

The Variety of Counseling Skill Supervision as a Learning Process

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Abstract

An absence of adequate counseling skill supervision as a learning process leads to low self-efficacy, such as avoidance and high levels of anxiety in practice sessions. It can also negatively affect students' academic progress and their motivation to continue in the training program. Counseling skill supervision must consider supervisees' specific needs. On the other hand, the supervisor tends to use the same supervision methods for different needs due to a limited understanding of the variety and effectiveness of different counseling skill supervision approaches, this research aims to determine the variety of counseling skill supervision using an integrative literature review. The result has shown that most supervisory processes use the developmental models. The result indicated that the variations incorporating AI, AR, VR, and addressed specific supervisory needs. First, Communication barriers were managed through supervisees' submission of pre and post-project recordings, enhancing evidence-based communication across competence levels. Second, personal bias was reduced through AI-generated or other technology support structure feedback for beginner supervisees' challenges. Third, supervisory relationship challenges at the intermediate level were supported by promoting autonomy and structured, evidence-based reflection through an integrative approach.

1. Introduction

Supervision, in general, means helping someone through teaching, giving advice, and checking their progress. The relationship between the supervisor and the person being supervised usually lasts for some time (Bernard & Goodyear, 2009). Supervision can also include things like counseling, guiding, coaching, and mentoring. There are two main types of supervision: clinical and administrative. Counseling skill supervision is a process in which a skilled and experienced professional regularly observes and assesses counseling sessions, using their knowledge and expertise to support the counselor's professional growth (Corey et al., 2020). In Indonesian context counseling supervision sometime defined as supervision in whole counseling activities such as guidance and counseling that has an orientation in school counseling program. The terminology used in this research according to counseling skill supervision refers to counseling skill. The terminology supervision in this research refers to clinical supervision that is used in a learning process. As the dynamic of counseling skill learning process, it will impact on their process on becoming counselor such as facing challenges both supervisor and supervisee.

The absence of adequate supervision in the process of learning counseling skills leads to decreased self-efficacy, that demonstrated through behavior such as avoiding complex tasks and experiencing increased levels of anxiety during practice sessions. This lack of support not only disrupts the development of professional competence but can also negatively influence students' academic progress and reduce their motivation to continue and succeed in the training program. Counseling supervision in learning is essential for counselor education it serves multiple purposes, including formative supervision, which focuses on skill development and therapeutic personality growth. Supervision in counseling as a learning process should be flexible, as an advanced learning method. Moreover, it will impact the learning process and could help a prospective counselor to have a sense of improving their skills and reflecting throughout their practice (Hafina, 2023; Hafina et al., 2023). Supervision should not solely focus on the outcomes of skills mastery but rather serve as an integral component of the supervisees' learning process that fosters deeper insight.

The significance of supervision in counseling extends beyond mere oversight, encompassing a multifaceted approach due to the counseling curriculum's specific needs, the approach a supervisor decided to use, the supervisee's level of competence, and technological advances (Ladbury, 2012; Lee & Cashwell, 2002; Mo & Chan, 2023). Supervision in counseling is an important process that will help counselor enhance their professional

helping skills (Rahmi et al., 2024). Recent studies indicate that supervisees at the beginning stage would be expected to have limited skills and lack confidence as counselors (Tanhan, 2018). In contrast, a middle-stage supervisee might have more skill and confidence and have conflicting feelings about perceived independence/dependence on the supervisor. It can be concluded that a supervisee at the advanced level of the developmental spectrum is likely to utilize good problem-solving skills and be reflective about the counseling and supervisory process (Haynes et al., 2003). Furthermore, the dynamic nature of counseling requires supervisors to adapt their approaches to meet the evolving needs of prospective counselors (Roseneil, 2003). Effective supervision is linked to improved counseling outcomes. Supervisors who understand different models are better at evaluating and supporting their supervisees (Crocket et al., 2007). In conclusion, the dynamic nature of counseling requires supervisors to adapt their methods to effectively meet the changing needs of counseling skill learning. Effective supervision is strongly linked to improved counseling outcomes. Supervisors who are knowledgeable about various supervision models are better equipped to assess and support the development of their supervisees, ultimately fostering better professional growth.

Engaging with multiple supervision frameworks encourages supervisors to reflect on their practice, leading to continuous professional growth (Crocket et al., 2007). Employing various supervision formats (individual, triadic, peer, or group) enhanced the supervising effectiveness process, such as meeting supervisees' needs and fostering constructive feedback. This adaptability is crucial for addressing diverse student needs and promoting professional development in counseling practice (Border et al., 2014). Understanding diverse approaches can significantly benefit supervisors by improving their effectiveness and adaptability in managing the supervisory process (Carroll, 1996). Qualitative findings indicate that it includes professional growth and development, feedback and support, as well as a mechanism for managing course burnout in supervisees (Kiarie, 2016).

Supervision is expected to evolve alongside the counselor's increasing experience; however, empirical evidence indicates that adjustments in the supervisory environment to meet the supervisee's changing needs often do not occur (Worthington, 1987). Although supervisors are anticipated to develop with experience, findings show that after completing a master's degree, variation in supervisory approaches among supervisors is minimal and not influenced by the length of their experience. This suggests a gap between supervision development theory and actual practice, highlighting the need for greater attention in the advancement of clinical supervisor training programs.

Clinical supervision is a professional skill that requires specialized training with an emphasis on instructional aspects. However, comprehensive descriptions of supervisor training programs, including pedagogical approaches and teaching methods, remain limited (Borders et al., 2023). Borders et al.'s study, which reviewed articles from 2012 to 2021 (a 10-year period), found that active learning is a general pedagogical approach applied across helping professions such as counseling, psychotherapy, and social work. However, in-depth exploration specifically in counseling, particularly regarding counseling skills, has not been conducted. So that, the supervision of counseling skills during the learning process is the focus of this study. The study highlights the importance of supervision in the training of counselors. It is advised that future research further explore the variables investigated in this study as well as the impact of supervision (Gönültaş et al., 2024).

It can be concluded that counseling supervision has specific needs however, the research highlighted that the supervisor's approach to counseling supervision demonstrates a generalized tendency and limited supervision variation and a lack of technological advance. Whereas the variety of supervision approaches in counseling skills is extensive. It can be concluded that the literature review on supervision in counseling skills needs to be explored.

According to the theory of supervision in counseling, the approaches to counseling supervision are: 1) the discrimination model, 2) developmental models 3) counseling theory-based models. Moreover, the supervisory relationship is pivotal to the educational process of supervision (Borders, 2022). There are four functions of supervision: 1) monitoring the counselee's welfare, 2) enhancing growth within the stage, 3) promoting the transition from stage to stage, and 4) evaluating the supervisee. Supervision to support learning can be classified into four activities: 1) didactic coursework, 2) skill training, 3) auxiliary methods, 4) individual supervision.

2. Method

This research conducted a qualitative literature review because the purpose of this study is knowing the variety of supervision as a learning process, if this purpose of the research approached by quantitative that would be a risk in sorting the article generately, because there are a lot of supervision research in counseling that stated as supervision in counseling but the main ideas is about a comprehensive school counseling model services and not in a specific areas as this research targeted such as counseling practice. The techniques chosen are literature reviews related to the research purpose Snyder (2019) stated that an integrative review method

should result in the advancement of knowledge and theoretical frameworks rather than in a simple overview or description of a research area, and the article-collecting process should be transparent (Snyder, 2019).

The article-selection process is based on four criteria: 1) Scope, such as counseling supervision, 2) technology used in supervision or innovation, 3) Counselor, prospectus counselor, or students' level of competence, 4) Supervisory approach. Using Google Scholar, Scopus, Elsevier and Semantic Scholar databased. There are keywords that used in article-collecting process such as counseling skill supervision, supervision as a learning, counseling supervision and technology. The four criteria are aligned with the research purposes, knowing the variety of supervision counseling skills. The review process focuses on the research by reading abstracts first and making selections, and then reading full-text articles later before making the final selection (Snyder, 2019).

3. Results and Discussion

Supervision in the learning process provides opportunities for professional development, self-reflection, and skill enhancement for student and prospectus counselors of all experience levels. The result shows that the supervision developmental model is the approach that is most used in a variety of methods. One of the key findings is role play, live supervision, or supervision with the support of technology. Furthermore, the variety of supervision in the learning process is described in Table 1.

Table 1. Key Findings

No	Type of Supervision	Citation	Key Findings of Supervisory	Description
1	Developmental Model	(Ladbury, 2012; Mo & Chan, 2023; Norem et al., 2006)	Illuminates the key elements of impact school counseling supervision, discerns the distinguishing qualities of exceptional site supervisors, and investigates the motivational factors that prompt school counselors to engage in supervisory responsibilities.	This method encouraged supervisors to be self-aware and reflective in their work as school counselors. Focusing on gaining motivation and being involved in supervision as their responsibility and part of their professional growth.
2	Developmental Model: Interpersonal Process Recall procedure	(Cook et al., 2019; Cook & Welfare, 2018; Kangos et al., 2018; Lee & Cashwell, 2002; Wilcoxon et al., 2005)	Video-recorded supervision session with ten participants and used an Interpersonal Process Recall-informed interview procedure to understand their in-session experiences of utilizing intentional nondisclosure.	This method encouraged participants to revisit specific moments from the recorded supervision and reflect in depth on their internal processes, decisions, and emotional responses during those instances. Focusing on integrating IPR, the study aimed to gain a nuanced understanding of how and why supervisees' choose to withhold certain thoughts, feelings, or reactions during supervision.
3	Developmental Model: Using Technology	(Borders, 2012; Freeman, 1993; Kalkan, 2020; Kassim & Rais, 2021; Ward & House, 1998)	Technology may be used generally across the educational spectrum and provides a comprehensive analysis of technology-assisted teaching and supervision.	This method is encouraged by computer-assisted supervision as placing a screen in the counseling room where it can be viewed by only the counselor and the supervisor, but not the client. Focusing on the supervisors who stand behind a two-way mirror and observe the counseling session as it takes place. When supervisors need to interject, they can type their suggestions.
4	Developmental Model: Using Technology	(Arifin et al., n.d.; Chiu et al., 2024; Cook & Welfare, 2018; Peavy et al., 2024)	Counselors improve motivational interviewing skills. This promotes counseling skills via self- and supervisor monitoring of counseling session recordings in web-based learning.	This method encouraged counselors and clinical supervisors alike to talk about some of the potential challenges of requiring session recording on a website using language-based technology. Focusing on evidence-based counseling practices like motivational interviewing and time-intensive adherence tasks like recording and feedback is aspirational in a busy community-based setting.
5	Developmental	(Andrews & Harris, 2017; British	Recorded role plays all showed improvements in	This method encourages to submission of pre and post-project

No	Type of Supervision	Citation	Key Findings of Supervisory	Description
	Model: Role Play as a tool for skill improvement	Association Counseling and Psychotherapy, 2021; Carlisle et al., 2017a; Minor & Duchac, n.d.)	skill level across a range of domains. Over the course of the project, each participant became less anxious about live supervision and came to find it a valuable learning experience.	recordings of Their counseling roleplay was evaluated for changes in skill level.
6	Developmental Model: Web-based supervision	Hafina et al., 2023	Develop an application program for the evaluation and supervision of the counselling skills model	This method encouraged the supervision to be standardized. This study discusses the design of a website-based evaluation and supervision system, system testing, and system integration. Focusing on web-based using multi-agent technology with a client/server approach to access and receive information from the database for users to achieve their work.
7	Developmental Model: Using Technology	(Chiu et al., 2024; McKinney & Britton, 2021; Stark, 2017; Destler, 2017	Innovative instructional technologies, audio/video recording systems, distance education, distance supervision, and VR, AR, and AI-enhanced technologies have been applied in teaching, advisement, clinical training, and supervision.	This method encouraged the supervisory process using virtual reality and augmented reality. Focusing on the VR settings enhanced the real world we haven't seen in the real world. Imitate authentic face-to-face interactions. The AR settings enhance the real world by adding digital layers to what we already see and experience
8	Developmental Model: Using Technology	Borders et al., 2017; Sheperis & Sadeh-Sharvit, 2023; Ellis et al., 2015; Fullmer et al., 2023; Rusydayana et al., 2023)	Issue on Artificial Intelligence in Counselor Education and Supervision Using AI. The ethical considerations associated with its use in client interactions, and a need for a well-defined protocol and procedures.	This method encouraged AI to improve the accuracy of diagnoses, automate routine tasks, and personalize treatment plans, potentially enhancing the accessibility and quality Focusing on the enhanced feedback and assessment by incorporating machine learning algorithms to analyze data, identify patterns, and provide personalized recommendations
9	Integrated Developmental Model	Garza, 2019	Using the Counseling Competency Scale, the Supervisee Levels Questionnaire-Revised, and reflective journaling will benefit the supervision experience.	This Method encourages the model to involve four stages or levels. Each stage evolves through three structures assessing professional growth Focusing on the first structure is self-other awareness. Second, Motivation encompasses the interests in training and practice. The third structure of the is autonomy, and it reflects the level of independence the trainee exhibits (McNeill & Stoltenberg in Garza, 2019)

The supervisor employed the following supervisory techniques: live supervision (4.5%), peer supervision (23.9%), triadic (8%), group (68.2%), and individual (83%). The two most popular methods were self-report (84.1%) and transcript (87.5%). The supervisor's other favored methods of supervision were live observation (5.7%), case reports (70.5%), experiential techniques (52.3%), audio (75%), video recording (68%), and others (Kocyigit, 2022). The majority of supervisory models apply the developmental model, they reported the advantages, such as some supervisors were able to be less directive and more facilitative in their interactions with students. According to the American Counseling Association (ACA, 2014), supervision is defined as an organized process of cooperation between an experienced counselor or related professional and a novice mental health counseling professional, intern, or in-training individual. For the benefit of both the trainee counselor and their clients, the supervisor-trainee partnership aims to strengthen learning, advance knowledge, encourage practical responsibility, and foster competence. Thus, a certain set of abilities, such as organization, cognition, emotion, and learning, is required for counseling supervision in a vocational counseling environment (Stoltenberg & McNeill, 2016). Counseling supervision establishes an environment that is conducive to learning,

flexible, and well-defined (Ladbury, 2012). In supervision, mistakes were seen as part of the learning process, where the supervisor gave recommendations on things to improve.

The developmental model appears in various methods, which align with its needs. Beis generally cause of this, supervisors must provide various supervision plans based on the developmental stages of their supervisees. For the most advantageous learning experience, supervisors must modify their approach to fit the unique needs and personality traits of each supervisee (Ozyigit, 2022).

The developmental model may pose challenges, for example, when a supervisor faces a specific need in their supervisory process, such as 1) communication barriers, 2) addressing personal bias 3) Supervisory relationship issues. The supervisee faces challenges in doing counseling. For instance, beginner supervisees preferred structured supervision (directive teaching and prescription), while experienced supervisees preferred less structure. According to Blocher (Campbell, 2000), while providing supervision to the supervisee at the first practicum, the focus is on such skills as basic skills, establishing a therapeutic relationship, understanding the client's personality structure, and creating naturalness and comfort in the counseling session. Over time, these goals are replaced by implementing process goals and conceptualizing the case. So, supervisors can take roles such as teaching, supporting, modeling, challenging, consulting, assessing, and mentoring in supervision, considering the supervisee's developmental level.

The variation on the developmental approach appears in the various modes: 1) the use of technology, 2) hybrid, and 3) not using technology. But the use of technology needs to re-examine ethical considerations to the objectives of supervision. Platforms for AI supervision can assist in bridging the gap between clinical and classroom settings and offer aspiring counselors a more thorough and well-rounded education. Additionally, session data can be utilized to evaluate and strengthen the therapeutic relationship. For example, the AI platform can examine treatment session transcripts, assisting supervisees in developing their interpersonal skills. Based on the challenges and the specific needs above, the variety of supervision could be a solution to face the supervisor challenges. First, for the supervisor's challenges with communication barriers generally it associated with supervisees' challenges in all levels of competence, it could be helpful to focus on table no 5, table No. 2, and table No. 4, this method encourages submitting pre and post-project recordings of their counseling roleplay, which were evaluated for changes in skill level, and motivational interviewing. So it could be that evidence-based communication helps supervisees' understanding and bridges the barrier it could be beneficial if compared with motivational interviewing.

Second, for the supervisor's challenges in addressing personal bias generally associated with the supervisees' beginner challenges. It could be helpful to focus on table No. 8, table No. 7, and table No. 6, this method focusing on the support of AI to enhance feedback and assessment by incorporating machine learning algorithms to analyze data, identify patterns, and provide personalized recommendations and web-based supervision with the feature of standardized counseling skills. It could be helpful because this method offers structured feedback from the AI Analysis to reduce personal bias and standardized feedback web-based for the structured feedback that aligns with challenges at the beginner level of competence.

Third, for the challenges on supervisory relationship issues, it is generally associated with the supervisee's middle level of competence. It could be helpful to focus on table No. 1, table No. 3, and table No. 9. This method focuses on encouraging computer-assisted supervision by placing a screen in the counseling room where only the counselor and the supervisor can view it, but not the client. Focusing on the first, structure is self-other awareness. Second, motivation encompasses the interest in training and practice. The third structure is autonomy, and it reflects the level of independence the trainee exhibits. It could be helpful because the middle level of supervisees' competence needs to reflect, maintain motivation, and also be structured and evidence-based is accommodated in Table No. 9 as an integrative method.

4. Conclusion

Utilizing a range of supervision methods in counseling education is essential to support the growth and development of supervisees' specific needs, such as different stages of their learning. The use of varied approaches, including conventional, blended, and technology-based models, enables supervisors to effectively respond to common challenges such as difficulties in communication, unconscious bias, and relationship dynamics within the supervision process. Incorporating digital tools, including artificial intelligence and structured online feedback systems, can enrich the supervision experience by offering targeted, data-informed guidance. However, applying such technologies requires careful ethical reflection to ensure they align with the intended goals of supervision. When chosen thoughtfully, these diverse strategies not only enhance technical skills but also foster deeper self-awareness, motivation, and independent thinking in trainees. Therefore, a flexible and well-considered supervisory framework is fundamental to preparing skilled and reflective counseling practitioners.

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