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The Effect of Discrimination Model-based Group Supervision on Counseling Self-Efficacy and Insights of Novice Supervisees

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ABSTRACT

This study examined the effect of Discrimination Model (DM)-based group supervision on novice supervisees' counseling self-efficacy and insight levels. The study used a pretest-posttest model with 3X2 quasi-experimental, comparison, and control groups. Eighteen novice supervisees (6 participates in each group) constituted the participants. Two-factor ANOVA for mixed designs/split-plot tests was performed to analyze the data. The results revealed that DM-based group supervision significantly increased the levels of Helping Skill Self-efficacy (HSS), Session Management Self-efficacy (SMS), Counseling Challenges Self-efficacy (CCS), and Insight of novice supervisees. The comparison group showed significant changes only in their HSS and SMS levels, but not in their CCS and Insight levels. The results revealed that DM-based group supervision led to a significant difference in novice supervisees' SMS, CCS, and Insight levels compared to the comparison group. However, there was no significant difference between the two groups in terms of their HSS levels. Moreover, the control group did not score differently regarding the research variables. DM-based group supervision is an effective way for novice supervisees to develop counseling self-efficacy and insight. Findings provide an empirically-based clinical map for those aiming to provide effective supervision.

Keywords:
Clinical supervision, discrimination model, group supervision, counselor self-efficacy, insight

1. Introduction

Clinical supervision, described as "signature pedagogy" in the education of mental health professionals (Bernard & Goodyear, 2014; Luke & Peters, 2020), significantly supports supervisees' professional development (Bernard & Goodyear, 2014). Indeed, numerous studies reveal that counseling self-efficacy of supervisees increased in the supervision process (Brejcha, 2021; Crockett & Hays, 2015; Hunter, 2021; Morrison & Lent, 2018; Mullen et al., 2015; Park et al., 2019), their counseling skills (Erbaş et al., 2020; Watkins, 2011), session management (Aladağ, 2014), and challenge coping skills (Bakalım et al., 2018) improved. Furthermore, studies are revealing that the supervision process is effective in reflective processes such as developing supervisees' personal (Aladağ, 2014; Brashear, 2021; Inma et al., 2014) and multicultural awareness (Brejcha, 2021; Bradley et al., 2019; Ivers et al., 2017). Moreover, it is possible to find studies indicating that group supervision, especially peer support, supports supervisees to improve their counseling self-efficacy (Atik & Erkan Atik, 2019; Bakalım et al., 2018; Brashear, 2021; Brejcha, 2021; Chui et al., 2021; Tan & Chou, 2018; Ülker Tümlü, 2019) and acquire insight (De Stefano et al., 2007; Orchowski et al., 2010; Tan, 2019). On the other hand, I can say that the studies focusing on the development of counseling self-efficacy and insight of supervisees in the supervision process are mostly independent studies without following a supervision model (e.g., Atik & Erkan Atik, 2019; Chui et al., 2021; Ivers et al., 2017). Furthermore, it is possible to see that some similar

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studies are limited to qualitative results (e.g., Brejcha, 2021; Calvert et al., 2020; Stinchfield et al., 2019; Tan, 2019; Ülker Tümlü, 2019).

On the other hand, a supervision model provides the supervisor with a conceptual and systematic roadmap for conducting the supervision process (Bernard & Goodyear, 2014; Campbell, 2006) and mediates a wide range of changes in supervisees (Milne et al., 2011). In this context, although the available studies provide extensive results that reveal changes in supervisees in the supervision process, there is a need for empirical studies that reveal the effect of supervision models on these changes (Milne et al., 2011; Watkins, 2011). This study focuses on the change in counseling self-efficacy and insights of supervisees during a Discrimination Model-based group supervision.

1.1. Discrimination Model

A supervision model provides a framework for arranging the knowledge and skills of what and how the supervisor will instruct the supervisee in terms of professional development (Borders & Brown, 2009; Corey et al., 2021). Various supervision models have been developed to understand and conduct the clinical supervision process. It is possible to classify these models as models grounded in psychotherapy, developmental models, and process models (Bernard & Goodyear, 2014). The Discrimination Model (DM), one of the process models, refers to a condition when a supervisor conducts the supervision process based on three supervisor roles and four supervision focuses based on the supervision needs (Bernard, 1979; Borders & Brown, 2009). These roles are *teacher*, *counselor*, and *consultant*, and the focuses are *counseling performance skills*, *cognitive counseling skills*, *self-awareness*, and *professional behaviors* (Bernard, 1979; Borders & Brown, 2009). While the role of the *teacher* includes the supervisor's instructional activities such as modeling, explaining, and giving information, the role of the *counselor* includes processes such as the supervisor's empathic approach to the supervisee and unconditional acceptance of them. The role of the *consultant* corresponds to the supervisor's actions to support the supervisee in finding their style.

On the other hand, the focus of *counseling performance skills* includes giving feedback on the supervisee's verbal or non-verbal observable behaviors in the counseling process. The focus of *cognitive counseling skills* includes processes of understanding what the client says, seeing the themes in the client's messages, and choosing the appropriate strategies for the client to reach their goals. *Self-awareness* refers to carrying out a supervision process focused on the supervisee's awareness of the dynamics related to their practice and discriminating these dynamics from their practice. Finally, the focus of *professional behaviors* includes a feedback process for the supervisee's behaviors in accordance with the ethical principles and legal procedures in the counseling and supervision process. According to the DM, it is possible to apply for these roles and focuses in 12 distinct ways in a 3x4 matrix, based on the supervision needs (Borders & Brown, 2009). The DM is remarkable as the most known and commonly used model among supervision models (Arthur & Bernard, 2012; Bernard & Goodyear, 2014). The fact that it provides flexibility to switch between roles, focuses based on the need for supervision, and is based on empirical data (Timm, 2015), and its suitability for both individual and group supervision processes (Bernard & Goodyear, 2014) make the DM preferable. With these advantages, the DM also aims to improve the counseling self-efficacy of supervisees (Bernard, 1979).

1.2. Counseling Self-efficacy

Bandura (1982), who first suggested the concept of self-efficacy, defined this concept as "an individual's judgments about how well he/she can implement the action plans needed to deal with potential situations" (p. 122). This concept has been adapted to the field of mental health as well as to many fields. In this context, counseling self-efficacy refers to "an individual's beliefs and judgments about his/her ability to provide effective counseling assistance to his/her clients in the near future" (Larson et al., 1992; Hunter, 2021). According to Bandura (1982), it is possible to observe ineffective behaviors of an individual if their self-efficacy is low despite their knowledge and skills. Therefore, people's high perception of self-efficacy can enable them to insist on their efforts until they succeed. This also applies to counseling self-efficacy. In particular, novice supervisees' perception of counseling self-efficacy may significantly affect their counseling performance and motivation (Larson et al., 1992). One of the DM's main purposes is to improve supervisees' counseling self-efficacy (Bernard, 1979). In this context, it is possible to improve the counseling self-efficacy of novice supervisees by focusing on four supervision focuses and three supervisor roles in supervision. In fact, novice supervisees need their supervisors to have both instructive and empathetic and supportive approaches

(Aladağ, 2014; Bird & Jonnson, 2020; Swank & McCarthy, 2015). These approaches to be demonstrated by supervisors correspond to the roles of teacher, counselor, and advisor emphasized by the DM.

Nevertheless, supervisees feel secure in a supervision process focused on counseling performance skills, cognitive counseling skills, professional behavior, and self-awareness, their anxiety decreases, and their counseling self-efficacy improves (Ülker Tümlü, 2019). Moreover, group supervision can be very effective in improving the counseling self-efficacy of supervisees (Chui et al., 2021; Tan & Chou, 2018). In this process, supervisees' counseling self-efficacy improves through various ways, such as receiving and giving feedback from peers (Swank & McCarthy, 2015), normalizing anxiety (Mastoras & Andrews, 2011), receiving peer support and acquiring multiple perspectives (Atik & Erkan Atik, 2019). Therefore, a DM-based group supervision process can support novice supervisees in developing counseling self-efficacy. The development of counseling self-efficacy can also mediate the development of insight.

1.3. Insight

Akdoğan and Türküm (2014; 2018), who developed an insight scale for nonclinical university students, defined insight as a construct that indicates inspecting one's cognitive, emotional, and behavioral processes and their effects on each other, on one's self, and on surrounding individuals and circumstances. Although the literature generally focuses on clients' insights, the supervision process can mediate the development of insight of supervisees, just like clients (Ladany, 2007). Indeed, although insight is crucial in supervisees' development (Lampropoulos, 2003), novice supervisees may have less insight into their effects on the supervisor or client (Barrett & Barber, 2005; Loganbill et al., 1982). The DM supports novice supervisees in developing insight. Thus, within the scope of the focus of self-awareness in the DM, supervisees become aware of their own needs and conflicts that affect the counseling and supervision process, and they discriminate their personal needs from the counseling and supervision process (Bernard, 1979; Borders and Brown, 2009).

Furthermore, providing both an instructive and empathetic and supportive supervision environment based on this model supports supervisees in becoming free of their defense and becoming more open to development (Ülker Tümlü, 2019). Moreover, in a supervision process that allows interaction such as group supervision, indirect learning and peer support support supervisees in developing insight (Bernard & Goodyear, 2014; Tan, 2019). In conclusion, as supervisees' insights increase, their counseling performance increases, and they provide clients with a more qualified assistance service (Tan, 2019). Therefore, DM-based group supervision can effectively support novice supervisees in developing insight.

1.4. Present Study

Supervision takes a crucial place in the education of mental health professionals (Bernad & Goodyear, 2014; Borders & Brown, 2009, Corey et al., 2021). On the other hand, studies that reveal the changes and developments of supervisees are limited, and there is a continuing need for studies that reveal the outcomes of the supervision process (Alfonsson et al., 2018; Bernard & Luke, 2015; Watkins, 2011). There is a considerable need for empirical studies that reveal the effectiveness of the supervision models followed, especially in the supervision processes (Milne et al., 2011; Watkins, 2011). The fact that the DM, as a supervision model, allows carrying out the supervision process systematically and provides evidence-based data (Timm, 2015) strengthens supervision practices. In the literature, some studies reveal the effects of the DM on the change and development of supervisees (see, Brejcha, 2021; Stinchfield et al., 2019; Tan, 2019). However, there is a lack of empirical studies that reveal the effects of the DM-based group supervision process on the counseling self-efficacy and insight levels of novice supervisees. This study investigated the effects of the DM-based group supervision process on novice supervisees' perceptions of counseling self-efficacy and their insights to fill this gap in the literature. The questions of the present study that I think will shed light on practitioners and researchers are as follows:

(i) Does DM-based group supervision affect novice supervisees' perception levels of counseling self-efficacy?

(ii) Does DM-based group supervision affect novice supervisees' insight levels?

2. Methodology

2.1. Research Design

This study examined the effect of DM-based group supervision on counseling self-efficacy and insight levels of counselor candidates. The study was based on a 3 x 2 quasi-experimental model, including the pretest and post-test measurements of the experimental, comparison, and control groups.

2.2. Participants

Senior undergraduate counselor candidates studying in the guidance and counseling undergraduate program in two different state universities in Turkey constituted the study participants. While the experimental and comparison groups included participants studying in the same university, the control group included participants studying in a different state university. The participants had informed consent to participate voluntarily in the study. In the study, there were 18 students, including 6 students (1 male, 5 females) in the experimental group, 6 students (2 males, 4 females) in the comparison group, and 6 students (6 females) in the control group. While the mean age of the experimental group participants was 21.33 (SD = 0.51), the comparison group and the control group had a mean age of 22 (SD = 1.67) and 21.67 (SD = 0.81), respectively.

2.3. Materials

I used the Counseling Self-Efficacy Scale to determine the participants' counseling self-efficacy and the Insight Scale to determine their insight levels.

Counseling Self-Efficacy Scale: Pamukçu and Demir (2013) adapted the scale developed by Lent, Hill, and Hoffman (2003) to measure the counseling self-efficacy levels of counselor candidates to Turkish. The scale includes three factors and 41 items. It includes three sub-dimensions: Helping Skill Self-efficacy factor, insight, exploration and action skills, and 16 items. The Session Management Self-efficacy factor consists of 10 items. The Counseling Challenges Self-efficacy factor includes 16 items and has two sub-dimensions, "Relationship conflicts" and "Client distress." The answering system of the scale is in the form of a ten-point rating with (0) "I do not trust at all" and (9) "I completely trust" for each statement. A high score on the scale indicates high counseling self-efficacy. In the adaptation study, the internal consistency coefficient was found to be .92 for "Helping Skill Self-efficacy," .95 for "Session Management Self-efficacy," and .95 for "Counseling Challenges Self-efficacy." In this study, the internal consistency coefficients of the scale were calculated as .99 for the "Helping Skill Self-efficacy" dimension, .93 for the "Session Management Self-efficacy" dimension, and .98 for the "Counseling Challenges Self-efficacy" dimension.

Insight Scale: Akdoğan and Türküm (2018) developed the scale for nonclinical university students. The scale includes 3 subdimensions, consisting of "holistic view," "self-acceptance," and "self-understanding," and 20 items. The response system of the scale takes the form of a five-point rating with (5) "always" and (1) "never" for each statement. Items 4, 9, 13, and 17 of the scale are reverse scored. The scale gives a minimum of 20 and a maximum of 100 points. Cronbach's alpha value in the original form of the scale was .84. In this study, I considered the total score of the scale and calculated Cronbach's alpha value as .73.

2.4. Procedure

Context of the Study

This study aimed to investigate the effects of the supervision process within the scope of the Individual Counseling Practicum (ICP) course, which is taught in the counseling and guidance undergraduate program in Turkey. The ICP course is taught in different semesters in universities in the country where the study was conducted. The researcher formed the experimental and comparison groups at the university where she worked. The ICP course is taught in the fall semester at the university where the researcher worked. Since the control group should not undergo any procedure, this group was formed from a university that would open the ICP course in the spring semester. Consequently, both the experimental and comparison groups participated in supervision throughout the same semester. The control group, however, did not get supervision. Both institutions, where the groups were formed, had similar counseling programs and were located in major metropolitan citiesIn the university including the experimental and comparison groups, the ICP course is conducted in small groups of 6-7 people.

Table 1. *Content of Group Supervision Sessions*

	Content of the Experimental Group Sessions	Content of the Comparison Group Sessions
Beginning stage	• Meeting • Introducing the DM • Sharing duties and responsibilities • Preparation for the counseling process. In this context, emphasizing the focuses of (i) counseling performance skills (initiating the pre-interview, establishing the therapeutic relationship, putting therapeutic skills into practice, initiating and maintaining a session, regulating verbal and non-verbal responses), (ii) cognitive counseling skills (such as seeing the themes under the client's potential explicit and implicit sharing, clarifying the client's potential goals, conceptualizing the client's potential problems), (iii) self-awareness (such as focusing on the supervisee's concerns and needs for supervision, discriminating these needs from the supervision and counseling process), and (iv) professional behaviors (such as exhibiting behaviors in accordance with ethical principles). Correcting misunderstandings and completing deficiencies in each focus • As a supervisor, emphasizing each focus with the roles of teacher (such as role-playing, giving information, discussion), counselor (such as showing respect and unconditional acceptance and empathetic approach to the supervisee), and consultant (such as brainstorming, supporting supervisees in finding their style) • Receiving and providing peer feedback in role plays	• Meeting • Sharing duties and responsibilities • Preparation for the counseling process (giving information about therapeutic skills, pre-interview skills, setting goals and starting the first session, discussion, role-playing)
Working stage	• Utilizing self-report, process notes, video recordings, role-playing, and modeling in feedback • According to the needs for supervision, purposefully carrying out the feedback process based on four supervision focuses and three supervisor roles, and transition between the roles and focuses • Conducting the process of receiving and providing peer feedback based on the four supervision focuses	• Utilizing self-report, process notes, video recordings, role-playing, and modeling in feedback • Carrying out the feedback process. In this context, as a supervisor, focusing on supervisees' skills of establishing therapeutic relationships, putting therapeutic skills into practice, setting goals, initiating, maintaining, and terminating a session • Ensuring that peers receive and provide feedback in case of need • Correcting misunderstandings in feedback, giving information to complete deficiencies, utilizing the discussion, role-playing, and modeling processes
Termination stage	• Preparing supervisees for termination based on the professional behavior focus, • Enabling each supervisee to make self-evaluation and peer evaluation within the context of supervision focuses, evaluating supervisees as a supervisor, and receiving feedback on a supervisory style • Terminating the supervision relationship. In this context, encouraging supervisees to be individualized with the role of consultant. • Saying goodbye	• Supervisor's evaluation of supervisees and self-evaluation of supervisees • Saying goodbye

A separate supervisor manages each group. In the ICP course, supervisees can choose their own supervisors to support the working alliance between supervisor and supervisee. Within the scope of this study, one of the

6-person groups was the experimental group, and the other was the comparison group. The author of this study is a member of the academic staff at the same institution that served as the setting for both the experimental and comparison groups. In addition, the author was in charge of supervising the activities of the experimental group.A different supervisor led the comparison group, as required by the institution's procedure for conducting supervision groups. On the other hand, to avoid researcher bias, the supervisors of the experimental and comparison groups worked together throughout the process to make sure that there were no differences between the groups because of the style of supervision or the roles and responsibilities of the supervisors during the experimental and comparison groups. In this context, the supervisors established a joint supervision agreement and determined similar responsibilities for the supervision techniques to be used in the supervision process, the number of clients to be met by supervisees, the number of counseling sessions they would conduct, and the duration of sessions. Both supervisors carried out 14 group supervision sessions, each of which lasted approximately 150-180 minutes, once a week.

At the beginning of the process, pretests were applied to the experimental, comparison, and control groups. The supervisors conducted both the experimental and comparison groups in accordance with the beginning, working, and termination stages, which are the stages of group supervision (Corey et al., 2021; Ülker Tümlü & Ceyhan, 2021). In this respect, both groups were based on the principles of the group supervision process. The main point that separated the experimental and comparison groups from each other in the study was whether a supervision model was followed. Intentionality is very important in following supervision models. In this context, a supervisor is required to have command of the supervision model that he or she applies, to prepare for supervision within the scope of this model, and to provide feedback during supervision within the scope of this model (Bernard & Goodyear, 2014; Corey et al., 2021). In this study, the researcher/supervisor who conducted the experimental group had experience in implementing the DM. The researcher purposefully conducted the supervision process based on the DM. The supervisor of the comparison group had no experience in the use of supervision models. The supervisor of the comparison group did not purposefully follow any supervision model while preparing for and conducting the supervision. Table 1 shows similarities and differences in conducting the groups. In the study, the control group did not undergo any procedure. The post-tests were administered to each group during the week following the conclusion of the supervision processes. To reduce researcher bias, post-tests were administered after the evaluation of supervisees. Depending on the accessibility of supervisees, the scales were administered in-person or via e-mail.

2.5. Data Analysis

To decide on the analyses used in the study, I examined whether the pretest and post-test scores of the experimental, comparison and control groups obtained from the scales met the basic assumptions of the parametric tests. Accordingly, I examined the skewness and kurtosis values of all measurements to check whether the data met the normality assumption (Field, 2006; Huck, 2012). It was assumed that the data were normally distributed if the skewness and kurtosis values ranged from -3 to +3 (Jondeau & Rockinger, 2003). Furthermore, whether the data were normally distributed was examined by the Shapiro-Wilk test, applied in case the group size is smaller than 50, and whether the variances were homogeneous was tested by Levene's test (Büyüköztürk, 2016). Two-factor ANOVA was performed for mixed designs/split-plot tests to determine the differences between groups. The effect sizes were calculated through the η^2 (eta square) for ANOVA. The effect size values were interpreted as weak when they were less than 0.20, moderate when they were between 0.20 and 0.80, and strong when they were above 0.80 (Cohen, 1988). The p-value assumed was .05, with the exception of the Bonferroni correction used with $p \leq .0125$ (Huck, 2012).

Furthermore, post hoc Tukey's test was performed to determine the source of the differences (Field, 2006). The graphs of change of the results obtained from the multiple comparison test were also examined in the study. Statistical testing was computed with SPSS-IBM® (Statistical Package for Social Sciences, Version 25) statistical software.

2.6. Ethical

The ethics committee approval for this study was obtained from Anadolu University's Committee on Scientific Research, and Publication Ethics with the decision numbered 6568.

3. Findings

Preliminary Analysis

The study results revealed that the pretest and post-test scores of each scale for the experimental, comparison, and control groups met the normality assumption. Table 2 shows the skewness, kurtosis, and Shapiro-Wilk normality test results for each group and measurement.

Table 2. *Skewness, Kurtosis, and Shapiro-Wilk Results of the Experimental, Control, and Comparison Group's Score from Pretest and Posttest Measurement*

Variable	Sample size (n)	Group	Factor	Skewness	Kurtosis	Shapiro-Wilk	
						Statistics	*p*-value
Helping Skill Self-efficacy	6	E	Pre	-.289	-2.289	.883	.283
			Post	.067	-1.732	.889	.314
	6	P	Pre	-.546	-1.007	.953	.764
			Post	.300	.684	.954	.772
	6	C	Pre	1.518	2.988	.871	.229
			Post	-.087	-1.101	.964	.847
Session Management Self-efficacy	6	E	Pre	.383	-1.481	.920	.505
			Post	-.000	2.500	.827	.101
	6	P	Pre	-.894	1.020	.954	.769
			Post	-.075	-1.550	.907	.415
	6	C	Pre	-.889	-.781	.823	.093
			Post	-.523	-1.875	.831	.110
Counseling Challenges Self-efficacy	6	E	Pre	-.939	.807	.942	.535
			Post	-.438	-.1.359	.935	.621
	6	P	Pre	-.830	-.232	.924	.535
			Post	-.100	2.042	.924	.535
	6	C	Pre	.795	.068	.940	.659
			Post	-.077	-.867	.979	.945
Insight	6	E	Pre	.723	-1.721	.848	.152
			Post	.281	-1.023	.971	.901
	6	P	Pre	-.463	-.300	.983	.964
			Post	-.461	-1.260	.952	.755
	6	C	Pre	-.712	.256	.950	.741
			Post	-.546	-1.751	.873	.238

Table 2 shows that all variables' pretest and post-test scores were normally distributed in terms of skewness and kurtosis values. Likewise, the Shapiro-Wilk values of each variable revealed that the distributions met the assumption of normality ($p > .05$). Table 3 demonstrates the one-way ANOVA results of the pretest scores for each scale of the experimental, comparison, and control groups.

Table 3. *One-Way ANOVA Results of the Pretest Scores of the Experimental, Comparison, and Control Groups*

Variable	Source	SS	df	MS	F	*P*
Helping Skill Self-efficacy	Between-Subjets	252.778	2	126.138	2.138	.152
	Within-Subjets	886.833	15	59.122		
	Total	1139.611	17			
Session Management Self-efficacy	Between-Subjets	12.11	2	6.055	.945	.411
	Within-Subjets	96.167	15	6.411		
	Total	108.278	17			
Counseling Challenges Self-efficacy	Between-Subjets	133.778	2	66.889	1.229	.321
	Within-Subjets	816.667	15	54.444		
	Total	950.444	17			
Insight	Between-Subjets	75.111	2	37.556	2.632	.105
	Within-Subjets	214.000	15	14.267		
	Total	289.111	17			

Table 3 shows no significant difference between the pretest results of the variables (p >.05). In other words, the experimental, comparison, and control groups consisted of members who were equivalent on helping skills self-efficacy, session management self-efficacy, counseling challenges self-efficacy, and insight levels.

Post-Procedure Analysis

The pretest and post-test mean scores and standard deviations of the experimental, comparison, and control groups for each scale are presented in Table 4.

Table 4. *Pretest and Posttest Mean Scale Scores and Standard Deviations of the Experimental, Comparison, and Control Groups*

Variable	Factor	Experimental			Comparison			Control		
		N	$\bar{x}$	SD	N	$\bar{x}$	SD	N	$\bar{x}$	SD
Helping Skill Self-efficacy	Pre-test	6	53.00	8.2	6	60.50	9.07	6	61.33	5.20
	Post-test	6	116.17	3.37	6	104.50	4.76	6	60.33	3.77
Session Management Self-efficacy	Pre-test	6	40.66	1.63	6	41.50	3.83	6	61.33	5.20
	Post-test	6	59.00	0.63	6	53.66	1.21	6	43.00	1.26
Counseling Challenges Self-efficacy	Pre-test	6	42.67	11.02	6	47.67	4.80	6	49.00	4.34
	Post-test	6	77.33	6.65	6	53.17	7.05	6	44.67	2.58
Insight	Pre-test	6	60.66	5.47	6	63.33	2.16	6	65.67	2.89
	Post-test	6	75.66	3.01	6	65.50	3.08	6	67.67	3.44

Table 5 shows the results of Levene's test applied to the pretest and post-test scores of the experimental, comparison, and control groups.

Table 5. *Results of Levene's Test Applied to the Pretest and Posttest Measurement Scores of the Experimental, Comparison, and Control Groups*

		Levene's test	
Variables	Factor	*F*	*p*
Helping Skill Self-efficacy	Pre-test	1.864	.189
	Post-test	.167	.847
Session Management Self-efficacy	Pre-test	2.639	.104
	Post-test	2.857	.089
Counseling Challenges Self-efficacy	Pre-test	2.783	.094
	Post-test	1.324	.295
Insight	Pre-test	4.727	.026
	Post-test	.127	.882

Levene's test results of the pretest and post-test measurements of the groups showed that the variances were homogeneously distributed in terms of the variables of *Helping Skill Self-efficacy, Session Management Self-efficacy,* and *Counseling Challenges Self-efficacy* (p > .05). With regard to the *Insight* variable, Levene's test was violated in the pretest measurement. Table 6 shows the ANOVA results for repeated measures of the pretest and post-test scores for each variable of the experimental, comparison, and control groups.

Table 6. *Results of the ANOVA method for mixed designs of the Pretest and Posttest Scores for the Experimental, Comparison, and Control Groups*

	Source		SS	df	MS	F	*p*	η^2_p
Helping Skill Self-efficacy	Between-Subjects	Group (E/P/C)	4151.38	2	2075.69	46.19	.000	.860
	Within-Subjects	Factor (pre-post)	11271.36	1	11271.36	372.06	.000	.961
		Group*Factor	6509.72	2	3254.86	102.44	.000	.935
Session Management	Between-Subjects	Group (E/P/C)	306.50	2	153.25	43.58	.000	.853
Self-efficacy	Within-Subjects	Factor (pre-post)	950.69	1	950.69	234.74	.000	.940
		Group*Factor	502.05	2	251.03	61.98	.000	.892
Counseling Challenges	Between-Subjects	Group (E/P/C)	1112.16	2	556.08	8.44	.003	.530
Self-efficacy	Within-Subjects	Factor (pre-post)	1284.03	1	1284.03	57.99	.000	.795
		Group*Factor	2468.39	2	1234.19	55.75	.000	.881
Insight	Between-Subjects	Group (E/P/C)	85.50	2	42.75	2.791	.093	.271
	Within-Subjects	Factor (pre-post)	367.36	1	367.361	40.39	.000	.729
		Group*Factor	333.72	2	166.861	18.35	.000	.710

According to the study results, while the joint effect of the group and the measurement significantly differed with a strong effect size in terms of the *Helping Skill Self-efficacy* [$F(2, 15) = 102.44$, $p < .0125$, $\eta^2_p = .860$], *Session Management Self-efficacy* [$F(2, 15) = 61.98$, $p < .0125$, $\eta^2_p = .892$] and *Counseling Challenges Self-efficacy* mean scores [$F(2, 15) = 55.75$, $p < .0125$, $\eta^2_p = .881$], it significantly differed with a moderate effect size in terms of the *Insight* mean score [$F(2, 15) = 18.35$, $p < .0125$, $\eta^2_p = .710$]. Tukey's test revealed that the experimental and comparison groups significantly differed in favor of post-test in terms of the *Helping Skill Self-efficacy* level ($p < .0125$). However, the control group did not significantly differ within itself ($p > .0125$). Furthermore, the results revealed no significant difference between the experimental and comparison groups regarding the *Helping Skill Self-efficacy* level ($p > .0125$).

Concerning the *Session Management Self-efficacy* level, the results of Tukey's test showed that the experimental and comparison groups significantly differed in favor of the post-test within themselves ($p < .0125$). However, the control group did not differ significantly ($p > .0125$). Furthermore, the results demonstrated a significant difference between the experimental group and the comparison and control groups in favor of the experimental group ($p < .0125$). Moreover, the results revealed a significant difference in favor of the comparison group compared to the control group ($p < .0125$).

Concerning the *Counseling Challenges Self-efficacy* level, the results of Tukey's test demonstrated that the experimental group significantly differed in favor of the post-test within itself ($p < .0125$). However, the comparison and control groups did not differ significantly within themselves ($p > .0125$). Furthermore, the results showed a significant difference between the experimental group and the comparison and control groups in favor of the experimental group ($p < .0125$). However, there was no significant difference between the comparison and control groups ($p > .0125$).

Concerning the *Insight* level, the results of Tukey's test revealed that the experimental group significantly differed in favor of the post-test within itself ($p < .0125$). However, the comparison and control groups did not differ significantly within themselves ($p > .0125$). Furthermore, the results indicated a significant difference between the experimental group and the comparison and control groups in favor of the experimental group ($p < .0125$). However, there was no significant difference between the comparison and control groups ($p > .0125$).

It is possible to see the graphs of change of the results obtained from the multiple comparison test for each variable below. Figure 1 shows the graph of change of the *Helping Skill Self-efficacy* variable.

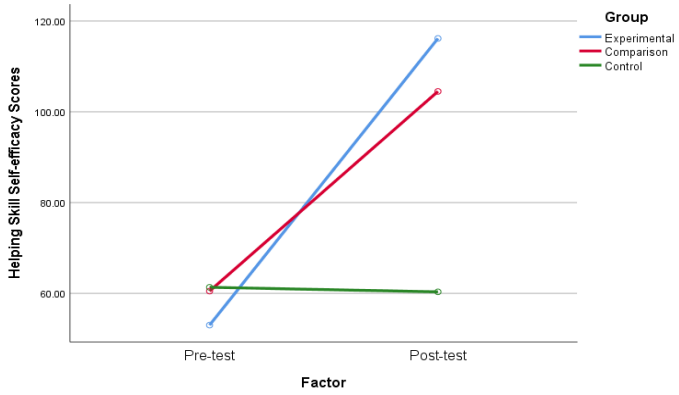

Figure 1. *Changes in the Helping Skill Self-efficacy Scores Depending on the Measurement and Group*

Figure 1 shows that the Helping Skill Self-efficacy levels of the individuals in the experimental and comparison groups increased after the procedure. Nevertheless, this increase was higher in the experimental group. The Helping Skill Self-efficacy levels of the individuals in the control group did not change significantly. Figure 2 shows the graph of change of the Session Management Self-efficacy variable.

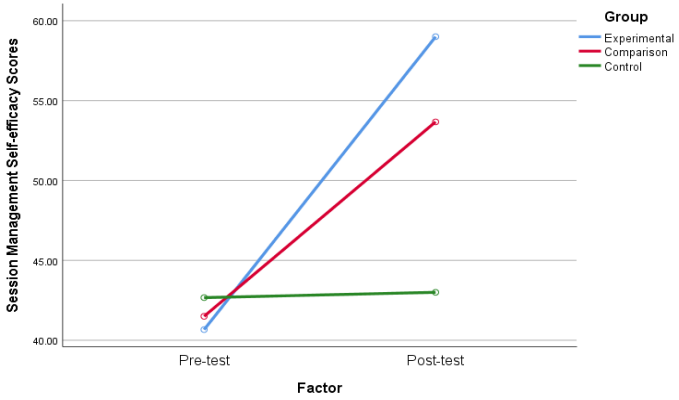

Figure 2. *Changes in the Session Management Self-efficacy Scores Depending on the Measurement and Group*

Figure 2 shows that the self-efficacy scores of individuals in the experimental and comparison groups increased after the procedure.However, the increase in the experimental group was higher. There was no significant change in the *Session Management Self-efficacy* levels of the individuals in the control group. Figure 3 shows the graph of change of the *Counseling Challenges Self-efficacy* variable.

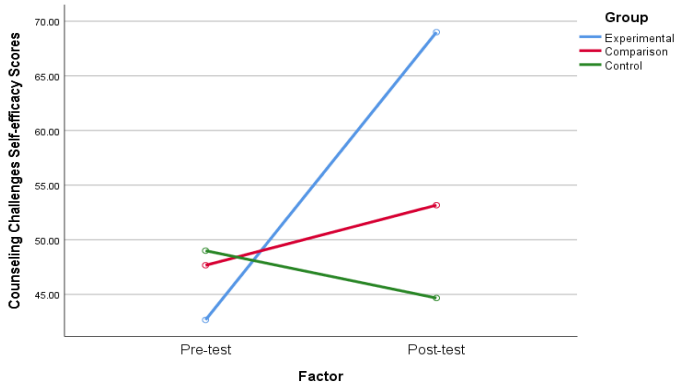

Figure 3. *Changes in the Counseling Challenges Self-efficacy Scores Depending on the Measurement and Group*

Figure 3 shows that the self-efficacy level of individuals in the experimental and comparison groups increased after the procedure.However, the change in the experimental group was much more significant. Nevertheless, there was a decrease in the *Counseling Challenges Self-efficacy* levels of the individuals in the control group after the procedure. The graph of change of the *Insight* variable is presented in Figure 4.

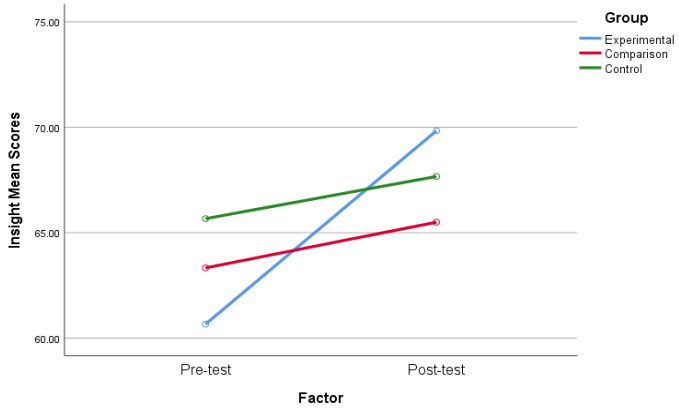

Figure 4. *Changes in the Insight Scores Depending on the Measurement and Group*

According to Figure 4, the insight levels of the comparison and control groups slightly increased after the procedure. On the other hand, the insight levels of the experimental group increased significantly.

4. Conclusion and Discussion

The supervision process can be full of anxiety for novice supervisees, and people may question their self-efficacy in this process (Larson, 1998). In particular, novice supervisees have difficulties in counseling practicum skills and session management (Aladağ, 2014; Ülker Tümlü, 2014). In this process, supervisees need a systematic supervision process (Meydan & Koçyiğit, 2019). A systematic supervision process provided to them supports them in overcoming these difficulties (Borders et al., 2014; Carroll, 2014; Corey et al., 2021). Nevertheless, the inclusion of peers in the supervision process supports novice supervisees in normalizing their anxiety and fears and developing their counseling self-efficacy (Atik & Erkan Atik, 2019; Borders & Brown, 2009; Mastoras & Andrews, 2011; Swank & McCarthy, 2015; Ülker Tümlü, 2019). In this sense, conducting supervision in the form of group supervision is very effective in improving the counseling self-efficacy of supervisees (Bakalım et al., 2018; Borders & Brown, 2009; Chui et al., 2021; Ivers et al., 2017; Tan & Chou, 2018). The current study revealed that both the experimental and comparison groups were effective in improving the counseling and meeting management skills of novice supervisors. However, the control group did not exhibit the same improvement. These results revealed that group supervision was effective in helping novice supervisees to develop counseling skills and session management skills regardless of following a supervision model. Hence, there are also studies revealing that the group supervision process independent of a supervision model effectively improves supervisees' perceptions of helping skill self-efficacy efficacy (see, Atik & Erkan Atik, 2019; Bakalım, 2018). The results of the relevant study supported the results of this study. Furthermore, the fact that the supervisors of the experimental and comparison groups provided feedback based on counseling performance skills within the scope of this study may have been effective in developing the helping skill self-efficacy and session management self-efficacy of supervisees in both groups.

Even though group supervision not based on a supervision model improved session management skill self-efficacy in this study, the DM-based group supervision procedure was more effective at improving session management skill self-efficacy than the group supervision not based on a supervision model. In addition, the findings of this study indicated that supervision without a model and without prior supervising experience did not assist novice supervisees in enhancing their capacity to manage problems and sense of self-efficacy in the counseling process. In contrast, the DM was both more effective on its own and in comparison to the other two groups. Thus, novice supervisees generally feel anxiety and inability to manage sessions and cope with challenges that may arise during the counseling process (Aladağ, 2014; Atik, 2017; Ülker Tümlü, 2014). Although the group supervision process is supportive in developing efficacy beliefs for session management and challenge coping (Bakalım et al., 2018), novice supervisees may need more systematic conduct of group supervision. Hence, a supervision model may be functional in conducting the supervision process systematically (Corey et al., 2021) and supports the development of counseling self-efficacy perceptions of supervisees (Bernard & Goodyear, 2014; Ülker Tümlü, 2019). There are also studies emphasizing that various supervision models are functional in improving counseling self-efficacy (see, Hunter, 2021; Milne et al., 2011). Therefore, the results of this study may be related to the fact that a model-based supervision process provides a more systematic supervision process compared to group supervision conducted without a model.

On the other hand, contrary to the experimental group in this study, it was observed that the focus of feedback and the supervisor role in the comparison group corresponded to the counseling performance skills focus and the role of the teacher in the DM (see Table 1). This may have limited the feedback process in the comparison group compared to the experimental group. Indeed, the focus of cognitive counseling skills in the DM enables looking at the patterns of clients in the counseling process theoretically and conceptually. However, the focus of professional behavior enables supervisees to progress by being aware of their professional limits. This may have supported novice supervisees in the experimental group in looking at challenging situations in the counseling process from a more professional and broader perspective. In addition, the structure of the DM allows for the transition between supervision focuses (counseling performance skills, cognitive counseling skills, self-awareness, and professional behavior) and roles (teacher, counselor, and consultant) based on the supervision needs (Bernard & Goodyear, 2014; Timm, 2015), which may have allowed novice supervisees to increase in all dimensions of counseling self-efficacy. Similarly, supervision studies emphasized that adopting an instructive, supportive, and guiding approach for novice supervisees (Aladağ, 2014; Bird & Jonnson, 2020; Swank & McCarthy, 2015) and implementing a supervision process centered on skills (Bakalım et al., 2018; Baigorri et al., 2021; Hunter, 2021), conceptualization (Milne et al., 2011), professional behaviors, and self-

awareness (Aladağ, 2014; Calvert et al., 2020) enhanced their counseling self-efficacy in a manner sensitive to their supervision needs. In addition to studies demonstrating that DM-based group supervision is directly effective in enhancing counseling self-efficacy (see, Brown et al., 2018; Ülker Tümlü, 2019), there are also studies demonstrating that supervision processes based on the integration of DM with various models and approaches are effective in enhancing counseling self-efficacy (see, Brejcha, 2021; Carnes-Holt et al., 2014; Stinchfield et al., 2018). Therefore, the results of this study were consistent with similar studies.

In this study, the experimental group improved novice supervisees' counseling self-efficacy and led to changes in their insights. Hence, it is desirable that supervisees develop insight during the supervision (Ladany, 2007). In this respect, it was an expected situation that the group that did not experience supervision in this study did not develop insight. On the other hand, in the present study, while the comparison group did not develop insight in novice supervisees, the experimental group led to a change in insight. Although the feedback was provided on the anxiety of the novice supervisees in the comparison group, the responsibilities of counselor and consultant were absent, which may account for the finding.. Contrary to this situation, the DM directly includes the focus of self-awareness and the roles of counselor and consultant. In this context, the focus of self-awareness serves individuals to recognize their dynamics involved in the implementation and supervision process and to discriminate these dynamics from both processes (Bernard, 1979).

Nevertheless, the roles of counselor and consultant in the DM that give opportunities to provide empathetic and supportive interventions in addition to being instructive (Bernard & Goodyear, 2014; Borders & Brown, 2009) may have similarly supported novice supervisees in developing insight. Similar studies also emphasize that giving feedback based on matching supervision focuses and supervisor roles in the DM supports supervisees in developing insight (see Carnes-Holt et al., 2014; Crunk & Barden, 2017; Koltz, 2008; Tan, 2019; Timm, 2015). Therefore, within the scope of this study, the results indicating that DM-based supervision increased the insights of novice supervisees were consistent with the literature.

In conclusion, this study has demonstrated that conducting DM-based group supervision for novice supervisees is most effective in developing counseling self-efficacy and insight. I think that this study will shed light for practitioners and researchers on the systematic conduct of the supervision process and producing research on these processes.

5. Limitations and Future Directions

In this study, different supervisors conducted the experimental and comparison groups due to the context in which the supervision groups were included. Although the supervisors worked collaboratively in structuring and conducting the supervision process, I can consider this a study limitation. Therefore, I can suggest that similar studies should be conducted to compare the groups conducted by the same supervisor. Nevertheless, this study focused on the DM as a supervision model. Although the DM is the most well-known and empirically supported supervision model (Arthur & Bernard, 2012; Bernard & Goodyear, 2014; Timm, 2015), many studies highlighted the uncertainty of the role of consultant emphasized by this model (e.g., Bernard & Goodyear, 2014; Crunk & Barden, 2017; Ülker Tümlü, 2019). I can consider this situation a limitation of the DM.

Nevertheless, when I consider that supervisors follow supervision models in their practices limitedly (Aladağ & Kemer, 2017) and that there are limited studies on the outcomes of supervision models (Milne et al., 2011; Watkins, 2011), similar studies can be carried out with different supervision models (Milne et al., 2011; Watkins, 2011). Furthermore, the present study is based on quantitative data. Although there is an ongoing need for empirical studies on the application of supervision models, similar studies can be undertaken using mixed research methodologies to assess novice supervisees' involvement and nonparticipation in the DM-based group supervision process. Furthermore, the fact that the number of supervisees in each group was 6 in this study can be considered a limitation of the study in terms of sample size. Although the ideal number of supervisees in group supervision is 5-10 (Bernard & Goodyear, 2014), future studies may compare a larger number of groups to increase the generalizability of the results. In addition, the findings of this study showed that supervision processes managed by different supervisors produce different results. I suggest that experimental study be conducted on supervision models and the supervision relationship. The importance of supervision processes in the education of counselors and other mental health professionals cannot be disputed.

It is possible to expand research on the education of supervisors and the supervision process in order to better prepare mental health professionals and guide researchers and practitioners.

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