

CULTIVATING SELF-AWARENESS IN COUNSELORS-IN-TRAINING THROUGH
GROUP SUPERVISION

By

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To my father, the first Dr. Ronald Del Moro...may your scholarly soul rest in peace

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LIST OF ABBREVIATIONS

COUNSELORS- IN-TRAINING (CIT)	Masters and Doctoral level counselor education students.
GROUP SUPERVISION CLASS (GSC)	Group supervision course for counselors-in-training.
SELF- AWARENESS (SA)	Self-awareness (SA) consists of both affective and cognitive components that denote where the counselor-in-training is in regards to self-preoccupation, awareness of the client's world, and enlightened self-awareness (Stoltenberg, McNeill, & Delworth, 1998).

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CULTIVATING SELF-AWARENESS IN COUNSELORS-IN-
TRAINING THROUGH GROUP SUPERVISION

By

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Chair: Silvia Echevarria-Doan
Major: Mental Health Counseling

This study investigated processes, strategies, and frameworks that took place during group supervision classes, which best cultivate the self-awareness of Mental Health and Marriage and Family Counselors-in-Training (CITs). It was designed to explore factors across multiple theoretical models, which contributed to the cultivation of self-awareness in CITs. In part, it was conducted in response to the counseling profession's call to shift the focus from an emphasis on specific theories and interventions in training programs, to the salient common factors present in multiple approaches that lead to better client outcomes. A review of the literature is presented in support of the need for training programs to focus more on cultivating variables such as self-awareness and countertransference management to produce more efficacious counselors.

CHAPTER 1 INTRODUCTION

Individuals in today's society are engaged in a constant search for knowledge and ways to remedy sustained discomforts that impede daily living. As a profession, counseling is no different. At the heart of many controversies surrounding therapy is the question: What works? Since its infancy, the counseling profession has sought to answer the question of what elicits 'positive' change in clients in counseling and why. Considerable time and energy has been spent studying which counseling theory is best. An extensive meta-analysis of a century of empirical studies on therapy outcomes provides overwhelming support for a contextual, rather than a medical model of therapy (Wampold, 2001).

The 'common factors' view (e.g. the therapeutic relationship, counselor characteristics, and client strengths and resources) is based on what works in therapy (Hubble, Duncan & Miller, 2010). Professionals across the field concerned with counselor training are calling for a shift in focus from specific theories and interventions, to more salient factors that are present across therapeutic models and increase the likelihood of improved client outcomes (Miller, Hubble, & Duncan, 2008; Torres-Rivera, Phan, Maddux, Wilbur, & Garrett, 2006; Udang, 2010).

"The carpenter has a hammer, the surgeon has a scalpel, the therapist has the self" (Hayes & Gelso, 2001, p. 1041). The evidence in support of the effectiveness of therapy due to common factors places significant implications upon training programs in terms of designing curricula that support variables related to counselor characteristics and the therapeutic alliance. This study will focus on one component that influences both of these common factors, self-awareness. Self-awareness (SA) is identified as a

critical component in a counselor's ability to provide efficacious therapy (De Stefano, D'Iuso & Blake, 2007; Loganbill, Hardy & Delworth, 1982; McNeill & Delworth, 1998; Miller et al., 2008; Stoltenberg, 1981). Self-awareness is also an intrinsic component of the counselor's characteristics and thus the therapeutic alliance. The need for counseling professionals to increase their self-awareness can be traced back to Freud himself who asserted that it was necessary in order to minimize the potential detrimental effects of counter-transference on the counseling process (Oden, Miner-Holden, & Balkin, 2009).

Current professional standards like those outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) proclaim that self-awareness is a fundamental and foundational component for counselor competency (CACREP, 2009). Well-respected clinicians like Irvin Yalom (2005) also advocate that self-awareness is a prerequisite to understanding others. Besides promoting personal wellness, self-awareness also helps counselors take note of the impact they have on clients (American Counseling Association (ACA), 2005; American Mental Health Counselors Association (AMHCA), 2010). Counselor educators and supervisors have a professional responsibility to promote self-awareness in counselors-in-training (Burwell-Pender & Halinski, 2008). With self-awareness and then self-acceptance, counselors-in-training (CITs) can be authentically empathetic, accepting, and genuine with clients. Although there is evidence that supports the importance of self-awareness in counselor preparation, there seems to be a lack of literature, empirical evidence, and clear methods for ways to facilitate this aspect of training.

Statement of the Problem

The ability to self-reflect is widely recognized as salient in the development of successful counselors, yet research indicates counselor educators have encountered only limited success in achieving this objective with students (Guiffrida, 2005). Guiffrida estimated that up to 50% of all mental health practitioners seem to be unreflective. Current literature addressing the constructs of self-awareness and countertransference is lacking (Winstone & Gervis, 2006). Hayes and Gelso (2001) suggested future research be directed towards better understanding how therapists can effectively use their critical life experiences to be more efficacious counselors.

Burwel-Pender and Helinski (2008) surveyed professional members of the counseling community. They found up to 65% reported their training programs as inadequate in addressing issues of counter-transference and feelings towards clients. Also, Bemak and Epp (2001) purport that therapists' commitment to exploring and better understanding their countertransference is more salient than any theoretical orientation. Remarkably, the attention given to countertransference in the training of CITs in graduate programs has been scarce (Bemak & Epp, 2001). Schaeffer (2007) declares graduate training programs do not sufficiently address counselors'-in-training personal issues, despite the fact that developing self-aware counselors is essential during training. Hansen (2009) claims there has been no critical appraisal in the counseling professional literature of how counselors become self-aware.

Another related issue is that multicultural competent counseling is contingent on the counselor's self-awareness (Sue & Sue, 2003). According to some researchers, training programs rarely address the need to foster self-aware counselors that can build competence in this area (Richardson & Molinaro, 1996). Lennie (2007) concluded that

a clear study that identifies the factors that contribute to promoting self-awareness in CIT's is lacking. Self-awareness in therapists is widely considered a salient construct across multiple theoretical orientations; however, little is known about how to cultivate this in clinical training (Hayes & Gelso, 2001; Lennie, 2007; Myers, Mobley, Booth, 2003; Moore & Silfe, 1987; Von Glassersfeld, 1988).

Group supervision is an integral part of counselor training in CACREP accredited programs (CACREP, 2009). Gaining a clearer perspective on the practice, method, and utilization of group supervision is essential (Prieto, 1998). Establishing empirically founded benefits to particular strategies, methods, and processes of group supervision is needed (Myers, Sweeny, & Witmer, 2000). Research devoted to documenting effective training processes that address complex concepts, like self-awareness, in counselor education programs is scarce (Grant, 2006).

To summarize, it is clear there is a lack of attention in the current literature that addresses counselors' self-awareness and countertransference management (Winstone & Gervis, 2006). The arena of the counselor's self is under researched, particularly from a trans-theoretical perspective (Reupert, 2006). The term 'trans-theoretical' denotes the strategies, methods, and/or foci of supervision examined in this study integrated across all theories and/or models of supervision (Calderwood, 2011). Additional research into trans-theoretical supervisory strategies and methods that promote self-awareness would contribute to the efficacy of supervision and the profession as a whole (Lennie, 2007; Norem, Magnuson, Wilcoxon, & Arbel, 2006). Moreover, if self-awareness and countertransference management are critical to counseling, what can training programs do to cultivate these components? Which

aspects of supervision best nurture self-awareness and positive countertransference management? Are there frameworks that cut across theoretical orientations that are paramount in cultivating self-awareness during group supervision?

Purpose of the Study

This study examined how the gap between what works in therapy and the training of these concepts can be bridged, by specifically focusing on self-awareness and counter-transference. This study identified empirically supported training frameworks and strategies that help cultivate counselors' self-awareness that are trans-theoretical. The purpose of this study was to determine to what extent different processes of group supervision impact self-awareness in counselors-in-training.

Research Questions

1. What components of supervision best cultivate self-awareness in counselors-in-training?
2. More specifically, do group supervision classes that utilize a therapist-centered group supervision model, cultivate self-awareness in counselors-in-training to a significantly higher degree than other models that are less process oriented, less focused on the use of self, more client focused, and more focused on treatment planning?

Definition of Terms

Countertransference

Three basic branches that have helped define countertransference since the time of Freud: (a) 'the classical' definition that focuses on the counselor's neurotic and unconscious reactions to the client's transference, (b) the 'totalistic' definition that includes all unconscious and conscious reactions the clinician has toward the client, and (c) the 'moderate' perspective that focuses on the counselor's reactions to the client that are based on the counselor's unresolved conflicts (Rosenberger & Hayes, 2002). For

the purpose of this study, countertransference will be defined as the 'moderate' perspective, focusing on the therapist's reactions to clients that are based on therapist's unresolved conflicts.

Group Supervision

Group supervision is defined as regular meetings of multiple counselors-in-training and a supervisor devoted to furthering their understanding of clients, themselves, and service delivery (Bernard & Goodyear, 2000; Melnick & Fall, 2008). This process is deepened by the CIT's interpersonal interactions and the dynamics between supervisees and their supervisor (Wilbur, 1994).

Group supervision models can be characterized as psychotherapeutic, developmental, or based on social roles. Evidence supports a developmental approach to supervision (Bernard & Goodyear, 2000; Skovholt, 1992). In the developmental model, the counselor-in-training is viewed as an individual setting out on a journey of development that culminates in the emergence of a counselor identity (Stoltenberg, 1981). This study will adhere to the principles of the developmental model of counselor training.

Self-Awareness

A comprehensive review of the literature on self-awareness revealed that there is little discussion of the construct of self-awareness and/or it is outdated, making its definition difficult (Richards, Campenni, & Muse-Burke, 2010). In this study, to help define self-awareness certain assumptions are presumed about self: (a) that it exists, (b) it is available for introspection, (c) it has a lasting essence, and (d) it can be represented by language (Hansen, 2009). These four assumptions are essential to the foundation upon which the construct of self-awareness is founded.

Self-awareness (SA) refers to an individual's awareness of his or her feelings, as well as an understanding from where these feelings originated and how these feelings impact, and are impacted by others. Burwell-Pender and Halenski (2008) declare that with increased levels of self-awareness, a counselor is able to differentiate and put aside personal needs in order to best serve the client while maintaining professional boundaries. This idea of counselors being able to differentiate and put aside personal values while working with clients is closely associated with countertransference.

Self-awareness (SA) consists of both affective and cognitive components that denote where the counselor-in-training is in regards to self-preoccupation, awareness of the client's world, and enlightened self-awareness (Stoltenberg, McNeill, & Delworth, 1998). Stoltenberg et al. (1998) refer to self-awareness in terms of 'self- and other-awareness'. They do so in order to highlight the saliency of how self-awareness goes beyond the intrapersonal realm. In order to be truly self-aware, one must also be aware of how others impact, and are impacted by, you (Stoltenberg et al., 1998). While I am in full agreement with this definition and the reasons for using the term 'self- and other – awareness' I will use its simpler and more widely used term, self-awareness, in this study.

Significance of the Study

The counseling profession emphasizes the need for counselors to become aware of their values, biases, beliefs, and interpersonal dynamics so they can best serve diverse clients' therapeutic needs. However, there is a lack of empirical findings supporting the methods that can be used to nurture this process (Bemak & Epp, 2001; Grant, 2006; Hayes & Gelso, 2001; Lennie, 2007; Norem et al., 2006; Sue & Sue, 2003). Guiffrida (2005) asserts the pedagogical methods employed by counselor

education programs are in need of revision to prepare counselors for the complex and diverse issues they will face in today's society.

The literature suggests group supervision provides a rare and critical opportunity for counselors-in-training to look inward. Satir (1983) once stated, "healing potential is opened when the deepest self of the therapist meets the deepest self of the client" (p.32). To get in touch with our deepest self, as she suggested, counselors-in-training must be willing to actively look for it, and students be provided a space to do so during their training.

Previous research has focused on the importance of counselors becoming self-aware (De Stefano et al., 2007; Hayes & Gelso, 2001; Miller et al., 2008). Previous studies offer evidence that supports the need for the construct of self-awareness to be re-examined and to better understand how to cultivate this in CITs (Bliss, 2005; Hansen, 2009; Grant, 2006; Oden, Miner-Holden, & Balkin, 2009). There is also little known about how to best utilize group supervision in the training of counselors-to-be (Grant, 2006; Prieto, 1998). Additional research into supervisory strategies, frameworks, and methods that promote self-awareness would contribute to the efficacy of supervision, counselor training, and the profession as a whole (Norem, et al., 2006).

According to Stoltenberg et al. (1998), the goal of each individual therapist is to reach a place of acceptance of all of her/his professional strengths and weaknesses, with high levels of empathy and understanding. Rosenberger and Hayes (2002) emphasized the need for future research to explore ways in which training programs can increase self-awareness in counseling students. The existing base of empirical literature concerning group supervision is in need of more support (Prieto, 1998;

Rosenberger & Hayes, 2002). This study helped identify specific aspects, strategies, and related processes that will assist counselor educators in learning how to incorporate these critical factors in training programs.

As counselors, gaining greater awareness of personal issues in order to be aware of, and able to beneficially work through, these issues when triggered during sessions with clients will benefit clients, the profession, and oneself. As Aponte, Powell, Brooks, Watson, Litzke, Lawless, and Johnson (2009) point out, it is not that CITs need to remedy all of their personal issues; they need to sharpen the skill of fully using themselves as the person they are today. In order to get in touch with self (in the present sense), CITs must be willing to actively seek it. Group supervision can provide opportunities for such an awareness to come to fruition. This study sought to determine if, and to what extent, different aspects and processes of group supervision cultivate self-awareness, and thus provide a blue print for training programs to better train self-aware counselors in the future.

Limitations

1. Each supervisor will bring a level of their own personality and her or his biases, values, and style to the process of their chosen theory, method, and strategies of supervision. Assessing exactly what they do and how they conduct supervision within their given processes will be difficult; thus attributing differences in measured self-awareness to particular processes alone is complex.
2. A relatively small sample size was used in this study. The researcher had a goal of 60 supervisee survey respondents, but he received 53 completed surveys.
3. Self-reported measures are limited due to social desirability bias.
4. Other variables that may confound the findings include the culture of the program (e.g. degree to which the program invites introspective discourse; allowing students to be more open or closed to the idea and exercise of looking at oneself in group supervision) and the particular groups' dynamics (e.g. level of safety felt by participants, group cohesion).

5. There is a disproportionate amount of survey respondents from the South Eastern region of the US, decreasing the generalizability of the study.
6. Results from this study provide some evidence that counselors'-in-training perception of attention to different components of the group supervision process is rather subjective. There was significant variance of responses to some of the same questions on how much time was spent on different supervision components from students in the same group supervision (the subjectivity of perception).

CHAPTER 2 REVIEW OF THE LITERATURE

Overview

A counselor's personal history, professional experiences, theoretical knowledge and clinical skills shape the process of counseling (Hayes & Gelso, 2011). The greater the awareness counselors possess about their own selves, the greater their ability to develop a deeper knowledge and/or acceptance of their clients (Ronnestad & Skovholt, 1993). By attending to this aspect of training, counselor educators can help raise self-awareness of CITs, which can help CITs manage countertransference in ways that benefit the client (Hansen, 2009; Oden et al., 2009).

A common belief in the counseling profession is that self-understanding is a prerequisite for understanding others (Sumeral & Borders, 1996). Raising self-awareness is essential for counselors to be authentic and genuine because they cannot teach what they do not know (Stoltenberg, 1981; Yalom, 2005). Through self-awareness, the counselor trainee can be genuinely empathic, acceptant, and congruent with clients (Bowen, 1994). Skovholt and McCarthy (1988) declared the literature clearly suggests that individuals, CITs included, experience numerous significant events in their professional and personal lives that need to be addressed. Supervision groups based on developmental models can be used to help CITs in their personal development and acquisition of counseling skills (Yalom, 2005).

Using group supervision as a means towards personal development is not a new idea (e.g., Torres-Rivera, Phan, Maddux, Wilbur, & Garrett, 2001). Bernard and Goodyear (2009) defined the purpose of group supervision as furthering the CIT's understanding of themselves as clinicians. Personal life greatly impacts our

professional functioning. Whether counselors are aware of them or not, personal issues are brought into counseling sessions (Sumerel & Borders, 1996). Counselors' personal lives, like others, may involve painful experiences with family and/or self. It is important for counselors to be aware of how these experiences impact professional endeavors.

The literature indicates self-awareness and introspection are critical to counselors-in-training becoming efficacious professional counselors (De Stefano et al., 2007; Loganbill, et al., 1982; McNeill & Delworth, 1998; Miller et al., 2008; Stoltenberg, 1981). Professional mental health literature, counselor accreditation standards, and ethical codes assert that higher levels of counselor self-awareness are positively correlated with therapeutic effectiveness (Lennie, 2005; Oden et al., 2009). With so much evidence that supports the need for CITs to cultivate self-awareness, the lack of research on how to actually raise students' self-awareness, and the most efficacious methods for doing so, presents the need for further research.

Previous research shows self-understanding is one of the most important therapeutic factors in supervision. Tobin (2006) asserts therapists must be aware of their own feelings and reactions toward clients in order to maintain a healthy and egalitarian relationship. Findings demonstrate that effective counselors at high developmental stages embody high levels of self-awareness (e.g., Loganbill et al., 1982; Stoltenberg et al., 1998; Wheeler et al., 2008; Wilbur, 1994). In response to the literature, counselor educators have called for a shift in training and supervision to give more attention to fostering self-awareness in counselors-in-training (Borders, 1998; Hubble et al., 2004; Torres-Rivera, Phan, Maddux, Wilbur, & Garrett, 2001; Wampold, 2001; Yalom, 2005).

Theoretical Framework

Existential Theory provides the theoretical foundation for this study. The core tenet of existentialism is cultivating self-awareness (Yalom, 1980), which makes this theory the appropriate cornerstone of this study. The goal of existential therapy is to facilitate awareness of one's: (a) mortality, (b) freedom, (c) isolation, and (d) meaning in life (Fernando, 2007). In existential therapy the counselor-client relationship is salient; with the counselor's ability to be genuine, open, trustworthy, and honest at the heart of this relationship (Wilkes & Milton, 2006).

The primary goal of Existential Theory is to raise self-awareness of the four basic human conditions: that we will die, in decisive moments we are alone, we have the freedom to choose our life, and we struggle to create meaning in a world where our life meaning is not handed to us (Jacobsen, 2007). The process of existential therapy is a coming together of the client and counselor in the here-and-now, in an effort to reach moments of authentic encounter to face these universal human dilemmas (Yalom, 1980). Requirements such as genuineness, acceptance, and warmth are not what the counselor must do, but what the counselor must be - her or his authentic self (Fernando, 2007). In the existential framework, reaching one's authentic self is one of the main goals of the counselor and client alike (Groth, 2008).

Existential Supervision follows the same path as Existential Theory and Therapy with relationship, encounter, and meaning-making being central to its foundation (du Plock, 2009). Du Plock goes on to say:

(existential) supervision is a piece of practical research into our openness to, and limitations on, being in relationship with clients. In such an approach the supervisor and supervisee become co-researchers of the phenomenon 'relationship'. The labels we employ to indicate the life

problems clients present are subordinate to the relational ground on which the therapist and client attempt to meet. (du Plock, 2009, p. 301)

Prior to beginning a practice of existential therapy, and/or supervision, counselors must sharpen the main counseling tool they will be using: the self (Yalom, 1980). The importance of the counselor's use of his or her authentic self with clients during the counseling process is articulated as follows:

We cannot say to them, you and your problems. Instead we must speak of us and our problems, because our life, our existence, will always be riveted with death, love to loss, freedom to fear, and growth to separation. We are all in this together. (Yalom, 1989, p. 14)

Existential Theory supports the need for counselors to become more self-aware. Counselors'-in-training ability to bring their authentic selves into the counseling process is precipitated by CITs raising their self-awareness. How to go about raising one's self-awareness in supervised training is the focus of this research, based on the foundation of Existential Theory.

Codes of Ethics and Standards

Professional codes of ethics and standards clearly state a counselor's responsibility is to do no harm, to benefit others, and to strive for excellence in their profession (ACA, 2005). The American Counseling Association continually stresses that counselor self-awareness is a critical aspect of counselor effectiveness (ACA, 2005). Counselors are responsible for their personal wellness and awareness of their impact on clients (ACA 2005; AMHCA, 2010; CACREP, 2009). The code of ethics of the American Mental Health Counselors Association (2010) requires counselors to have self-awareness of their knowledge, values, skills, and needs when entering into a helping relationship.

Counselor education programs, supervisors, and counselor educators have a professional responsibility to foster self-awareness in CITs (ACA, 2005; Burwell-Pender & Halinski, 2008). CACREP supports the notion that counselor education programs provide space for CITs to cultivate self-awareness (SA) so that counselors maintain professional boundaries (Oden, et al., 2009). The 2009 CACREP standards state students must “demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals” (p. 41).

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is an accrediting body created by ACA that provides a nationally based standards review process for the counseling profession's graduate level preparation programs (Urofsky & Sowa, 2004). CACREP supports the notion that counselor education programs provide space for CITs to cultivate self-awareness (SA) so that counselors maintain professional boundaries (Oden, et al., 2009). The 2009 CACREP standards state students must “demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals” (p. 41).

CACREP standards suggest that self-awareness is a fundamental foundational component of counselor training (CACREP, 2009). Self-awareness is mentioned multiple times throughout CACREP's Standards (2009), repeatedly calling for counselors to develop and demonstrate self-awareness. CACREP standards (2009) require that: (a) faculty to assess a student's development through training in regards to the student's personal development, and (b) CITs demonstrate the ability to recognize their limitations, self-awareness, and understand the effects of sexism, power, privilege, racism, and oppression in their life. CACREP standards support the idea of the saliency

for Counselor Education Programs to provide space for CIT's to cultivate SA (Oden, et al., 2009).

The American Counseling Association (2005) code of ethics refers to SA several times and points out that counselors explore their own identities and must be aware of: (a) the responsibilities and intimacy in the counseling relationship, (b) their own values, attitudes, beliefs, and behaviors and how these apply in a diverse society, (c) their influential positions with respect to clients, (d) signs of impairment from their own mental, physical and emotional problems, and that (e) counselors assist one another in recognizing their impairment (ACA, 2005).

The Association for Counselor Education and Supervision (ACES) Standards for Counseling Supervisors requires supervisors to facilitate counselors-in-training self-exploration. During Don Locke's presidential address to ACES at the 2000 ACA national conference, his number one challenge to the association was a call to all of its members to raise their self-awareness (Locke, 2001). Self-awareness is the first fundamental component counselors are obliged to begin working on in their development (Locke, 2001). Skovholt, Ronnestad, and Helge (1992) sought to find the broad themes and dimensions in counselor development and found continuous self-reflection constituted the central developmental process.

Supervision

Supervision is key in training counselors-to-be to develop and maintain self-awareness and countertransference management skills (Winstone & Gervis, 2006). Bernard and Goodyear (2009) refer to clinical supervision as the signature pedagogy of the mental health profession, typifying the preparation of practitioners in our profession. Educators, trainers, and professional accrediting bodies believe supervision of

counselor education students is critical to establishing one's readiness to become a member of the profession (Holloway & Neufeldt, 1995).

Cobia and Pipes (2002) state supervision is the process of teaching and training of students; viewing supervision as a means to assist CIT's to develop professionally and monitor the level of service provided. Counseling is more than simply knowing techniques and theory; counseling involves knowing oneself and supervision must be more than instruction, direction, and/or consultation (Meier & Davis, 2001).

Holloway and Neufeldt (1995) reviewed the literature in an effort to examine characteristics of supervision related to therapist and client factors. Their results underscore a need for standardized supervision for all training programs. Wheeler and Richards (2007) reported on a systemic review of the empirically supported evidence related to the impact of supervision on the therapeutic process. They concluded the supervision process has a positive effect on the supervisee and the therapeutic process as a whole. Wheeler et al. (2007) found supervision to have a particular impact on CIT's skills, self-efficacy, self-awareness, and positive outcomes with clients.

Numerous models of supervision support the use of a developmental approach (Bernard & Goodyear, 2009; Skovholt, 1992). In the developmental model, the counselor-in-training is viewed as an individual, setting out on a developmental journey that culminates in the emergence of a counselor identity (Stoltenberg, 1981). According to Stoltenberg, this culmination point marks the time at which the CIT has integrated skills and theory and possess a significant level of self-awareness.

Loganbill et al. (1982) provided one of the first comprehensive models for developmental supervision. The central focus of the developmental model is

counselors-in-training develop through process-related stages that are cyclical and always changing. Loganbill et al. (1982) identified three overarching stages; (a) stagnation (b) confusion, and (c) integration.

Stoltenberg's et al. (1998) Integrated Developmental Model (IDM) of supervision has emerged as a prominent theory. The IDM is often described as the 'zeitgeist' of supervision models (Bernard & Goodyear, 2009). Stoltenberg et al. (1998) concluded counselors-in-training develop through three levels over time as evidenced by changes in: (a) self- and other- awareness - the level of awareness of the client, self-preoccupation, and self-actualization, (b) motivation – the investment, interest and effort expended in training, and (c) autonomy - the changes in level of independence. Again, instead of simply using self-awareness, Stoltenberg et al. (1998) utilize the term self- and other- awareness to highlight the saliency of moving beyond the intrapersonal and also being aware of those around you.

According to Stoltenberg et al. (1998), the goal for each counselor-in-training is to reach a place of acceptance of all of her/his professional strengths and weaknesses, while being able to empathize with and understand clients and themselves. In order to accept one's strengths and weaknesses, CITs must first be aware of them. A developmental approach to supervision assists counselors-in-training in the crucial endeavor of raising their level of personal and professional awareness, no matter where CITs are in their level of development.

Increasing supervisees' understanding of self-as-counselor and helping them to develop a deeper knowledge and/or acceptance of their clients are appropriate supervisory tasks at all developmental levels (Ronnestad & Skovholt, 1993). Group

supervision is a forum to address these types of circumstances, thus providing an opportunity to increase one's self-awareness. Group supervision helps CITs feel more secure about their doubts and questions, providing a space for CITs to realize they are not alone (Prieto, 1998).

Group Supervision

Group supervision can be defined as an exercise in which supervisors oversee CITs' professional development in a group of peers with an emphasis on the utilization of group process to enhance learning (Kees & Leech, 2010). Bernard and Goodyear (2000) talk about the multiple models of group supervision and provide overwhelming evidence in support of a developmental approach to supervision.

According to Bernard and Goodyear (2009), group supervision provides a variety of beneficial outcomes for counselors-in-training including the following: (a) it offers the trainee a more comprehensive supervision experience, (b) it bridges the gap between the classroom and the practice of counseling itself, (c) it is consistent with the research on collaborative learning and cognitive skill development, (d) it is consistent with evidence that novices can learn conceptually from each other more efficiently than they can from an expert, (e) it can help supervisees put their failures in perspective, (f) it gives supervisees a greater exposure of perspectives that no single supervisor could provide and a broader perspective by which to judge themselves, and (g) it develops trainees' trust and abilities to be helpful colleagues.

Riva (2008) reviewed literature over the past decade regarding group supervision research. Her findings support the claims made by Bernard and Goodyear (2009), with an emphasis on the importance of group process. Wilbur and Roberts-Wilbur (1994)

conducted a seven-year study of group supervision. The authors did an extensive review of the literature, building a case for their specific study. Their results supported a developmental approach to supervision, the desirability of group supervision, and emphasized the importance of increasing CITs' self-awareness.

De Stefano et al. (2007) studied the impact of group supervision on counselors-in-training after experiencing a clinical impasse. The results support a developmental approach to group supervision and the benefits of self-awareness for counselors-in-training. The authors underline the usefulness of group supervision, particularly in increasing self-awareness and providing validation and support for trainees (De Stefano et al., 2007). Further, increased levels of self-awareness in CITs were found to increase rapport with, and acceptance of, their clients, thus adding to positive client outcomes.

Self-Awareness

The importance of self-awareness is widely acknowledged in the counseling profession as one of the few constructs embraced by nearly all theoretical orientations (De Stefano et al., 2007; Hansen, 2009; Miller et al., 2008). Self-awareness (SA) is defined as counselors-in-training understanding of how their past and current personal lives, as well as their attitudes, biases, and values, affect their clinical practice, so that they can use their emotional responses to their patients and own benefit (Saunders et al., 2007). Richards, Campenni, and Muse-Burke (2010) refer to self-awareness as knowledge about the self; an internal awareness of one's behaviors, emotions, and cognitions.

Self-awareness is an evolving process of self-observation, happening in both the here-and-now and then-and-there (Yalom, 1980). As an individual increases his/her level of self-awareness, she/he will better understand why and what one feels, as well as the behaviors that follow. This understanding of what we as therapists feel and why and consequently how we respond and act during the therapeutic process is critical (Aponte & Carlsen, 2009; Guiffrida, 2005, Yalom, 2005).

The idea that higher levels of counselor self-awareness are related to enhanced counselor therapeutic effectiveness has appeared in the professional mental health literature, CACREP standards, theoretical writings, and research articles since Freud (Oden et al., 2009). A qualitative study conducted by Norem et al. (2006) revealed stellar supervisees possess high levels of self-awareness; defined as having the ability to identify weaknesses and strengths, self-monitor, and being acutely aware of their emotional experiences and reactions in sessions with clients. They found the personal qualities of counselors are better predictors of clinical performance than intellectual ability.

Comstock (2005) asserts the need for developing self-awareness for the purpose of increased authentic relating and the development of an understanding of one's relational movements; done in, not out of, engagement. This includes recognition of our personality, our strengths and weaknesses, and our likes and dislikes. Self-awareness is often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others (Hansen, 2009). Counselors-in-training are triggered in session and often experience high levels of anxiety. Novice counselors who suffer with high levels of anxiety are not able to be effective with their clients (Skinstad,

1993). Anxiety alone can be decreased when self-awareness is increased (De Steno, 2007).

Counselors use themselves within the client-counselor relationship to: (a) establish rapport, (b) develop trust and empathy, and (c) choose and implement interventions (Aponte & Carlsen, 2009). Therapy is a marriage of the personal and the technical. Counselor's attitudes and values that are inherent in her or his worldview affect the counseling relationship in terms of the relationship, client conceptualization, therapeutic goals, and treatment planning (Richardson & Molinaro, 1996).

Vespia (2002) found the most important supervisee attributes are (a) a willingness to grow, (b) taking responsibility for one's own behavior, and (c) understanding one's own personal dynamics as it pertains to therapy. Skovholt and Ronnestad (1992) claim critical self-reflection is the salient distinction between counselors who develop and grow throughout their career and those who languish and burn out. Burwell-Pender and Halinski (2008) declare, with increased levels of self-awareness, a counselor is able to differentiate and put aside personal needs in order to best serve the client while maintaining professional boundaries.

In the following sub-sections, concepts that are closely related to self-awareness will be discussed in order to provide a sense of what 'self-awareness' incorporates in the counselor-client relationship. Domains of self-awareness such as countertransference, self-reflection, wellness, and multicultural competence will be defined to give more of a concrete picture of what is being talked about and how it applies to the therapeutic relationship.

Countertransference

Self-awareness becomes most salient when discussing the concept of countertransference (CT), as CT can be extremely destructive to the counseling process if counselors have little self-awareness of their reactions (Freud, 1959; Winstone & Gervis, 2006). Countertransference (CT) is an example of what Stoltenberg et al.'s (1998) use of self – and *other* – awareness is speaking to in regards of moving beyond the self. Definitions of CT have varied over time, yet all have included that CT must be attended to. If counselors fail to respond to their CT reactions they are not likely to be of service to clients (Gelso, Latts, Gomez, & Fassinger, 2002). Winstone and Gervis (2006) recognized researchers and practitioners across the spectrum of theoretical backgrounds promote the importance of countertransference management for effective and safe practice by declaring that without self-awareness the counseling relationship will be compromised. Counselors must first be self-aware of CT feelings and only then will they be able to have an opportunity to synthesize their reactions into a reasonably coherent response that benefits the client and/or the therapeutic relationship (Winstone & Gervis, 2006).

Burnwell-Pender and Halenski (2008) define countertransference as issues and/or feelings in the therapist that have potential to negatively influence the therapeutic nature of the client-counselor relationship. Countertransference occurs when a therapist's thoughts and feelings, positive or negative, are evoked by a client. This response cannot be avoided; it is simply part of being human. Burnwell-Pender and Halinski (2008) call for counselor education programs to better emphasize the multiple issues of countertransference.

Hayes (2004) discussed how countertransference (CT) has the potential to be the greatest danger and the best tool. Moments of CT can provide valuable insight and serve to strengthen the process if practitioners can properly recognize and integrate these feelings. Counselors who possess a solid theoretical foundation without self-awareness seem to be insufficient in their management of CT (Hayes & Gelso, 2011).

Rosenberger and Hayes (2002) conducted a comprehensive review of the empirically supported literature on countertransference and found: (a) the need for counselors to raise their levels of self-awareness in order to effectively address countertransference reactions and awareness of one's unresolved issues, (b) CT reactions were usually triggered by content connected with the counselors' unresolved issues, (c) CT interfered with the counselors' ability to be effective with clients, (d) high levels of counselor self-awareness predicted low CT behavior, and (e) counselors' self-awareness of their emotions in regards to clients plays a critical role in managing CT.

Research has pointed out that counselors' countertransferences are significantly associated with therapeutic quandaries and less successful client outcomes (Grant, 2006). Grant's research also found counselors' ability to manage countertransference effectively is positively related to positive client outcomes. Richardson and Molinaro (1996) found emerging themes in the overall body of empirically documented research that concluded CT undoubtedly manifests in counseling (e.g., distorted perceptions in clients, inaccurate recall of client material, blocked understanding, counselor anxiety and withdrawal). The authors conclude the requirement of counselors to address his or her personal issues can help remedy therapeutic impasses and assist in the prevention of future ones.

Bemak and Epp (2001) explored countertransference in the development of graduate students and found little attention given to the topic. They pointed out a gap between the importance of managing countertransference and the attention given to this construct in training programs. Bemak and Epp (2001) found: (a) CT to be an issue that all counselors experience, (b) there is a lack of supervision and/or training focusing on CT, (c) being unaware of one's unresolved issues and emotional responses is a barrier to effective counseling, (d) understanding one's CT leads to greater counselor effectiveness, and (e) training and supervision that examine countertransference is essential.

Hayes and Gelso (2011) performed three meta-analyses, which revealed that successfully managing countertransference is related to better therapy outcomes. In 2001, Hayes and Gelso found counselors peer rated as excellent, experience CT in 80% of their sessions, debunking the myth that good counselors do not experience CT. The better CITs are able to manage their CT, the greater the improvement noted by their clients at the end of counseling (Gelso et al., 2002).

Self-Reflection

McAuliffe (2002) explored how counseling students developed and found positive professional functioning requires students to understand one's biases, separate from the immediate surroundings, and reflect. Self-reflection (SR) and the ability to utilize this awareness for the benefit of the client are major components of the professional counselor (Skovholt & Ronnestad, 1992). Urdang (2010) stresses the urgency for the development of SR in students in the mental health fields; stating self-reflectiveness increases clinical competence and can prevent boundary violations and

counselor burnout. Self-reflectiveness is a cornerstone in the development of the professional self, which needs to be cultivated and nurtured (Urdang, 2010).

Wellness

Counselors maintain their personal wellness and clinical efficacy by prioritizing and attending to self-awareness and self-care (Warren, Morgan, Morris, & Morris, 2010). Research supports healthier counselors (e.g., fewer unresolved issues and more stable boundaries) have less CT reactions and more positive clinical outcomes (Hayes & Gelso, 2001). Under the foundation section of the 2009 CACREP standards, reference is made to “students actively...participating in activities that contribute to personal growth” (p. 9). These standards also talk about the need for counselors to promote wellness in their own lives. Wellness is defined by CACREP (2009) as “a culturally defined state of being in which mind, body, and spirit are integrated in a way that enables a person to live a fulfilled life” (p. 63). Witmer and Young (1996) state the goal of wellness is to maximize human potential of ourselves and our clients, and thus ‘well’ counselors are more likely to produce ‘well’ clients.

Myers et al., (2003) advocated for counseling programs to pay more attention to the wellness of their students, emphasizing the importance of self-care, identity awareness, and emotional wellness. Each of these variables is directly related to self-awareness. In a quantitative study that surveyed 148 mental health professionals, well-being and SA were found to be significantly positively correlated (Richards et al., 2010). Counselors have a responsibility to do no harm, benefit others, and strive for excellence in their profession (ACA, 2005). With a clear link between self-care and SA, training programs and CITs alike would benefit from placing more emphasis on promoting self-care, wellness and self-awareness during their training (Richards, et al., 2010).

Multicultural Counseling

Research indicates changes in counselors' self-awareness have the most impact in fostering multicultural competence (Suthakaran, 2011). Therapists and counselors-in-training benefit from opportunities that foster self-exploration and self-understanding; self-exploration and self-understanding provide a foundation of basic counseling skills needed to be effective with diverse client populations (Garrett, Borders, Crutchfield, Torres-Rivera, Brotherton, & Curtis, 2001). As diversity increases in communities across the country, there is a growing need for multiculturally competent counselors. According to the literature, personal awareness is one of the three major components of multicultural counseling (Torres-Rivera et al., 2001).

Sue and Sue (2003) stressed the need for counselors to learn about themselves before they can even attempt to learn about others. They emphasized the point that one must become aware of one's own culture, worldview, values, and biases to effectively work with the diverse populations present in the counseling process today. In an article discussing counselor self-awareness and multicultural competence Richardson and Molinaro (1996) stress the old adage, 'counselor, know thyself'. These authors proclaim self-awareness is critical and must be identified and incorporated in counselor training programs. By not engaging in significant self-awareness, counselors run the great risk of potentially harming a client (Richardson & Molinaro, 1996).

Training Programs

Chen (1998) outlined three empirical studies that indicated how important it was for counselor education programs to train counselors to be more self-aware. In many programs across the nation, there seems to be a coddling (wanting to keep students comfortable with a lack of challenge and profound discourse) of counselors-in-training

through their masters' program. Von Glassersfeld (1988) declares that training methods, even those that are experientially based, fail to produce reflective practitioners because of the lack of challenges in real-world contexts. For instance, Duckworth (1986) found students were rarely challenged personally to look at how their unresolved issues played out in the therapy room with clients. In a profession that challenges people every day to take responsibility, why are we not expected to take responsibility for ourselves?

Supervision and training in counselors' use of self in counseling is lagging (Aponte, 2009). Aponte points out it is not simply about counselors achieving greater resolution to their personal issues or simply greater self-awareness but about the pursuit of a sophisticated mastery of self within the counseling relationship and technical process. This mastery strives for greater self-awareness, increased freedom from the restrictiveness of personal issues, and an elevated level of skill in the intentional and conscious use of self in line with the philosophical and technical aspects of one's theoretical foundation (Aponte, 2009).

Research shows novice counselors often disregard theory and revert to their natural instincts (Skovholt & Ronnestad, 1992). This reinforces the importance of CITs identifying and understanding their personal frames of reference. Counselors-in-training benefit from being able to critically respond to one another in ways that both challenge and support, as a means to better understand themselves and what they are asking of their clients. Guiffrida (2005) also performed a comprehensive review of the literature and supports self-reflection by CITs during their training. He proposes a model that

encourages students to increase their self-awareness in groups and in conjunction with journaling exercises.

Duckworth (1986) asserted the most beneficial reflection occurs when students are challenged in real-world, authentic situations. Group supervision is an opportunity to challenge CITs in authentic and genuine contexts that are not feasible in other experiential exercises. Therapist-centered supervision models address both the personal and technical components of the counseling process (Aponte & Carlsen, 2009).

Bemak and Epp (2001) make several suggestions for the training of counselors-to-be in group supervision. They propose that training (a) incorporate a strong affective component, (b) establish an acceptance of working with deep-rooted reactions and feelings, (c) move towards emotionally charged material rather than away from it, (d) have the supervisor be present and engaged in order to elicit deeper emotional responses from CITs, (e) encourage risk taking by the supervisor and CITs, (f) have supervisors teach CITs how to discuss their deep feelings about clients and/or peers in a respectful manner, and (g) accentuate the awareness of CITs, by allowing students to further explore their reactions and unresolved issues in and out of the supervision process.

All the training in the world on the basics cannot prepare a counselor on how to recognize and work through the many ways in which clients trigger personal unresolved issues and other issues of counter transference. Tseliou (2010) advocated for a shift in focus in the training of CITs to be more dialectical, reflexive, and collaborative in

practice. Group supervision would be better served if the process adopted more of an open, exploratory dialectical attitude (Moore & Silfe, 1987).

Boundary issues: Supervision is a complex part of training that, by its very nature, foments issues of dual relationships (Bernard & Goodyear, 2009). The question of where to draw the line between therapy and supervision is so complex that it is unlikely that anyone will develop a simple boundary that will gain universal agreement (Pearson & Piazza, 1997). Training programs that emphasize growth in CITs for the sake of improving their clinical effectiveness struggle with this question. In particular, it presents training programs with issues regarding how to better train CITs in their use of self in keeping with ethical codes and accreditation standards in ways that does not cross over into therapy (Aponte et al., 2009).

A developmental model of group supervision that requires counselors-in-training to be self-reflective is demanding. These types of models require both the supervisor and the supervisees to be willing to take risks and to be honest during supervision sessions (Torres-Rivera et al., 2001). Everyone involved may have to work a little harder. There is a higher level of genuineness and honesty required by each person involved that may even cause old wounds to open. Students may need to find resources for support to tend their needs outside of their program, and educators/supervisors may have to be more proactive in making sure students are taking care of themselves.

Ethical questions are raised when supervision tends to the issues, values, and biases of the therapist. There are fears of problems arising with dual relationships, emotional containment, time, responsibility, trainee's commitment, and issues of

support. On a more practical level, there is concern about the availability of resources, assessment, and standards. These are understandable reasons to have reservations about incorporating more self-reflection into training programs; but at what cost to counselors, clients, and/or the profession as a whole?

We need to keep in mind the spirit behind the concern about dual relationships, which is to prevent exploitation by persons who have professional power over supervisees, trainees, students, and patients. Unless we do this, we can become ensnared in purely legalistic distinctions that burden professional relationships rather than nourish and protect them. (Aponte, 1994, p.4)

Aponte (1994) recommended conditions and guidelines for facilitators to help ensure the supervisory process does not become exploitive:

- Supervision is not therapy. Personal issues are to be discussed only in regards to how they play out with clients.
- CITs need to understand the implications of the qualities of supervisory relationship and have freedom to continue or refuse any aspect of the relationship.
- Any personal gains that motivate the facilitator's actions in supervision is not appropriate. Any intention to take advantage of the CITs in any way violates numerous ethical boundaries and professional standards.
- When/if there is potential for the CITs to be hurt in the supervisory process, it is the responsibility of the supervisor to be clear in how this benefits the CIT professionally and provide support and resources for the CIT.
- Consent must be obtained from CITs at the beginning of supervision that they will be discussing personal histories and current life experiences with regard to how they impact their clinical work.
- CITs only share what they wish to reveal.
- CITs will pursue support outside of supervision when appropriate.

The American Counseling Association (2005) has established ethical codes.

These codes directly address some of the concerns mentioned above (ACES, 1995):

2.11 Personal issues should be addressed in supervision only in terms of the effect of these issues on clients and on professional functioning.

2.12 Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal and professional limitations of supervisees that are likely to impede future professional performance.

This is almost a requirement presented to the supervisor to figure out what, if any, personal issues are playing out with the supervisees' clients. It would be difficult for a supervisor to fulfill his/her ethical responsibility without asking CITs personal questions regarding their professional work.

Cobia and Boes (2000) admit there is not a foolproof way to prevent ethical dilemmas in supervision but outlined a method for minimizing potential problems. They suggest the use of professional disclosure statements and developing (and adhering to) a specific plan for supervision. The professional disclosure statement can be outlined in course syllabi, which also needs to outline the potential benefits, risks, and expectations of the supervisory process. Supervisees have a right to know (a) how assessments will be made, (b) against what standards they will be judged, (c) limits of confidentiality, and (d) how feedback will be shared (Cobia & Boes, 2000). No matter how much preparation and prevention, it is ultimately the responsibility of the facilitator and the program to make sure students know the relevant statutes and professional codes of the supervisory process, as well as the moral principles of non-maleficence, beneficence, justice, and fidelity and how these concepts relate to the supervisory process.

One of the first and foremost points to be established at the outset is that supervision is not therapy (Aponte et al., 2009). The goal of supervision is to make CITs better clinicians; any personal growth is a bonus. A supervision model that looks

at the therapist's use of self is not about resolving the counselors'-in-training personal struggles, as much as their capacity to use these personal struggles and vulnerabilities to make them better clinicians. Personal material of CITs' is not to be explored in group supervision unless the issues directly relate to their clinical practice, even if CITs volunteer this personal information.

Summary

Yalom (2005) has continually called for interpersonal learning and emotional awareness-insight for counselors-in-training. During developmental group supervision, CITs are able to explore their struggles, which lead to learning and problem solving (Werstlein, 1994). The developmental group supervision model allows CITs to explore themselves. It is this self-exploration that allows the therapist to be most effective when working with clients (Lennie, 2007). Another salient aspect for CITs is discovering they are not struggling alone. Hearing the success and the frustrations of peers in group supervision gives CITs a more realistic model by which they can critique themselves and build confidence (Bernard & Goodyear, 2009; Werstlein, 1994). Effective counselors at high developmental stages embody high levels of self-awareness (Borders, 1998). Increasing supervisees' understanding of self-as-counselor and helping them develop a deeper knowledge and/or acceptance of their clients are appropriate supervisory tasks at all developmental levels (Ronnestad & Skovholt, 1993). If counselors-in-training only learn the 'rules' for doing therapy, they will be limited in their ability to work with clients and thus limiting the clients opportunity to grow (Borders 1998). Schaeffer (2007) discovered graduate programs do not sufficiently address counselors-in-training personal issues that may or may not play out in the therapy room. Counselor' commitment to challenge themselves to engaging in personal growth and

change is directly correlated with their ability to relate to clients' effort to confront their struggles (Aponte et al., 2009).

Group supervision can be used to aid CITs in their personal development and, thus, the development of counseling skills, leading to increased positive client outcomes (Yalom, 2005). There is hope that self-exploration will become as commonplace in training programs as treatment planning and client conceptualization (Burwell-Pender et al., 2008; Wampold, 2001). Group supervision serves as a useful venue in which counselors can deal with their strengths and weaknesses, as they become increasingly aware of self, professionally and personally. In an interview Irvin Yalom called for counselors to:

Gain as much self-understanding as possible; because the most important and effective way we can really help the patient is through our own selves. We have to be able to relate deeply and openly to patients. This means that we have to do a lot of work on ourselves, work which evolves continually throughout our lives. (Shaughnessy, 2005, p. 35)

Group supervision provides counselors-in-training an opportunity to gain self-awareness; experientially learning to be vulnerable, sit with sadness, deepen connections, and experientially learn about acceptance and empathy. It can be a place to help students learn how to lower walls, take risks and acknowledge others opinions without becoming overly defensive. All this can be done while CITs gain understanding that they are not alone in their struggles and/or doubts.

Yalom (2005) asserts CITs' are able to learn in group supervision on an emotional level what they may have only known intellectually by experiencing what self-disclosure entails and how difficult it is to reveal feelings of vulnerability. Self-awareness and introspection are the best tools for improving as a professional

counselor (Pearson, 2004). Counselor education programs need for supervisors in a group format, to provide a space in which counselors-in-training have an opportunity for self-exploration and understanding rather than spending the majority of time on subjects like case conceptualization (Carter et al., 2009).

Torres-Rivera et al., (2006) present evidence supporting the need to increase CITs relational skills and self-awareness. The authors clearly identify a gap between the importance of the counseling relationship discussed in every introductory counseling text and the training that follows. Group supervision is one of the most effective environments to nurture the honesty needed for counselors-in-training to develop into multiculturally competent, efficacious professional counselors (Suthakaran, 2011).

The American Counseling Association's (2005) code of ethics and CACREP's (2009) standards state a need for counselors to become aware of their values, biases, beliefs, and interpersonal dynamics in order to best serve culturally diverse clients (Sue & Sue, 2003). Yalom (2005) asserts counselors are only able to serve clients needs by first being acutely aware of one's own struggles, strengths and weaknesses. This study provides insight into determining how well counselor education programs pay attention to cultivating self-awareness and which methods, strategies, and processes are best at doing so.

CHAPTER 3 METHODOLOGY

Statement of Purpose

CACREP standards promote self-awareness as a foundational component for counselor competency (CACREP, 2009). This declaration has been substantiated throughout the literature (De Stefano et al., 2007; Loganbill et al., 1982; McNeill & Delworth, 1998; Miller et al., 2008; Stoltenberg, 1981). Despite this counselor characteristic being deemed important, research is lacking on the ways in which to cultivate self-awareness in counselors-in-training (CIT), particularly from a trans-theoretical perspective (Reupert, 2006; Winstone & Gervis, 2006).

There is a need to establish empirically supported methods, processes, and strategies of group supervision that cultivate self-awareness in counselors-in-training from a trans-theoretical (integrating across all theories and/or models of supervision) perspective (Schaeffer, 2007; Hansen, 2009). This study attempted to answer the question of 'how' to do so. This chapter describes the research questions, population, data collection, sample and sampling procedures, design of study, relevant variables, and data analysis. Limitations of the chosen methodology are also discussed.

Research Questions

The following research questions were examined in this study.

1. What components of supervision best cultivate self-awareness in counselors-in-training?
2. More specifically, do group supervision classes that utilize a therapist centered group supervision model cultivate self-awareness in counselors-in-training to a significantly higher degree than other models that are less process oriented, less focused on the use of self, more client focused, and more focused on treatment planning?

Description of the Population

This study investigated the extent to which different processes of group supervision impacted self-awareness in counselors-in-training, in an effort toward producing more effective counselors. The population of this study was comprised of counselors-in-training in Marriage and Family and/or Mental Health Counseling programs. The sample was comprised of CITs enrolled in group supervision class in CACREP accredited programs in the United States of America during the summer 2012 term.

Sample

Approval by University of Florida's Institutional Review Board (IRB) was obtained before collecting data for this study. The researcher recruited a total of 53 respondents who were counselors-in-training in Mental Health and/or Marriage and Family Counseling programs enrolled in group supervision class over the summer 2012 term. The counselor education students in this study were recruited on a volunteer basis. Both masters and doctoral students in Counselor Education training programs participated in this study. The sample for this study included a wide range of students at differing levels in their programs, of differing genders, ages, and tracks so that the researcher could explore how these variables impacted the variability of self-awareness over the course of the study.

Sampling Procedure

Snowballing and convenience sampling procedures were utilized for this study. Snowball sampling is a technique for finding research subjects where one subject gives the researcher another potential contact, who may also provide another potential

contact (Vogt, 2005). Vogt (2005) refers to convenience sampling as a sample of subjects convenient for the researcher to utilize.

An invitation was sent to Counselor Educators, focusing on department chairs and group supervisors, to assist in the recruitment of CITs for this research (APPENDIX B). The invitations was sent out via email on the list-serves of American Counseling Association (ACA), American Mental Health Counseling Association (AMHCA), Associations for Specialists in Group Work (ASGW), Association for Counseling and Supervision (ACES), and the un-moderated listserv concerning counselor education and supervision (CESNET). The researcher also employed the assistance from the faculty at Counselor Education Departments via email to ask colleagues across the country for participation. Invitations to participate were extended from July 12th 2012 through August 24th 2012.

The researcher also used the Online Interactive Directory on CACREP's website (<http://www.cacrep.org/directory/directory.cfm>) to obtain a list of full-time MHC and MFT accredited programs' website links. The list was found under the 'For Students' section by clicking on the link provided. This list was refined by including only 'Full Time' programs in the search yielding a total of 317 results. The researcher contacted each Clinical Mental Health, Counselor Education and Supervision, and/or Marriage and Family program listed by phone or email, and inquired if they offered group supervision during summer 2012. If the program offered group supervision during their summer term, the researcher sent the program's group supervisor and/or department chair an email with an invitation to participate (APPENDIX B). Emails were sent to department chairs when the identity of the group supervisor was not available.

The primary investigator reached 181 CACREP Counselor Education programs by phone, primarily speaking with the program's head administrative assistant. Twenty-three of these programs confirmed they offered Group Supervision over the 2012 summer term. Upon confirmation, the primary investigator was given the name of the group supervisor and/or the department head. Each of these connections were contacted by phone and email. Nineteen programs agreed to disseminate the invitation to participate to the group supervisor and/or group supervisees (depending on the contact).

The primary investigator was also invited to two group supervision classes in his own program, where he gave a brief synopsis of the study (under 2 minutes) to introduce students to his study, and invite them to participate. These CITs were later provided a link to the *Group Supervision Survey* by their group supervisor like all other participants.

Data Collection

Through descriptive research methods, the researcher investigated what happened during group supervision class (GSC) to determine the relationship between the characteristics of GSC and CIT's levels of self-awareness. Data were collected from July 19th 2012 through August 29th 2012 via an online survey method hosted by surveymonkey.com. The survey was developed to capture information on the structure and activities of group supervision class as well as assess CIT's self-awareness.

SurveyMonkey[®], developed and owned by Ryan Finley, is a user-friendly online survey tool that collects data and provides a statistical breakdown of results (Massat, McKay, & Moses, 2009). SurveyMonkey[®] removes web addresses upon receipt of data to insure anonymity of participants. Questions met the standard of minimal harm

to participants through the university's institutional review board process. Participants were informed that participation was voluntary and that all responses were confidential and anonymous.

The *Group Supervision Survey* was composed of three research questionnaires (each containing 13 items or less) plus five demographic questions. Instructions on how to complete each survey section were provided. The survey was piloted on fourteen volunteer graduate students to obtain an approximation of time required to complete the survey. The average time required to complete the survey was less than 8 minutes.

The researcher received feedback that some items in the first section (questions from the SLQ-R) were oddly worded, making the questions confusing and difficult to read. The researcher was not able to make any changes to these items because they were part of a published survey that has validity and reliability tests reported as is. The only change made after pilot testing was, after the 26th item on the online survey, to include: "You are almost done! Only 13 questions left (and then some demographics)". This was included to give the participant a momentary break and let them know the survey was almost complete in order to decrease attrition.

Participating group supervisors provided their supervisees a link to the online *Group Supervision Survey*. The informed consent (Appendix C) was provided at the beginning of the survey. The informed consent form included a brief overview of the study, purpose, assurance of confidentiality, and the researcher's contact information. The informed consent also informed participants that by beginning the survey, they acknowledge they have read the information and agree to participate in the research,

with the knowledge they are free to withdraw at any time without penalty. Once participants consented to participate, the survey appeared on their screen.

The survey consisted of two Likert-type questionnaires measuring their level of self-awareness, a thirteen-item 7- point Likert-type questionnaire about their experience of group supervision, and a six-item questionnaire regarding their demographics (gender, ethnicity, age, year in program, track, and University). These questionnaires were lumped into one larger 44 item online survey, divided into 4 sections: a) SLQ-R, b) CSAS, c) EGSQ, and d) demographics. The cumulative questionnaire was titled *Group Supervision Survey*. The average time taken by participating CITs to complete the *Group Supervision Survey* was 7 minutes. Supervisors were also asked to fill out a four-item questionnaire (gender, age, program affiliation, and theoretical orientation) with a link provided in the invitation to participate titled *Supervisor Demographics*. The average time taken by participating supervisors to complete the survey was 2 minutes 20 seconds.

Design of Study

This study sought to determine the relationship between the trans-theoretical processes and foci of group supervision and the CIT's level of self-awareness. That is, it sought to determine which supervision foci best cultivated self-awareness in counselors-in-training regardless of the model and/or theory of supervision utilized. This study implemented a correlation descriptive - research design to clarify the magnitude and direction of relationship between particular supervision processes and levels of self-awareness of counselors-in-training enrolled in CACREP accredited programs. Descriptive research attempts to describe characteristics of a given population (Houser, 1998).

Houser (1998) states correlation methods are used to understand and identify the relationship between multiple variables, such as supervision processes and levels of self-awareness. This study's perspective rests in post-positivism with the assumption that reality can be observed and measured with quantifiable data. This study utilized an online survey method, taking a cross section of a sample population at one point-in-time (Glass & Hopkins, 1996). Surveys are a research design in which a sample of subjects are drawn from a given population in order to make inferences about the population (Vogt, 2005).

Questionnaires are a group of questions to which subjects respond (Vogt, 2005). Questionnaires are forms of measurement; thus, they are required to adhere to the same standards of validity and reliability as other research measures (Gall, Borg, & Gall, 2007). In addition, questionnaires are often used in educational research in order to collect data about issues that cannot be directly observed such as opinions, values, interests, and attitudes.

Data collected from questionnaires generally represent a group's opinion about a particular issues and topics (Gall et al., 2007). Gall et al. qualified that in order for a researcher to claim a respondent's true opinions there must be evidence that validates the content of the items or another option available for the study to determine what the respondents expressed similar opinions on the other measures of the same construct.

Delineation of Relevant Variables

Independent Variables

Independent variables are variables that are used to explain or predict the values of another variable (Vogt, 2005). Vogt (2005) states, most researchers use 'independent variable' when talking about any causal or predictor variable, whether in

experimental or non-experimental research. Predictor variable is another name for independent variable often used when discussing non-experimental research designs such as correlation studies (Vogt, 2005).

Independent variables are chosen due to their perceived connection with the dependent variable (Ott & Longnecker, 2005). There were six independent, or predictor variables in this study, each in reference to a respective Group Supervision Class, chosen due to their relationship with the dependent variable (self-awareness): (1) Focus on process; (2) Focus on content; (3) Focus on countertransference; (4) Focus on personal wellness; (5) Focus on multiculturalism; and (6) Focus on self-understanding.

These independent variables are concepts identified throughout the literature on self-awareness in counselors (Aponte, 2009). The researcher controlled for the following variables: (a) supervisor's gender, (b) supervisee's gender, (c) supervisee's ethnicity, (d) supervisor's age, (e) supervisee's age, (f) supervisee's year and track in program, and (g) model of supervision (according to supervisor).

The independent variables were chosen because of their seeming relevancy to the dependent variable of self-awareness as outlined in the literature (Ott & Longnecker, 2001). Awareness of countertransference is discussed in the literature as a critical component of counselor development (Burwell-Pender & Halinski, 2008; Freud, 1959). Personal wellness has been found to lead to more efficacious counselors (Richards et al., 2010; Schaeffer, 2007). Counselors must be aware of issues related to multiculturalism to be effective with a diverse client population (Sue & Sue, 2003; Suthakaran, 2011). Self-understanding has been identified as a salient competency of

effective counselors (Aponte & Carlsen, 2009; Ronnestad & Skovholt, 1993; Urdang, 2010). The importance of 'process' (open dialogue between students and supervisor, as well as between students themselves) in group supervision has been identified in the literature as a critical component of development (Comstock 2005; Ögren & Sundin, 2009; Yalom, 2005).

These critical characteristics of counselor development (countertransference, personal wellness, multiculturalism, self-understanding) found throughout the literature were the independent variables in this study. The amount of focus given to process (and its counterpoint, content) were included as independent variables due to their saliency in the literature in regard to supervision.

Dependent Variable

The dependent variable is the presumed effect in a study; so called because it 'depends' on another variable (Vogt, 2005). In correlation studies that are not able to prove cause, the dependent variable is the variable whose value is predicted by the independent variable (Vogt, 2005). Vogt (2005) states some authors use criterion or outcome variable in non-experimental research. Counselors-in-training' self-awareness, measured by the Supervisee Levels Questionnaire – Revised (SLQ-R) and the Counselor Self-Awareness Scale (CSAS), was the dependent, or criterion, variable in this study.

Instrumentation

Two separate survey instruments were used to measure the dependent variable, CITs' level of self-awareness, at the end of the semester in which they were enrolled in group supervision class (GSC). Students were also invited to fill out a thirteen-item questionnaire that attempted to describe 'what happened' during their group supervision

class. The three questionnaires were combined into one 38-item Likert-type survey (plus demographic information) titled *Group Supervision Survey*.

This study measured self-awareness by making use of the Supervisee Level Questionnaire- Revised (SLQ-R; Stoltenberg et al., 1998) and the Counselor Self-Awareness Scale (CSAS; Oden et al., 2009). The researcher developed a questionnaire to describe what happened in the group supervision class (the focus of the class, attention paid to certain constructs etc.) called the Experience of Group Supervision Questionnaire (EGSQ).

Higher scores on the SLQ-R and the CSAS represent higher levels of self-awareness. Scores range on the SLQ-R from 12-84 points and on the CSAS from 13-91 points. For purposes of interpreting the EGSQ, higher scores represent more process oriented group supervision. Scores on the EGSQ range from 13 (content oriented) – 91 (process oriented) total points. Items on the EGSQ were clustered, creating subscales related to foci of group supervision that measure each of the independent variables.

Supervisee Level Questionnaire- Revised (SLQ-R)

The SLQ-R was designed to study CIT's level of self-awareness, motivation, and dependency-autonomy (Leach & Stoltenberg, 1997). The 30 self-rated items (score range = 30-210) use a seven point Likert scale with *never* and *always* as polar anchors (Lovell, 2002). The scoring key is broken into three distinct sections; (a) self and other awareness, (b) motivation, and (c) dependency-autonomy. This study only utilized the 12 self-awareness items. Possible levels of self-awareness score on the SLQ-R range from 12 – 84 (Tryon, 1996). The SLQ-R in full takes only a few minutes to complete

(Lovell, 2002), and thus the self-awareness portion takes approximately 2-3 minutes to complete.

Reliability and Validity

In a validation study, Cronbach's alpha levels for the three subsections were reported as .83, .74, and .64 with a total score of .88 (Leach & Stoltenberg, 1997; Lovell, 2002; Tyron, 1996). This study only looked at the twelve questions on the SLQ-R that measure self-awareness with a Cronbach's alpha level of .83. McNeill, Stoltenberg, and Romans (1992) found the SLQ-R to be an effective and appropriate measure of self-awareness of CITs.

Differences were examined in total scores and subscales between beginning, intermediate, and advanced groups to assess the SLQ-R's construct validity. Pearson correlation coefficients were calculated between each of the subscales of the SLQ-R and were deemed an appropriate measure of each of the constructs (McNeill et al., 1992).

Counselor Self-Awareness Scale (CSAS)

This study also used the Counselor Self-Awareness Scale (CSAS; Oden et al., 2009) to measure self-awareness. This second instrument was used in order to further substantiate the results. The CSAS is a self-reported measure of self-awareness. Participants will indicate, on a 7-point Likert scale, the point that best represents their perception. The author defines self-awareness as the capacity to allow one's thoughts, feelings, and behaviors into consciousness, particularly in regards to the counselor-client relationship (Oden et al., 2009). The CSAS can be found in Appendix A.

Reliability and Validity

Oden et al., (2009) used Cronbach's alpha to compute a reliability coefficient of .95. Five full professor level counselor educators from CACREP accredited programs were consulted to establish evidence of test content. The items were found to be an appropriate measure of counselor self-awareness (Oden et al., 2009)

Experience of Group Supervision Questionnaire (EGSQ)

The researcher developed a thirteen-item questionnaire to describe what happened in group supervision class from the student's perspective. The EGSQ basically captures the degree to which group supervision class was focused on process versus content from the CITs perspective. Ögren, M., Jonsson, C., and Sundin, E. (2005) found that attitudes and perceptions of the foci of group supervision are important. In order to answer the two research questions the researcher developed this questionnaire designed to describe the characteristics of the sample in regards to what happened during their group supervision class from the CITs' perspective.

Eliciting reliable feedback from experts regarding the research questions is a valid research technique to help develop and improve the question format, face validity, and measurement scales used in the questionnaire (Turoff, 1970). The EGSQ was subjected to evaluation and scrutiny by a team of four experts from across the country to ensure content validity. Each expert holds a doctoral degree and are full-time faculty from separate CACREP accredited Counselor Education programs. The experts reviewed the questionnaire for ambiguity and content overlap to determine if the questionnaire captured the intended constructs.

Feedback was incorporated from each expert and multiple revisions were made before the final version. Revisions addressed the wording of questions and overall flow

of the questionnaire. Definitions were added into individual items to clarify the meaning of: (a) client conceptualization, (b) techniques, (c) open dialogue between supervisees, (d) immediacy (here-and-now dynamics), (e) countertransference, and (f) self-awareness. These were added because some experts felt some Masters level students may not know what the term(s) were referring to.

Items on the EGSQ were clustered, creating subscales related to foci of group supervision that measure each of the independent variables. Items were sorted into clusters as follows: (a) focus on process (items 29, 30, 35, & 38); (b) focus on content (items 26, 27, & 28); (c) focus on countertransference (items 31, 34, 36, 37, & 38); (d) focus on personal wellness (items 32 & 37); (e) focus on multiculturalism (items 33, 34, 37, & 38); and (f) focus on self-understanding (items 34, 36, 37, & 38).

Data Analysis

Descriptive statistics, Pearson's product-moment coefficient, stepwise linear regression analysis, reliability statistics, and an exploratory factor analysis were used to evaluate data pertaining to the research hypothesis of this study using Statistical Package for the Social Sciences (SPSS®) version 20. Parametric and non-parametric ANOVA's were run on all controlled variables (gender, age, race, track, year, and program) to analyze differences between groups

The researcher computed a Pearson's product-moment coefficient to determine if a relationship exists between each independent variable (foci of group supervision) and the dependent variable (CIT self-awareness). The researcher will describe the relationship numerically in terms of direction and magnitude of relationship using Pearson's product-moment correlation coefficient with a significance level of 0.05.

Multiple regression analysis is the most appropriate statistical method for examining relationship between a continuous dependent variable (self-awareness) and one or more independent variables (Glass & Hopkins, 1996). A stepwise multiple regression analysis was performed to see which, if any, independent variables predicted self-awareness. A stepwise regression analysis was used because the number of independent variables and low sample size.

After controlling for (a) supervisor's gender, (b) supervisee's gender, (c) supervisee's ethnicity, (d) supervisor's age, (e) supervisee's age, (f) supervisee's year and track in program, and (g) model of supervision (according to supervisor); the researcher also explored the overall relationship between each group supervision class and the level of self-awareness of the counselors-in-training in that particular class (model of supervision) with an analysis of variance (ANOVA) using SPSS®.

Reliability statistics were performed since the researcher used a created instrument, the EGSQ. An exploratory factor analysis was run using principal axis components and oblique rotation for each of the scales representing group supervision's focus on: (a) process, (b) content, (c) multicultural issues (d) personal wellness, (e) countertransference, and (f) self-understanding. Cronbach's alpha was computed to assess whether the 13 items on the EGSQ were summed correctly to create the subscales related to the independent variables (process, content, etc.).

Limitations

This was a preliminary exploratory cross-sectional correlational study, thus causation cannot be implied. Findings are based on the premise that the variables examined are stable throughout time. Relationships found between variables may potentially be affected by other variables not measured and/or controlled for in this

study. Also, the lack of random sampling procedures does not allow the results to be undoubtedly generalized to the target population of all counselors-in-training enrolled in Counselor Education programs.

Using a self-report measure added another limiting factor. There is potential for participants to exhibit social desirability in some of their responses. Social desirability bias is defined by Vogt (2005) as the bias in results of surveys that comes from participants answering questions based on how they think they 'should' answer rather than in a way they actually feel. Also, due to the nature of online surveys, it cannot be known for certain if the person who responded to the questionnaire was the intended CIT who was part of a group supervision class.

The relatively low sample size in this study is a limitation. The researcher would like to have had a greater number of participants from a larger pool of programs. Over half of the participants were affiliated with programs in the Southeast, without any participants from programs in the West. An argument can be made that the data cannot be generalized to CITs nationwide.

Though all counselors-in-training from participating group supervision classes were invited to participate, only those willing to volunteer their time actually did so. An argument can be made that this may have led to a selection bias in the population. Attrition may have been a source of bias by the subjects who agreed to participate who failed to complete the survey in full, making the sample less representative of the population (Vogt, 2005). Since students may have been provided a brief description of the research itself, this may have led to a certain students being more or less motivated to participate.

Another limitation is the new instrument created for this study, the EGSQ. With future use of this instrument, further in depth analysis of its reliability and validity would be beneficial. Independent variables measured with this instrument were only measured with 2-5 items. To get a richer understanding of the concepts measured by the EGSQ, one would like to compliment the EGSQ with another instrument and/or expand the instrument with more items examining each construct. Again, this was an exploratory study and any line of research must start somewhere.

CHAPTER 4 RESULTS OF THE STUDY

Summary and Chapter Overview

The purpose of this study was to identify empirically supported trans-theoretical training frameworks and strategies in group supervision that best cultivate CITs' self-awareness. This study determined the direction and magnitude of relationships between different strategies, processes, and foci of group supervision and CITs levels of self-awareness. Demographic and descriptive data were obtained about the participants in this study. Descriptive statistics, Pearson's product-moment coefficient, stepwise linear regression analysis, reliability statistics using Cronbach's alpha, and an exploratory factor analysis were used to evaluate data pertaining to the research hypotheses of this study. Parametric and non-parametric ANOVAs were run on all controlled variables (gender, age, race, program, year, and educational institution) to analyze differences between groups yielding no significant results.

While the research hypothesis, description of the population, sample and sample procedures, data collection, delineation of relevant variables, instrumentation, data analysis, and methodological limitations of this study were reported in the previous chapter, this chapter will discuss the participants' demographics, results of testing the hypotheses, clinically significant results, and an overall summary of findings.

Descriptive Data Analysis

Counselors-in-training from thirteen programs participated in this study. Response rates were as follows: 32% from the Northeast (n=16), 58% from the Southeast (n=29), 8% from the Middle West (n=4), and 2% from the Southwest region of the United States of America (n=1).

Fifty-three counselors-in-training volunteered to participate. Out of the 53 participants, 3 failed to provide demographic information. Fifteen supervisors volunteered to participate and 12 completed the *Supervisor Demographics* survey in full. Two supervisors failed to provide a program or University they were affiliated with, and one did not provide an age (while adding that they felt experience was more important than the 'subjective concept' of age).

Figures 4-1 through 4-4 outline the demographic and descriptive variables of the CITs who participated in this research study. Of the 50 CITs who completed the survey, 86% were female (n=43) and 14% were male (n=7). Four percent of CITs identified as African American or Black (n=2), 6% identified Asian (n=3), 10% identified as Latino or Hispanic (n=5), 0% identified as Native American (n=0), 74% identified as White or Caucasian (n=37), 0% identified as Middle Eastern (n=0), 4% identified as Multiracial (n=2), and 2% identified as other (filling in 'Caribbean Islander') (n=1). Ages of the participating CITs ranged from 23-57, with a mean age of 29.

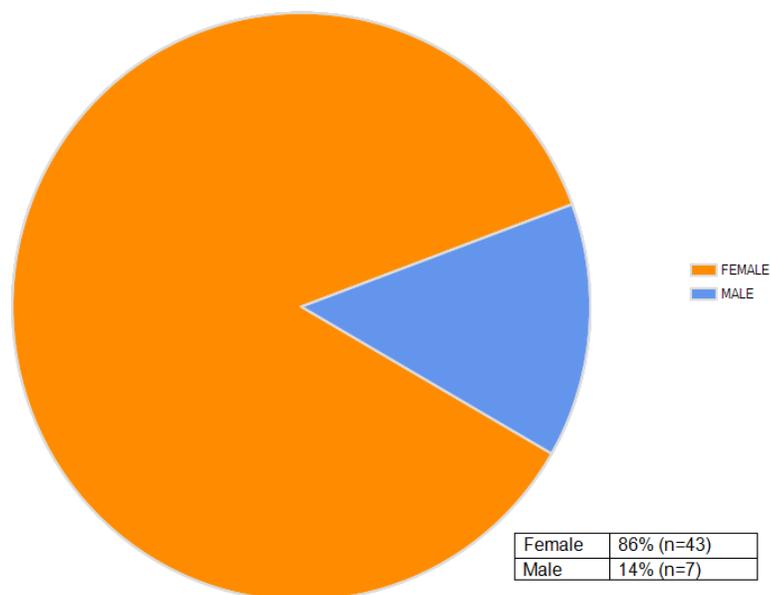


Figure 4-1. Descriptive data for gender of CITs

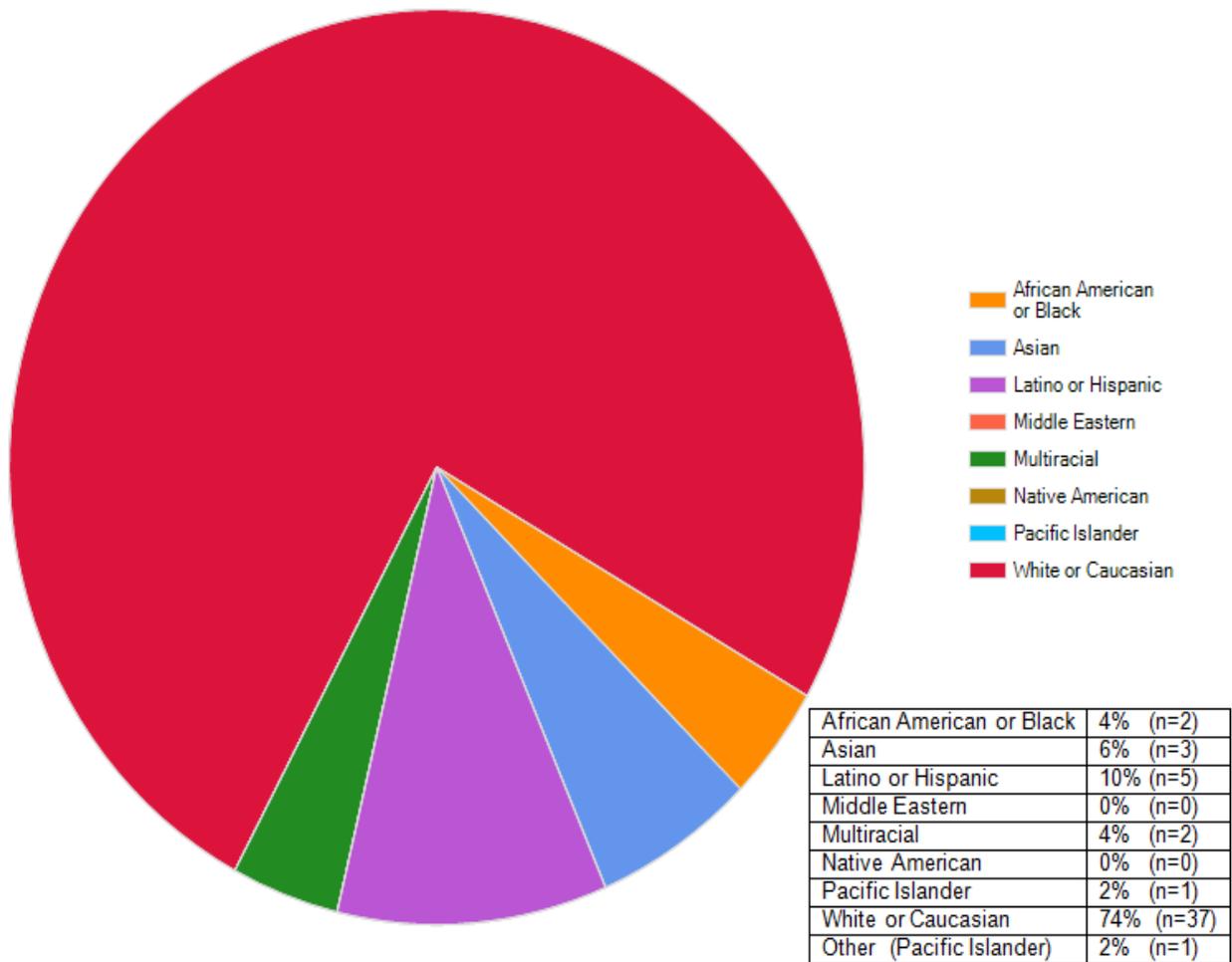


Figure 4-2. Descriptive data for race of CITs

Ninety-two percent of the CITs were Master level students (n=46) and 8% were Doctoral level students (n=4). Twenty-eight percent were Master level Marriage and Family Track (MFT) (n=14), 62% were Master level Mental Health Counseling Track (MHC) (n=31), 2% were dual track of MFT and MHC (n=1), 6% were Doctoral level MFT (n=3), and 2% were at Doctoral level MHC (n=1).

Four percent of the CITs were in the 1st year of their Masters program (n=2), 58% were in the 2nd year of their Masters program (n=29), 20% were in the 3rd year of their Masters program (n=10), 8% were in the 4th year of their Masters program (n=4), 4% were in the 1st year of their Doctoral program (n=2), 2% were in the 2nd year of her/his Doctoral program (n=1), 2% were in the 3rd year of her/his Doctoral program (n=1), and 2% checked off 'other' (n=1).

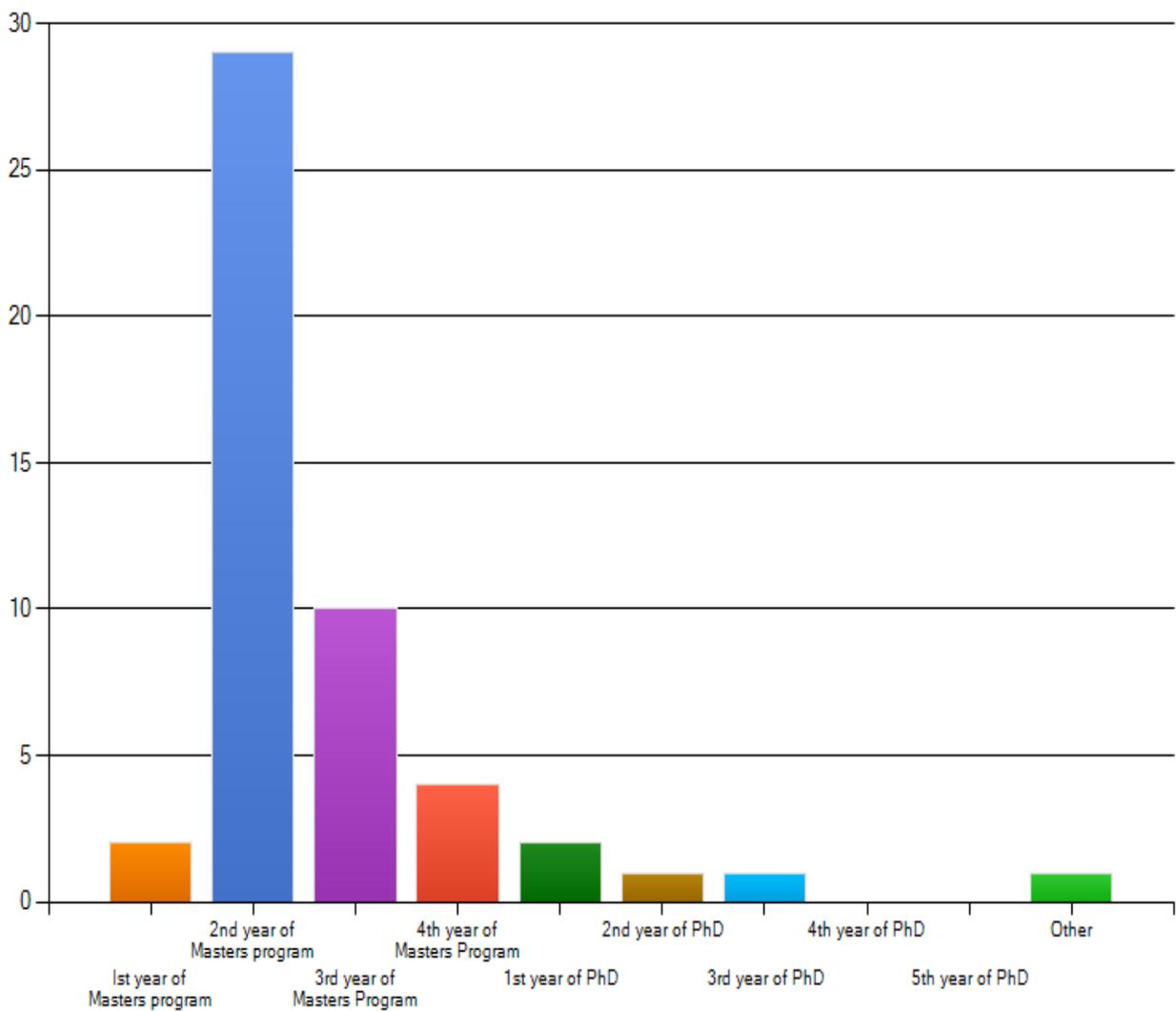


Figure 4-3. Descriptive data for CIT's year of study

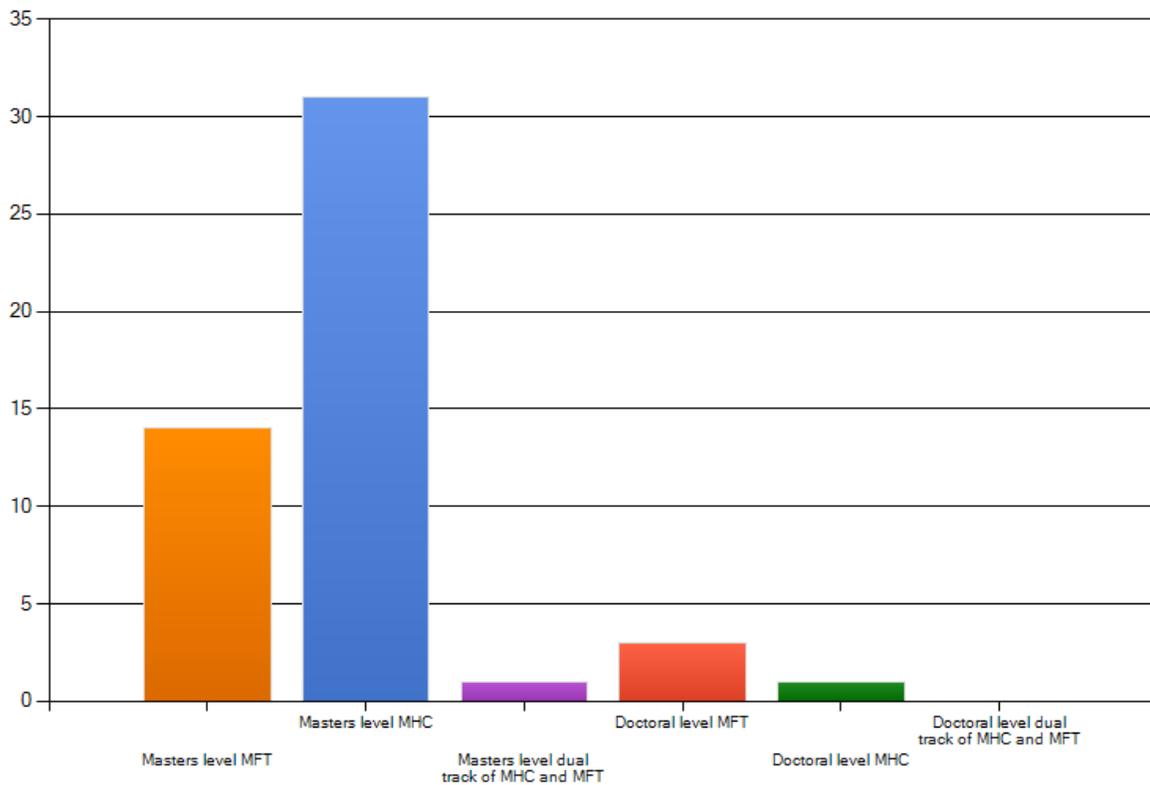


Figure 4-4. Descriptive data for CITs' track

Fifteen supervisors participated in this study. Eighty percent identified as female (n=12) and 20% identified as male (n=3). Supervisors' age ranged from 24 – 62, with a mean age of 39 years old/young. Participating supervisors reported using the following supervision and/or counseling models: (a) psychoanalytic, (b) client-centered, (c) humanistic, (d) counselor-centered, (e) relational-cultural, (f) developmental, (g) cognitive-behavioral (CBT), and (h) peer supervision.

Results of Research Question Analysis

The analyses of data for this study were performed using SPSS[®], version 20. Pearson's product-moment correlation was used to determine the direction and magnitude of the relationships between the dependent variable (CITs self-awareness as measured by the SLQ-R and CSAS) and the independent variables (foci of group

supervision as measured by the EGSQ and its' subscales). Higher scores on the SLQ-R and the CSAS represent higher levels of self-awareness in CITs. Scores range on the SLQ-R from 12-84 points and on the CSAS from 13-91 points. For purposes of interpreting the EGSQ, high scores represent a more process oriented group supervision. Scores on the EGSQ range from 13 (content oriented) – 91 (process oriented) total points.

Descriptive Statistics

Descriptive statistics (mean, standard deviation, and sample size) for the SLQ-R, CSAS, EGSQ, and each independent variable are presented in Table 4-1. The range of scores are as follows: (a) SLQ-R (12-84 points); (b) CSAS (13-91 points); (c) EGSQ (13-91 points); (d) focus on process (4-28 points); (e) focus on content (3-21 points); (f) focus on countertransference (5-35 points); (g) focus on personal wellness (2-14 points); (h) focus on multiculturalism (4-28 points); and (i) focus on self-understanding (4-28 points).

Table 4-1. Mean and Standard Deviation of Variables

	Mean	Std. Deviation	N
SLQ-R	60.53	8.441	53
CSAS	73.66	8.896	53
EGSQ	57.87	11.021	53
PROCESS	18.67	6.392	53
CONTENT	10.23	3.704	53
COUNTER- TRANSFERENCE	23.63	7.239	53
PERSONAL WELLNESS	8.98	2.919	53
MULTICULTURAL ISSUES	18.22	5.819	53
SELF- UNDERSTANDING	18.63	5.796	53

Reliability Statistics

In order to further assess the reliability of the survey used in this study, Cronbach's alpha coefficients were computed (Field, 2009) for the SLQ-R, CSAS, and EGSQ. Results from the analyses of the SLQ-R indicate similar alpha scores between the study's sample (Cronbach's alpha = .88) and the reported reliability of the instrument (.83) in the literature (Lovell, 2002). Results from the analyses of the CSAS also indicate similar alpha score with this study's sample (Cronbach's alpha = .94) and the reported reliability of .95 in the literature (Oden et al., 2009).

Reliability tests for the EGSQ indicate a relatively strong reliability (Cronbach's alpha = .83). Results from the reliability analyses of the EGSQ indicate strong reliability for the EGSQ clusters and individual items. The results of Cronbach's alpha on the EGSQ subscales are as follows: (a) .831 for focus on process; (b) .846 for focus on therapist centered processes; (c) .868 for focus on countertransference; (d) .806 for focus on multiculturalism; and (e) .825 for focus on self-understanding. Results indicate the clusters that measured group supervision's focus on process, multiculturalism, countertransference, and self-understanding are internally consistent, further validating the EGSQ scales created by the researcher.

Research Question One

The first research question asked which components of group supervision best cultivate self-awareness in CITs? A Pearson product-moment correlation was computed to assess the relationship between the dependent (self-awareness as measure by the SLQ-R and CSAS) and the independent variables (foci of group supervision as measured by the EGSQ). The researcher described the relationship

numerically in terms of direction and magnitude of relationship using Pearson's product-moment correlation coefficient with a significance level of 0.05.

Results indicate that the SLQ-R and CSAS are significantly positively correlated. Scores on the CSAS were also significantly correlated with scores on the EGSQ. Process, multiculturalism, and self-understanding were the independent variables significantly correlated with self-awareness (as measured by the SLQ-R and CSAS). Each of these independent variables were significantly correlated in a positive direction. Tables 4-2 and 4-3 summarize the results.

Table 4-2. Pearson's correlation (A)

		SLQ-R	CSAS	EGSQ	PROCESS	CONTENT
SLQ-R	Pearson's Correlation	1	.595**	.205	.318*	-.110
	Sig. (2-tailed)		.000	.140	.023	.431
	N	53	53	53	53	53
CSAS	Pearson's Correlation	.595**	1	.316*	.329*	-.101
	Sig. (2-tailed)	.000		.021	.018	.470
	N	53	53	53	53	53

*Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table 4-3. Pearson's correlation (B)

		COUNTER- TRANSFERENCE	PERSONAL WELLNESS	MULTI- CULTURALISM	SELF- UNDERSTANDING
SLQ-R	Pearson's Correlation	.113	.252	.179	.137
	Sig. (2-tailed)	.421	.069	.200	.326
	N	53	53	53	53
CSAS	Pearson's Correlation	.252	.200	.275*	.275*
	Sig. (2-tailed)	.069	.151	.046	.046
	N	53	53	53	53

*Correlation is significant at the 0.05 level (2-tailed).

Research Question Two

The second research question asked, more specifically, do group supervision classes that adhere to more aspects of a therapist-centered group supervision model cultivate self-awareness in counselors-in-training to a significantly higher degree than other models that are less process oriented, less focused on the use of self, more client focused, and more focused on treatment planning?

A stepwise linear regression analysis was used to find the most parsimonious set of predictors most effective in predicting levels of self-awareness. The stepwise regression was chosen due to the study's low sample size and number of independent variables (Ott & Longnecker, 2005). Results indicate there is a mild statistically significant positive relationship between the cultivation of self-awareness and focus on process. Tables 4-4 and 4-5 present the results.

Table 4-4. Regression analysis: Model summary^b of self-awareness and process focused group supervision

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F Change	df1	df2		
1	.316 ^a	.100	.082	8.524	.100	5.640	1	51	.021	1.705

a. Predictors: (Constant), PROCESS

b. Dependent Variable: CSAS

Table 4-5. Regression analysis: Coefficients^a of self-awareness and process focused group supervision

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error				Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	65.46	3.646		17.96	.000	58.13	72.777		
	PROCESS	.439	.185	.316	2.375	.021	.068	.810	1.000	1.00

a. Dependent Variable: CSAS

The statistical multiple regression calculated an F-statistic for group supervision with a focus on process and self-awareness (as measured by the CSAS) where $R^2=.100$, $F_{1,51}=5.64$, $p=.021$. These results are statistically significant with the alpha set at .05. Thus, group supervision with a focus on process explains 10% of the variance in self-awareness as measured by the CSAS. Self-Awareness (as measured by the CSAS) will increase .44 point for every point increase in focus on process (as measured by the EGSQ).

Results also indicate a significant positive correlation for CITs level of self-awareness (as measured by SLQ-R) and time spent focusing on self-understanding in group supervision. The model predicts that with every point increase of group supervision's focus on CIT's cultivation of self-understanding, self-awareness (as measured by the SLQ) increases 2.6 points. Results are reported in Tables 4-6 and 4-7.

Table 4-6. Regression analysis: Model Summary^b of self-awareness and focus on self-understanding

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F Change	df1	df2		
1	.390 ^a	.152	.134	7.939	.152	8.768	1	49	.005	1.372

a. Predictors: (Constant), 37Supervisee's cultivation of self-awareness (awareness of feelings, as well as an understanding from where these feelings originated 37and how these feelings impact and are impacted by others)

b. Dependent Variable: SLQ-R

Table 4-7. Regression analysis: Coefficients^a of self-awareness and focus on self-understanding

Model		Unstandardized Coefficients		Standard Coefficients		95.0% Confidence Interval for B		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	47.557	4.451		10.68	.000	38.61	56.50		
	37.Supervisee' cultivation of self-awareness	2.583	.872	.390	2.961	.005	.830	4.336	1.00	1.00

a. Dependent Variable: SLQ-R

Results of the stepwise regression analysis also indicate a statistically significant positive relationship between CITs' level of self-awareness (as measured by the CSAS) and the use of immediacy in group supervision. Results affirm the use of immediacy in group supervision explains 18.1% of the variance in self-awareness as measured by the CSAS. The results are presented in Tables 4-8 and 4-9.

Table 4-8. Regression analysis: Model summary^b of self-awareness and use of immediacy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F Change	df1	df2		
1	.425 ^a	.181	.164	8.268	.181	10.823	1	49	.002	1.867

a. Predictors: (Constant), 35The use of immediacy ('here-and-now' dynamics) during group supervision classes

b. Dependent Variable: CSAS

Table 4-9. Regression analysis: Coefficients^a of self-awareness and use of immediacy

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error				Beta	Lower Bound	Upper Bound	Tolerance
1	(Constant)	63.692	3.233		19.699	.000	57.195	70.190		
	35. Use of immediacy	2.128	.647	.425	3.290	.002	.828	3.428	1.000	1.000

a. Dependent Variable: CSAS

The analyses run computed a number of statistically significant results. Pearson's product-moment coefficients computed found a statistically significant relationship between the two measures of self-awareness (SLQ-R and CSAS) at the 0.01 alpha level. Results affirm statistically significant relationships between the EGSQ and both the SLQ-R and CSAS at the .05 alpha level. Results also indicate that there is a statistically significant relationship between self-awareness (as measured by the

CSAS) and group supervision with a focus on process, multiculturalism, and self-understanding.

Results from the regression analyses found process focused group supervision as the only significant predictor of self-awareness. The statistical multiple regression calculated an F-statistic for group supervision with a focus on process and self-awareness (as measured by the CSAS) where $R^2=.100$, $F_{1,51}=5.64$, $p=.021$ (Table 4-2).

Summary of Findings

The purpose of this study was to identify empirically supported trans-theoretical strategies and frameworks that foster the cultivation of self-awareness in CITs. Counselors-in-training enrolled in group supervision class during the summer 2012 team were the sample for this study. The participating CITs were surveyed to find the relationship between self-awareness and different foci of group supervision.

Participants filled out a 44-item online survey that measured levels of self-awareness, experience of group supervision, and demographic information. A Pearson product-moment correlation coefficient was computed to assess the relationship between self-awareness and different foci of group supervision. Results indicate all independent variables in this study are positively correlated with self-awareness (as measured by both the SLQ-R and CSAS) with the exception of content focused group supervision.

Analyses from Pearson's correlation show a significantly positive correlation between self-awareness and group supervision that focuses on process, multicultural issues, and self-understanding of CITs. Results from the multiple regression analysis support the notion that CITs' level of self-awareness will be raised when group supervision is process oriented.

This chapter discussed the participants' demographics, results of testing the hypotheses, clinically significant results, and provided an overall summary of findings. The next chapter will have a more in depth discussion of the results, limitations of the study, clinical implication, and suggestions for future research.

CHAPTER 5 CONCLUSIONS

Self-awareness in therapists is universally considered a salient construct across multiple theoretical orientations; however, little is known about how to cultivate this in clinical training (Hayes & Gelso, 2001). A common belief in the counseling profession is that self-understanding is a prerequisite for understanding others (Sumeral & Borders, 1996). Lennie (2007) noted the need for a clear study to identify factors that contribute to promoting self-awareness in CITs.

The ability to self-reflect is widely recognized as salient in the development of successful counselors, yet research indicates counselor educators have encountered only limited success in achieving this objective with students (Guiffrida, 2005). Hayes and Gelso (2001) suggested future research be directed towards better understanding how therapists can effectively use their critical life experiences to be more efficacious counselors. CACREP standards (2009) suggest that self-awareness is a fundamental foundational component of counselor training.

Skovholt and Ronnestad (1992) claim critical self-reflection is the salient distinction between counselors who develop and grow throughout their career and those who languish and burn out. Burwell-Pender and Halinski (2008) declare that with increased levels of self-awareness, a counselor is able to differentiate and put aside personal needs in order to best serve the client.

Bernard and Goodyear (2009) defined the purpose of group supervision as furthering the CIT's understanding of themselves as clinicians. Increasing supervisees' understanding of self-as-counselor are appropriate supervisory tasks at all developmental levels (Ronnestad & Skovholt, 1993). The literature suggests group

supervision provides a rare and critical opportunity for counselors-in-training to look inward.

Prieto (2008) discussed the essential need to gain a clearer picture in regard to the practice, method, and utilization of group supervision. Grant (2006) also highlighted the need for research devoted to documenting effective training processes that address complex concepts, like self-awareness, in counselor education programs. Establishing empirically founded benefits to particular strategies, foci, and processes of group supervision is necessary (Myers et al., 2000).

In response to the literature, this study attempted to add to the literature aiming to increase the efficacy of training programs in producing effective counselors. This study examined which trans-theoretical processes and/or foci of group supervision best cultivated self-awareness in counselors-in-training. The study employed CITs who were enrolled in group supervision class during the summer 2012 term. Research participants completed a one-time 44-item Likert-type online survey at the end of the summer term.

The independent variables in this study were chosen due to their relevancy to the dependent variable of self-awareness as outlined in the literature (Ott & Longnecker, 2001). The importance of 'process' (open dialogue between students and supervisor, as well as between students themselves) in group supervision has been identified in the literature as a critical component of development (Comstock 2005; Ögren & Sundin, 2009; Yalom, 2005). Awareness of countertransference is discussed in the literature as a critical component of counselor development (Burwell-Pender & Halinski, 2008; Freud, 1959). Personal wellness has been found to lead to more efficacious

counselors (Richards et al., 2010). In order for counselors to be effective with diverse client populations, they need to be aware of issues related to multiculturalism (Sue & Sue, 2003). Self-understanding has been identified as a salient competency of effective counselors (Aponte & Carlsen, 2009).

These critical characteristics of counselor development (countertransference, personal wellness, multiculturalism, self-understanding) found throughout the literature were the independent variables in this study. The amount of focus given to process and its counterpoint, content, were included as independent variables due to their saliency in regard to supervision.

Demographic and descriptive data were obtained about the participants in this study. Descriptive statistics, Pearson's product-moment coefficient, stepwise linear regression analysis, reliability statistics using Cronbach's alpha, and an exploratory factor analysis were used to evaluate data pertaining to the research hypothesis of this study. This chapter will present a brief description of the research sample, discussion of the research results, limitations of the study, implications for practice and future research, and conclusion.

Research Sample

A total of 53 CITs participated in this study. Three participants failed to enter their respective demographic information. The participants were from thirteen programs across the United States of America. Response rates were as follows: 32% from the Northeast (n=16), 58% from the Southeast (n=29), 8% from the Middle West (n=4), and 2% from the Southwest region of the United States of America (n=1). Eighty-six percent were female (n=43) and 14% were male (n=7).

Four percent of CITs identified as African American or Black (n=2), 6% identified as Asian (n=3), 10% identified as Latino or Hispanic (n=5), 0% identified as Native American (n=0), 74% identified as White or Caucasian (n=37), 0% identified as Middle Eastern (n=0), 4% identified as Multiracial (n=2), and 2% identified as other (filling in 'Caribbean Islander') (n=1). Ages of the participating CITs ranged from 23-57, with a mean age of 29.

Ninety-two percent of the CITs were Master level students (n=46) and 8% were Doctoral level students (n=4). Twenty-eight percent were Master level Marriage and Family Track (MFT) (n=14), 62% were Master level Mental Health Counseling Track (MHC) (n=31), 2% were dual track of MFT and MHC (n=1), 6% were Doctoral level MFT (n=3), and 2% were at Doctoral level MHC (n=1).

Discussion of Results

The literature indicates self-awareness and introspection are critical to counselors-in-training becoming efficacious professional counselors (De Stefano et al., 2007). Professional mental health literature, counselor accreditation standards, and ethical codes assert that higher levels of counselor self-awareness are positively correlated with therapeutic effectiveness (Lennie, 2005; Oden et al., 2009).

Findings from past studies demonstrate that effective counselors at high developmental stages embody high levels of self-awareness (e.g., Loganbill et al., 1982; Stoltenberg et al., 1998; Wheeler et al., 2008). Riva (2008) reviewed literature over the past decade regarding group supervision research and findings support the claims made by Bernard and Goodyear (2009) that emphasize the importance of process in group supervision.

Analyses from Pearson's correlation show a significantly positive correlation between self-awareness and group supervision that focuses on process, multicultural issues, and self-understanding of CITs. Results from the multiple regression analysis support the notion that CITs' level of self-awareness will be raised when group supervision is process oriented.

This study's results indicate that process oriented group supervision classes have a significant positive relationship with the cultivation of self-awareness. Thus, when group supervision has a focus on process, with an open dialogue between supervisees that incorporates multicultural issues, personal wellness, self-understanding while keeping the dialogue in the here-and-now, CITs' level self-awareness is raised. On the other side of the coin, results indicate that content oriented group supervision classes (techniques, client conceptualization, and treatment planning) have an inverse relationship with cultivation of self-awareness. These results are salient for training programs interested in producing self-aware counselors, providing empirical support for group supervision classes to rely more on process than content.

Results from the multiple regression analyses further support the findings found through bivariate analyses in this study. These clinically significant results indicate that when group supervision focuses on process, uses of immediacy (here-and-now dynamics), and focus on CITs' cultivation of self-understanding, levels of CITs' self-awareness are positively impacted. These results support the notion that training programs aiming to increase their trainees' self-awareness would benefit by incorporating more process into group supervision classes. These findings also support

the numerous claims made throughout the literature that incorporating more therapist-centered process into group supervision is beneficial (Aponte, 2009).

Limitations of the Study

There were a number of limitations in this study that compromised the researcher's ability to generalize the findings to the population of CITs in CACREP accredited programs. These include the research design, sample, voluntary participation, self-reported measures, conceptualization of variables, and instrumentation.

Research Design

This study was a cross-sectional correlational study, thus causation cannot be implied. These findings were based on the premise that the variables examined were stable throughout time. The relationship found between variables may have been affected by other variables not controlled for and/or measured. Also the lack of random sampling does not allow the results to be undoubtedly generalized to the population of all CITs enrolled in CACREP accredited Counselor Education programs.

Sample

The relatively low sample size is one of the greatest limitations in this study. The sample size may be the primary reason for the lack of statistical significance in the majority of the statistical analysis. Another limitation to the generalizability of our sample is that over half of the participants were affiliated with programs in the Southeastern region of the United States.

Volunteer Participation

There may have been a selection bias in the population due to the nature of volunteer participation. Although CITs from various programs were invited to

participate, only a small percentage actually completed the study. Since the students may have been provided a brief description of the research, this may have led to certain students being more or less motivated to participate.

Self-Reported Measures

Using a self-report measure adds another limiting factor. There is potential for participants to exhibit social desirability in some of their responses. Social desirability bias is defined by Vogt (2005) as the bias in results of surveys that comes from participants answering questions based on how they think they 'should' answer rather than in a way they actually feel.

The instruments employed in this study incorporated the following terms: awareness, empathize, confronting, interpersonal impact, immediacy, open dialogue, countertransference, safety, strengths, and vulnerability. Many of these constructs are subjectively conceptualized and understood. Also, due to the nature of online surveys, it cannot be known for certain if the person who responded to the questionnaire was the intended CIT who was part of a group supervision class.

Conceptualization of Variables and Instrumentation

The main variable of this study was self-awareness. Recalling chapter 2, there are various definitions for self-awareness in the literature. Even though this study employed two separate measures of self-awareness, it still is a difficult construct to measure and define, especially with only 25 self-reported items. The same can be said for most of the other independent variables in this study (process, content, personal wellness, multiculturalism, and self-understanding).

Another limitation in this study was the use of a new instrument created for this study, the Experience of Group Supervision Survey (EGSQ). Though this instrument

was subjected to evaluation and scrutiny by a team of experts to ensure content validity, more examination of this instrument is desired. A factor analysis was run on the EGSQ with valid reliability scores reported, but the sample was not large enough to determine statistical significance.

The independent variables in this study were only measured by 2-5 items with the new EGSQ. For a richer understanding of the complex concepts measured by the EGSQ, one would like to compliment the EGSQ with another instrument and/or expand the instrument with more items for each construct.

Implications and Future Research

This study sought to determine whether a group supervision class that adheres to more aspects of a process and/or therapist-centered model cultivates self-awareness in counselors-in-training to a significantly higher degree than more content and/or client-centered oriented models. Results indicate that process oriented group supervision models that are more therapist-centered do indeed cultivate self-awareness more so than content based client-centered models. The only caveat is the correlations are weak, although statistically significant.

Future research is needed on the EGSQ. The literature continually calls for a clearer picture of what constitutes effective group supervision (Grant, 2006; Myers et al., 2000). The EGSQ addresses this need directly. The needs purported in the literature along with the positive results of the factor analysis of the EGSQ lead the researcher to believe this instrument has considerable potential to be utilized in future research that is looking at group supervision processes, foci, and methods. Further validity and reliability of the EGSQ is needed.

Implications of this study are significant in terms of supervision and training in counseling. This study provides evidence of a positive relationship between self-awareness and group supervision that focuses on therapist-centered process. Future research that quantifies change in self-awareness over the course of group supervision would be beneficial.

Future research findings that continue to support the premise that process oriented therapist-centered models of supervision cultivate self-awareness more so than other models, may be used to inform accrediting bodies such as CACREP, as well as professional counseling associations (e.g. ACA) of the need to consider implementing a requirement for more process oriented models of group supervision into their training programs.

Summation

The greater the awareness counselors possess about their own selves, the greater their ability to develop a deeper knowledge and/or acceptance of their clients (Ronnestad & Skovholt, 1993). Raising self-awareness is essential for counselors to be authentic and genuine because they cannot teach what they do not know (Yalom, 2005). The arena of the counselor's self has been under researched, particularly from a trans-theoretical perspective (Reupert, 2006). Additional research into trans-theoretical supervisory strategies and methods that promote self-awareness would contribute to the efficacy of supervision and the profession as a whole (Norem et al., 2006).

Schaeffer (2007) declared graduate training programs do not sufficiently address counselors'-in-training personal issues, despite the fact that developing self-aware counselors is essential during training. Hansen (2009) claimed there has been no

critical appraisal in the counseling professional literature of how counselors become self-aware.

The American Counseling Association stresses that counselor self-awareness (SA) is a critical aspect of counselor effectiveness (ACA, 2005). Counselors are responsible for their personal wellness and awareness of their impact on clients (ACA 2005; AMHCA, 2010; CACREP, 2009). The code of ethics of the American Mental Health Counselors Association (2010) requires counselors to have self-awareness of their knowledge, values, skills, and needs when entering into a helping relationship.

Counselor education programs, supervisors, and counselor educators have a professional responsibility to foster self-awareness in CITs (ACA, 2005). CACREP supports the idea of the saliency for Counselor Education Programs to provide space for CITs to cultivate SA (Oden, et al., 2009). The 2009 CACREP standards state students must “demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals” (p. 41).

The researcher of this study heeded the call of many leaders, ethical standards, and accrediting bodies and explored which foci of group supervision best cultivate self-awareness in counselors-in-training. This chapter presented a discussion of research results and implications for future research and training of CITs. Findings of this study have determined that process oriented group supervision with a focus on a therapist-centered approach cultivated self-awareness to a greater degree than content oriented client-centered approaches. This study also provides the foundation for a valid and reliable new instrument to measure the salient constructs of group supervision.

ACA's (2005) code of ethics and CACREP's (2009) standards clearly state a need for counselors to become aware of their values, biases, beliefs, and interpersonal dynamics in order to best serve culturally diverse clients (Sue & Sue, 2003). Yalom (2005) asserts counselors are only able to serve clients needs by first being acutely aware of one's own struggles, strengths and weaknesses. This study provides counselor education programs evidence on the importance of cultivating self-awareness in group supervision and which methods, strategies, and processes are best at doing so. The results of this preliminary study provide empirical support implying that a shift in the training of future counselors would be beneficial for training programs that desire to produce self-aware counselors.. For these programs, the time of group supervision classes focused on treatment planning and techniques may be over. As a profession we need to cultivate counselors that are highly self-aware and group supervision seems to be an efficacious place to do so.

The results of this study support Yalom's (2005) work in that group supervision can be used to aid CITs in their personal development and, thus, the development of counseling skills, leading to increased positive client outcomes. This study empirically supports the notion that group supervision that focuses on process, with an open dialogue between supervisees addressing multicultural issues, personal wellness, and self-understanding of CITs while keeping the dialogue in the here-and-now is an effective way to cultivate self-awareness in counselors-to-be.

This study substantiates the notion that group supervision serves as a useful venue in which counselors can deal with their strengths and weaknesses, as they become increasingly aware of self, professionally and personally. Like Wampold

(2001), I have hope that self-exploration will become as commonplace in training programs as treatment planning and client conceptualization. The results of this study provide evidence in support of this, while also offering an outline on how to do so.

APPENDIX A
SURVEYS

Supervisee Levels Questionnaire – Revised (SLQ-R)

In terms of your own current behavior, please answer the items below according to the following scale:

1: NEVER

2: RARELY

3: SOMETIMES

4: HALF THE TIME

5: OFTEN

6: MOST OF THE TIME

7: ALWAYS

1. I feel genuinely relaxed and comfortable in my counseling/therapy sessions.

NEVER

ALWAYS

1 2 3 4 5 6 7

2. I am able to be spontaneous in counseling/therapy, yet my behavior is relevant.

NEVER

ALWAYS

1 2 3 4 5 6 7

3. I am able to apply a consistent personalized rationale of human behavior in working with my clients.

NEVER

ALWAYS

1 2 3 4 5 6 7

4. I feel comfortable in confronting my clients.

NEVER 1 2 3 4 5 6 7 ALWAYS

5. Much of the time in counseling/therapy, I find myself thinking about my next response, instead of fitting my intervention into the overall picture.

NEVER 1 2 3 4 5 6 7 ALWAYS

6. During counseling/therapy sessions, I find it difficult to concentrate because of my concern with my own performance.

NEVER 1 2 3 4 5 6 7 ALWAYS

7. I find I am able to understand my clients' view of the world, yet help them objectively evaluate alternatives.

NEVER 1 2 3 4 5 6 7 ALWAYS

8. I find I am able to empathize with my clients' feelings states, but still help them focus on problem resolution.

NEVER 1 2 3 4 5 6 7 ALWAYS

9. I am able to adequately assess my interpersonal impact on clients and use that knowledge therapeutically.

NEVER 1 2 3 4 5 6 7 ALWAYS

10. I am adequately able to assess the client's interpersonal impact on me and use that therapeutically.

NEVER 1 2 3 4 5 6 7 ALWAYS

11. I believe I exhibit a consistent professional objectivity, and ability to work within my role as a counselor without undue over involvement with my clients.

NEVER 1 2 3 4 5 6 7 ALWAYS

12. I believe I exhibit a consistent professional objectivity, and ability to work within my role as a counselor without excessive distance from my clients.

NEVER 1 2 3 4 5 6 7 ALWAYS

Counselor Self-Awareness Scale

In terms of your own current behavior, please answer the items below according to the following scale:

1: NEVER

2: RARELY

3: SOMETIMES

4: HALF THE TIME

5: OFTEN

6: MOST OF THE TIME

7: ALWAYS

1. I am aware of my own thoughts, feelings, and behaviors.

NEVER

ALWAYS

1 2 3 4 5 6 7

2. I am aware of the reasons for my behavior.

NEVER

ALWAYS

1 2 3 4 5 6 7

3. I am aware of my personal beliefs about and attitudes toward people who are different than me.

NEVER

ALWAYS

1 2 3 4 5 6 7

4. I am aware of my own needs.

NEVER

ALWAYS

1 2 3 4 5 6 7

5. I am aware of how the ways that I relate to others might impact my effectiveness as a counselor.

NEVER

ALWAYS

1 2 3 4 5 6 7

6. I am aware of the reasons I feel the ways I do.

NEVER

ALWAYS

1 2 3 4 5 6 7

7. I am aware of how my feelings and attitudes might affect my ability to be objective.

NEVER

ALWAYS

1 2 3 4 5 6 7

8. I am aware of aspects of my personality that may hinder my ability to maintain professional boundaries.

NEVER

ALWAYS

1 2 3 4 5 6 7

9. I am aware of the reasons I make the choices I make.

NEVER

ALWAYS

1 2 3 4 5 6 7

10. I am aware of how my experiences might affect my interactions with clients.

NEVER

ALWAYS

1 2 3 4 5 6 7

11. I am aware of how my beliefs and attitudes might affect my relationships with clients.

NEVER

ALWAYS

1 2 3 4 5 6 7

12. I am aware of the reasons I think the ways I do.

NEVER

ALWAYS

1 2 3 4 5 6 7

13. I am aware of how my own needs might interfere with my ability to put the client's needs first.

NEVER

ALWAYS

1 2 3 4 5 6 7

Experience of Group Supervision Questionnaire

In terms of your own experience of group supervision class, please answer the items below according to the following scale as explained previously.

1: NEVER

2: RARELY

3: SOMETIMES

4: HALF THE TIME

5: OFTEN

6: MOST OF THE TIME

7: ALWAYS

In regards of your personal experience of group supervision class, how much focus/time/energy was placed on:

1. Client conceptualization (generating ideas that explain and summarize the client's presenting issues without much consideration of the relational dynamics with the attending counselor-in-training)?

NEVER

1 2 3 4 5 6 7

ALWAYS

2. Techniques (theoretically based methods, interventions, and strategies to use with clients)?

NEVER

1 2 3 4 5 6 7

ALWAYS

3. Treatment planning?

NEVER

1 2 3 4 5 6 7

ALWAYS

4. Open dialogue between supervisees about clients?

- | | | | | | | | | | | | | | | | | |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
| | NEVER | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | ALWAYS |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
5. Open dialogue between supervisees about each other (e.g. how supervisees experience one another in and/or outside of class)?
- | | | | | | | | | | | | | | | | | |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
| | NEVER | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | ALWAYS |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
6. Supervisees' personal reactions taking place during sessions with clients?
- | | | | | | | | | | | | | | | | | |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
| | NEVER | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | ALWAYS |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
7. Personal wellness/self-care of supervisees'?
- | | | | | | | | | | | | | | | | | |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
| | NEVER | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | ALWAYS |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
8. Multicultural dynamics between the attending supervisee and her or his client?
- | | | | | | | | | | | | | | | | | |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
| | NEVER | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | ALWAYS |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
9. Supervisee's values, biases, and opinions in regard to her or his work with clients?
- | | | | | | | | | | | | | | | | | |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
| | NEVER | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | ALWAYS |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
10. The use of immediacy ('here-and-now' dynamics) during group supervision classes?
- | | | | | | | | | | | | | | | | | |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
| | NEVER | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | ALWAYS |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
11. Issues of countertransference with clients (supervisee's personal reactions to clients that may be based on personal and/or unresolved issues)?
- | | | | | | | | | | | | | | | | | |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
| | NEVER | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | ALWAYS |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
12. Supervisee's cultivation of self-awareness (supervisee's personal reactions to clients that may be based on personal and/or unresolved issues)?
- | | | | | | | | | | | | | | | | | |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|
| | NEVER | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | ALWAYS |
|--|-------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--------|

13. Creating a safe space to share your vulnerabilities and explore strengths and weaknesses in regard to working/connecting with clients?

NEVER

1 2 3 4 5 6 7

ALWAYS

Counselor's-in-Training Demographics

1. Which gender do you most identify with?

- a. Female
- b. Male

2. How old are you?

3. What is your track of study?

- a. Masters level Marriage and Family Therapist (MFT)
- b. Masters level Mental Health Counselor (MHC)
- c. Masters level dual track of MHC and MFT
- d. Doctoral level MFT
- e. Doctoral level MHC
- f. Doctoral level dual track of MHC and MFT

4. What year of study are you completing?

- a. 1st year of Masters program
- b. 2nd year of Masters program
- c. 3rd year of Masters Program
- d. 4th year of Masters Program
- e. 1st year of PhD
- f. 2nd year of PhD
- g. 3rd year of PhD
- h. 4th year of PhD
- i. 5th year of PhD
- j. Other

5. What College or University do you currently attend?

6. Which race do you most identify with?

- a. African American or Black
- b. Asian
- c. Latino or Hispanic
- d. Middle Eastern
- e. Multiracial
- f. Native American
- g. Pacific Islander
- h. White or Caucasian
- i. Other (please specify)

Group Supervisor Questionnaire

1. Which theoretical model of counseling and/or model of supervision do you adhere to?

2. In what ways, if any, do you deviate from the model's premises?

3. Which gender do you most identify with?

- a. Female
- b. Male

4. How old/young are you?

5. What program/University are you affiliated with?

APPENDIX B INVITATION TO PARTICIPATE

This is an invitation to help gain participants for a research study titled: Cultivating Self-Awareness in Counselors-in-Training through Group Supervision. I am asking for your assistance in recruiting current masters and doctoral level Mental Health and Marriage and Family Counselors-in-Training currently enrolled in Group Supervision over the 2012 summer term.

The purpose of this study is to determine to what extent different trans-theoretical processes of group supervision impact self-awareness in counselors-in-training. This study is approved by the University of Florida's Institutional Review Board (IRB): Protocol # 2012-U-0731. Recruits will be invited to fill out one short online survey within two weeks of the final meeting day of the summer 2012 semester. The anonymous survey will take about ten minutes to complete in full.

If you choose to assist with the provision of counselors-in-training, currently enrolled in group supervision for the summer, please provide them with the link below prior to the end of your program's summer 2012 semester. Anything that can be done to assist your students in completing the survey will be greatly appreciated!

<https://www.surveymonkey.com/s/GroupSupSurvey>

Group supervision instructors will be asked to provide their basic demographics along with information about their theoretical approach to group supervision. Group supervisors can fill out their survey by clicking the link below.

<https://www.surveymonkey.com/s/GroupSupervisorInformation>

Please email me at rondel@ufl.edu or call me at 352.283.0028 if I can provide you with more information about the study. Please feel free to forward this email to other potential programs and/or group supervisors who may be willing to participate.

Thank you,

Ronald R. Del Moro

Doctoral Fellow

Counselor Education

University of Florida

APPENDIX C INFORMED CONSENT

Protocol Title: Cultivating Self-Awareness in Counselors-in-Training through Group Supervision.

Please read this consent document carefully before you decide to participate in this study.

Purpose of the research study:

This study will identify empirically supported, trans-theoretical training frameworks and strategies that help cultivate counselors' self-awareness. The purpose of this study is to determine to what extent different processes of group supervision impact self-awareness in counselors-in-training.

What you will be asked to do in the study:

Participants will be asked to complete one 38-item online survey at the end of their group supervision class during the summer 2012 semester. Participants will also be asked to fill out their basic demographics (age, gender, ethnicity, year in program, and track).

Time required:

All group participants will be registered for group supervision class in their program of study. The one-time self-report online survey will take approximately 5-10 minutes to complete in full.

Risks and Benefits:

There are no foreseeable risks for participating in this study. A potential benefit is that Counselors-in-Training (CIT) self-awareness may be raised by simply thinking about

some of the questions. Another benefit is that participants will be contributing to the knowledge base of research associated with counselor education and supervision.

Compensation:

There is no compensation for participating in this study.

Confidentiality:

Participants' identity will be kept confidential to the extent provided by law. Names will not be recorded. Participants will be asked to present gender, age, ethnicity, and year in the program. When the study is completed and the data have been analyzed, all identifiable information will be destroyed.

Voluntary participation:

Participation in this study is completely voluntary. There is no penalty for not participating.

Right to withdraw from the study:

You have the right to withdraw from the study at any time without consequence.

Whom to contact if you have questions about the study:

Ronald R. Del Moro
Counselor Education Program
University of Florida
rondel@ufl.edu
Cell Phone 352.283.0028

This study is being supervised and chaired by:

Silvia Echevarria-Doan, Ph.D., LMFT, LCSW
Counselor Education Program
School of Human Development and Organizational Studies in Education
University of Florida
silvia@coe.ufl.edu
Office: (352)273-4323

Whom to contact about your rights as a research participant in the study:

IRB02 Office
Box 112250
University of Florida
Gainesville, FL 32611-2250
Phone (352)-392-0433

Agreement:

I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this description.

By beginning the survey, you acknowledge that you have read this information and agree to participate in this research, with the knowledge that you are free to withdraw your participation at any time without penalty.

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BIOGRAPHICAL SKETCH

Ronald Ranieri Del Moro is a Licensed Mental Health Counselor who received his Doctor of Philosophy from the University of Florida in the fall of 2012. He was born in a suburb of New York City in 1976. Upon graduating from high school, he headed south to Virginia to pursue his Bachelor of Science in Interpersonal Communication from James Madison University.

After graduating from James Madison University, Ron moved to Central America to teach local children in a remote cloud forest. During this time he became increasingly aware of the many invisible privileges he was granted simply by being born into a white middle-class family. Ron spent the better part of the next six years travelling around the world while working at the Omega Institute for Holistic Studies. As a result from working at Omega and traveling, Ron recognized the importance of mental health in a holistic framework. He gained multiple certifications in alternative health disciplines, most notably in Transformational Breathwork®; a healing modality that utilizes a specific breathing pattern to help individuals heal themselves physically, mentally, and emotionally.

In 2005 Ron moved to Gainesville and entered the University of Florida's Counselor Education Program. He soon realized his passion and skills in working with diverse clientele in an array of settings, with a special interest in group work. During his practicum experience at the Alachua County Crisis Center he witnessed how salient and beneficial group supervision can be in the training of counselors personally and professionally. Group supervision not only helped Ron's effectiveness with clients but also helped him become a better person in all areas of his life. It was this experience at the crisis center that this study found its roots.

In 2008 Ron continued his scholarly pursuits and entered into the University of Florida's Counselor Education Ph.D program. Since then, Ron has focused on learning to be an effective counselor educator, clinician, and supervisor while cultivating his own self-awareness. Ron continues to work with UF's Counseling and Wellness Center's Sexual Trauma and Interpersonal Violence Education Program while carrying a full client caseload at the University of Florida's Law School as the onsite Mental Health Counselor. Ron hopes to pursue a career in Counselor Education with a focus on the training and supervision of counselors-to-be in a group format.