Halgin, R. P. (1986). Pragmatic blending of clinical models in the supervisory relationship. *The Clinical Supervisor, 3*(4), 23-46.

Hall, C. S., & Lindzey, G. (1970). *Theories of personality.* New York: John Wiley and Sons, Inc.

Hermansson, G. L. (1988). Field-based counselor training: A program built around distance education. *International Journal for the Advancement of Counselling, 11*, 255-263.

Hiltz, S. R. (1993). Correlates of learning in a virtual classroom. *International Journal of Man-Machine Studies, 39*, 71-98.

Hirumi, A., & Bermúdez, A. (1996). Interactivity, distance education, and instructional systems design converge on the information superhighway. *Journal of Research on Computing in Education, 29*(1), 1-16.

Holloway, E. (1995). *Clinical supervision: A systems approach.* Thousand Oaks: Sage Publications.

Holloway, E., & Hosford, R. E. (1983). Towards developing a prescriptive technology of counselor supervision. *The Counseling Psychologist, 11*(1), 73-77.

Huang, M. P., & Alessi, N. E. (1996). The Internet and the future of psychiatry. *American Journal of Psychiatry, 153*(7), 861-869.

Ibrahim, F. A. (1985). Human rights and ethical issues in the use of advanced technology. *Journal of Counseling and Development, 64*, 134-135.

Jones, A., Kirkup, G., & Kirkwood, A. (1993). *Personal computers for distance education*. New York: St. Martin's Press.

Kafai, Y., & Resnick, M. (Eds.). (1996). *Constructionism in practice: Designing, thinking and learning in a digital world*. Mahwah: Lawrence Erlbaum Associates.

Kagan, N. I., & Kagan, H. (1991). Interpersonal recall. In P. W. Dowrick (Ed.), *Practical guide to using video in the behavioral sciences* (pp. 221-230). New York: John Wiley and Sons, Inc.

Kearsley, G., & Kynch, W. (1992). Educational leadership in the age of technology: The new skills. *Journal of Research on Computing in Education, 25*(1), 50-60.

Keirsey, D., & Bates, M. (1984). *Please understand me*. (5th ed.). Del Mar: Prometheus Nemesis Book Company.

Kekerix, M. V., & Andrews, J. (1991). Electronic media and independent study. In B. L. Watkins & S. J. Wright (Eds.), *The foundations of American distance education: A century of collegiate correspondence study* (pp. 135-157). Dubuque: Kendall/Hunt Publishing Company.

Krause, A. A., & Allen, G. J. (1988). Perceptions of counselor supervision: An examination of Stoltenberg's model from the perspectives of supervisor and supervisee. *Journal of Counseling Psychology, 35*(1), 77-80.

Ladany, N., & Friedlander, M. L. (1995). The relationship between the supervisory working alliance and trainees' experience of role conflict and role ambiguity. *Counselor Education and Supervision, 34*, 220-231.

Lambert, L., Walker, D., Zimmerman, D. P., Cooper, J. E., Lambert, M. D., Gardner, M. E., & Slack, P. J. F. (1995). *The constructivist leader*. New York: Teachers College Press.

Lambert, M. E. (1988). Computers in education: Computers in counselor education: Four years after a special issue. *Counselor Education and Supervision, 28*, 100-109.

Leddick, G. R., & Dye, H. A. (1987). Effective supervision as portrayed by trainee expectations and preferences. *Counselor Education and Supervision, 27*(2), 139-154.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Beverly Hills: Sage Publications.

Lindsay, G. (1988). Strengthening the counseling profession via computer use: Responding to the issues. *The School Counselor, 35,* 325-330.

Margolies, R. (1991). The computer as a social skills agent. *Technological Horizons in Education Journal, 18*(6), 70-71.

Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research: A philosophic and practical guide.* London: The Falmer Press.

McConnell, D. (1994). Learning in groups: Some experiences of online work. In M. F. Verdejo & S. A. Cerri (Eds.), *Collaborative dialogue technologies in distance learning* (Vol. 133, pp. 46-59). Berlin: Springer-Verlag.

McNeill, B. W., Stoltenberg, C. D., & Pierce, R. A. (1985). Supervisees' perceptions of their development: A test of the counselor complexity model. *Journal of Counseling Psychology, 32*(4), 630-633.

Miars, R. D., Tracey, T. J., Ray, P. B., Cornfeld, J. L., O'Farrell, M., & Gelso, C. J. (1983). Variation of supervision process across trainee experience levels. *Journal of Counseling Psychology, 30*(3), 403-412.

Moore, M. G. (1993a). Is teaching like flying? A total systems view of distance education. *The American Journal of Distance Education, 7*(1), 1-10.

Moore, M. G. (1993b). Three types of interaction. In K. Harry, M. John, & D. Keegan (Eds.), *Distance education: New perspectives* (pp. 19-24). New York: Routledge.

Morgan, A. (1995). Improving student learning in distance education: Theory, research and practice. *European Journal of Psychology of Education, 10*(2), 121-130.

Murphy, J., & Gross, R. (1966). *Learning by television.* New York: The Georgian Press.

Myrick, R. D., & Sabella, R. A. (1995). Cyberspace: New place for counselor supervision. *Elementary School Guidance and Counseling, 30,* 35-44.

National Center For Education Statistics, (1998, January 18). *Statistical analysis report: Distance education in higher education institutions* [WWW document] URL http://nces.ed.gov/pubs98/distance/index.html

Neufeldt, S. A. (1997). A social constructivist approach to counselor supervision. In T. L. Sexton & B. L. Griffin (Eds.), *Constructivist thinking in counseling practice, research and training* (Vol. 3, pp. 191-210). New York: Teachers College Press.

Patton, M. Q. (1990). *Qualitative evaluation and research methods.* (2nd ed.). Newbury Park: Sage Publications.

Paulet, R. O. (1988). Factors influencing successful counseling in selected distance education programs. *Journal of Research and Development in Education, 21*(3), 60-64.

Paulsen, M. F., Barros, B., Busch, P., Compostela, B., & Quesnel, M. (1994). A pedagogical framework for CMC programmes. In M. F. Verdejo & S. A. Cerri (Eds.), *Collaborative dialogue technologies in distance learning* (Vol. 133, pp. 11-20). Berlin: Springer-Verlag.

Peters, O. (1993). Understanding distance education. In K. Harry, M. John, & D. Keegan (Eds.), *Distance education: New perspectives* (pp. 10-18). New York: Routledge.

Pittman, V. (1991). Academic credibility and the "image problem": The quality issue in collegiate independent study. In B. L. Watkins & S. J. Wright (Eds.), *The foundations of american distance education: A century of collegiate correspondence study* (pp. 109-134). Dubuque: Kendall/Hunt Publishing Company.

Polkinghorne, D. E. (1994). Reaction to special section on qualitative research in counseling process and outcome. *Journal of Counseling Psychology, 41*(4), 510-512.

Reddy, G. R. (1993). Open universities: The new temples of learning. In K. Harry, M. John, & D. Keegan (Eds.), *Distance education: New perspectives* (pp. 236-249). New York: Routledge.

Roehler, L. R., & Cantlon, D. J. (1997). Scaffolding: A powerful tool in social constructivist classrooms. In K. Hogan & M. Pressley (Eds.), *Scaffolding student learning* (pp. 198). New York: Brookline Books.

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

Rogers, C. R. (1969). *Freedom to learn.* Columbus: Charles E. Merrill Publishing Company.

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

Sacks, C. H., Bellisimo, Y., & Mergendoller, J. (1993). Attitudes toward computers and computer use: The issue of gender. *Journal of Research on Computing in Education, 26*(2), 256-269.

Sammons, M. (1991). Strategies for improving instructional design. In B. L. Watkins & S. J. Wright (Eds.), *The foundations of American distance education: A century of collegiate correspondence study* (pp. 255-272). Dubuque: Kendall/Hunt Publishing Company.

Sampson Jr., J. P., & Krumboltz, J. D. (1991). Computer-assisted instruction: A missing link in counseling. *Journal of Counseling and Development, 69*(5), 395-397.

Sexton, T. L., & Griffin, B. L. (Eds.). (1997). *Constructivist thinking in counseling practice, research, and training.* (Vol. 3). New York: Teachers College Press.

Shaw, A. (1996). Social constructionism and the inner city: Designing environments for social development and urban renewal. In Y. Kafai & M. Resnick (Eds.), *Constructionism in practice: Designing, thinking, and learning in a digital world* (pp. 175-206). Mahwah: Lawrence Erlbaum Associates.

Stoltenberg, C. D. (1981). Approaching supervision from a developmental perspective: The counselor complexity model. *Journal of Counseling Psychology, 28*, 59-65.

Stoltenberg, C. D., & Delworth, U. (1987). *Supervising counselors and therapists: A developmental approach.* San Francisco: Jossey-Bass.

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques.* Newbury Park: Sage Publications.

Swan, K., & Mitrani, M. (1993). The changing nature of teaching and learning in computer-based classrooms. *Journal of Research on Computing in Education, 26*(1), 40-54.

Tanney, M. F., & Gelson, C. J. (1972). Effect of recording on clients. *Journal of Counseling Psychology, 19*(4), 349-350.

The Graduate School of America, (1998, January 17). *The Online Master's in Human Services (Counseling Emphasis)* [WWW document]. URL http://www.tgsa.com/om_hs.html

Thorpe, M. (1995). Reflective learning in distance education. *European Journal of Psychology of Education, 10*(2), 153-167.

Threlkeld, R., & Brzoska, K. (1994). Research in distance education. In B. Willis (Ed.), *Distance education: Strategies and tools* (pp. 41-66). Englewood Cliffs: Educational Technology Publications.

Thurston, C. O., Evangeline, D. S., & Levin, J. A. (1997). Teaching teleapprenticeships: An innovative model for integrating technology into teacher education. *Journal of Research in Computing in Education, 29*(4), 385-391.

Tracey, T. J., Ellickson, J. L., & Sherry, P. (1989). Reactance in relation to different supervisory environments and counselor development. *Journal of Counseling Psychology, 36*(3), 336-344.

Tressel, G. W., Buckelew, D. P., Suchy, J. T., & Brown, P. L. (1975). *The future of educational telecommunications.* Lexington: Lexington Books.

Verdejo, M. F., & Cerri, S. A. (Eds.). (1991). *Collaborative dialogue technologies in distance learning.* (Vol. 133). Berlin: Springer-Verlag.

Wagman, M., & Kerber, K. W. (1984). Counselor training applications: Computer -assisted counseling: Problems and prospects. *Counselor education and supervision, 24*, 142-154.

Watkins, B. L. (1991). The quite radical idea: The invention and elaboration of collegiate correspondence study. In B. L. Watkins & S. J. Wright (Eds.), *The foundations of American distance education: A century of collegiate correspondence study* (pp. 1-35). Dubuque: Kendall/Hunt Publishing Company.

Wells, J. G., & Anderson, D. K. (1997). Learners in a telecommunications course: Adoption, diffusion, and stages of concern. *Journal of Research on Computing in Education, 30*(1), 83-105.

Wetchler, J. L., Trepper, T. S., McCollum, E. E., & Nelson, T. S. (1993). Videotape supervision via long-distance education telephone. *The American Journal of Family Therapy, 21*(3), 242-247.

Willis, B. (Ed.). (1994). *Distance education: Strategies and tools.* Englewood Cliffs: Educational Technology Publications.

Witherspoon, J. (1996). *Distance education: A planner's casebook.* Boulder: Western Interstate Commission for Higher Education.

Wolcott, H. F. (1994). *Transforming qualitative data.* Thousand Oaks: Sage.

Worthen, V., & McNeill, B. W. (1996). Phenomenological investigation of "good" supervision events. *Journal of Counseling Psychology, 43*(1), 25-34.

Wright, S. J. (1991). Opportunity lost, opportunity regained: University independent study in the modern era. In B. L. Watkins & S. J. Wright (Eds.), *The foundations of American distance education: A century of collegiate correspondence study* (pp. 37-66). Dubuque: Kendall/Hunt Publishing Company.

APPENDICES

Appendix A

## *Informed Consent Form*
**School of Education/Counseling Department**
**Oregon State University**

a. Title

*Distance Supervision: A Qualitative Study*

b. Principal Investigator

*Dr. Reese House, Education Department, Oregon State University*

c. Purpose

*In order to study technology and its impact on clinical supervision-specifically over the World Wide Web, information extracted from this web course (e.g., assignments, dialogue, journal information, e-mail, and questionnaires) will be used in the dissertation research by Scott Christie, to improve this supervision course, create new courses, and add to the knowledge base of counseling and supervision on the web.*

d. Procedures

*Participation is voluntary and participant must complete prerequisite course work prior to entry into COUN 510. The course will have the same components of the traditional on-campus course including tape review, journal exercises, supervision feedback and communication regarding counseling process. The difference lies in the methods of contact which include e-mail, Internet group discussions, phone calls, and the use of regular mail.*

### Foreseeable Risks

*There are no known risks for involvement in this study.*

### Benefits of the Study

*It is the researcher's belief that the subjects will benefit from participating in the study. The medium of engagement facilitates various dialogic formats, offers students the benefits of a distance education format and more immediate feedback of the therapeutic and educational engagement.*

e. Confidentiality

*The researcher will maintain subjects' anonymity and confidentiality as necessary for the ethical instructional and research practice. Any information obtained will be kept confidential. A code number will be used to identify all results and other information you have provided. The only person who will have access to this information will be the*

*investigator and no names will be used in any data summaries or publications.*

f. **Voluntary Participation Statement**

*Participation in this study will be voluntary and refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. Additionally, lack of participation in this study will not affect your grade in this course. You may discontinue participation in this study at any time without penalty or loss of benefits to which you are otherwise entitled.*

g. **If You Have Questions**

Additional questions about this research or your rights may be directed to: Scott Christie - School of Education/Counseling Department Oregon State University Corvallis, OR 97331-3502 (christbr@ucs.orst.edu) (541) 773-5882.

Any other questions that you have should be directed to Mary Nunn, Sponsored Programs Officer, OSU Research Office, (541) 737-0670.

Signature of Subject_____

Name_____

Date_____

Subject's phone number_____

Subject's address_____

Appendix B

The procedure for IPR is relatively simple. Following a scripted description of the process and roles to the participant, open-ended questions were used to elicit the experience of the participants during the supervisory sessions. Some questions used were:

- What are you aware of right now?
- How are two seemingly discrepant thoughts, feelings, experiences reconciled or explained?
- Were you aware of your feelings?
- What would you risk by saying what you wanted to say?
- What do you wish you had said to him/her?
- I wonder about "x" and its relation to "y". What do you make of this?
- What do you think?
- What were you experiencing during a specific counseling segment?
- How could this have gone differently?

Appendix C

Framing Questions for the Study

This will be a qualitative study of inquiry into the phenomenological experiences of supervisees enrolled in a distance clinical supervision course. To investigate toward this end, a set of questions framed the project and were asked at least three times during the twelve-week data collection phase. These included:

- How does this distance format increase the accessibility of supervision services?
- How does this distance format allow for autonomy in the supervision interaction?
- How do you positively or negatively evaluate E-mail? Journalling? Group supervision forums?
- What are you learning and how does this compare with your expectations?
- What is the value of supervision?
- How would you evaluate the effectiveness of this distance supervision experience?

These questions were framed in future tense in the initial face-to-face meeting and then asked via e-mail, Eugie Group Meetings, and on the WWWBoard in subsequent meetings.

Appendix D


Textual Data Units
Group supervision Session Sample

| Scott> | Sue but then I realized | Line 1 |
| Scott> | that I didn't say anything that I | Line 2 |
| Scott> | wouldn't have said in a f2f course. | Line 3 |
| Sue> | True, you were very fair. | Line 4 |
| Lucy> | Thanks, I think that will be very helpful. | Line 5 |
| Barb> | As I mentioned to you, I am slightly nervous about | Line 6 |
| | having to submit unedited tape, without having | Line 7 |
| | selected the best part for you to see. However, | Line 8 |
| | getting all that feedback, even if everyone sees it, | Line 9 |
| | is great. | Line 10 |

Each line in a group supervision dialogue is considered a unit of data regardless of the length of the statement or sentence. The sample contains ten data units. Each of these units either together or separately can be evaluated based on content, type, and/or source.

Because other textual data sources were structured with one speaker accounting for several lines of text, the data units from e-mail, the WWWboard, and interviews were defined by sentence rather than line position.

Appendix E

A Sample Posting of Clinical Feedback on the WWWBoard

Posted by Scott on January 15, 1998 at 10:11:22:

Sue,

I received your tape. When you say you use humanist theory...has the definition of humanistic changed for you during the last
six months? I ask because it would be helpful to know more about elements of importance in terms of intervention and focus to
evaluate the tapes you send.

In regards to this tape. This letter is running comments as the tape roles so I may make comments that address certain
segments but not apply to others. I will place the tape in your box and it might be useful for you to review sections while
looking at my comments.

It appears that he is very comfortable with you. He enjoys begin there. In your intro letter you state that you are humanistic in
theory and thus, you would prefer to have the client do what they need. You begin asking questions even while you were
placing a label on the tape and turning the camera. It seems you are quite comfortable asking questions (even process ones) so
that now you could ask them in your sleep...however, it seems that the importance of your questions might be lost in your
ability to deliver them while looking 'busy'.

You certainly give him space to do what is needed. You never appear defensive or upset by any of his actions. One thing I
notice is that he becomes 'defensive' with his comments: "I can't tell you my life in one day" so how did he feel at that moment?

There is a section which goes:
U- Do you want things to hit?
(He begins whipping)
U- What are you doing to him?
U- Let me turn the camera....
U- Don't whip me...
U- Now you're wanting to whip the bear.

Many questions...you observe observations about his actions and do it without judgement. What would happen if you made
running observations of his feelings of his actions? That would remain consistent with humanist theory. Your observations are
very cognitive (not theoretically) but how you are operating?

You ask how others 'feel' being whipped. Good question. He ignores it completely. You go where he goes but I think it would
be worthwhile to explore the underlying 'drive' or feeling of these quite angry or violent actions. I don't think it is necessarily
humanistic to lead the therapy session. "Leading" however, may be different from staying with his decidedly lack
of feeling....You could ask, "I notice that when I ask you questions about feelings you change the subject"..."You are very focused on being loud, angry, or ignoring my questions"

The statements or questions you ask are "Does your Daddy work" "where does he work" "They are working all the time". I
didn't know where these are leading. You seem to be working toward something you know of outside of the session. Lots of
concerns about family. He appears disinterested if not evasive.

Q- If you remained quiet, how would he engage you?..as a human being of course. What do you think? Feel?

Later on you have a good reframe around him knowing about 'safety' and then he immediately goes to his family!!!! That was very effective but he
didn't stay with it. I would be curious what kind of similar questions or process could you notice that would keep him from
diverting immediately. Did you notice that he talked about it the minute you talked about a strength he possessed? I wanted to
say, "safety is a hard thing for some people" to keep him on that topic.

In summary,
What do you think about your posture and expressions in this session? Does that influence your direction? Or does the
direction you choose and his responses influence your posture and expressions?
You really do allow him to explore his 'stuff'. I have always appreciated your ability to do that. I wonder how this tape or
these responses might be helpful to others in the group. I am wondering if you want me to give it in e-mail form or not. I think I
will post this on the WWWBoard for security sake. We can also talk about it on the supervision chat session Monday.