Developing Reflective Practice in Supervision:

Perspectives of Psychotherapy Supervisees and Their Supervisors

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Abstract

Reflective practice is a crucial skill for psychotherapists, as they frequently encounter challenging situations that require rapid and complex decision-making, often without all the required information (Fisher, et al., 2015; Schön, 1983). The use of reflective practice can aid in making better and quicker decisions. For therapists in training, reflective practice is an essential competency which is primarily acquired through clinical supervision. However, little is known about how this competency is developed in this context. This study aimed to explore the experiences contributing to the learning of reflective practice in supervision. Phenomenology provided the framework to investigate the primary research question: **What aspects of supervision do supervisees and their supervisors identify as contributing to the learning of supervisee reflective practice?**

To do so, second-year Master of Arts students and their supervisors were selected as research participants. Nine participants, including five supervisees and four supervisors, participated in interpersonal process recall (IPR) and semi-structured interviews. In the semi-structured interviews, supervisees and supervisors indicated themes of the reflective space, creating a reflective space, and engaging in a reflective space to describe their overall experiences of reflective practice in supervision. The IPR interviews examined the significant moments within a recent supervision session and created the themes of the quality of the supervisory relationship, the individual elements and the framework of the supervision session.

The findings of this study provide a better understanding of significant learning events in supervision that promote or thwart the development of supervisee reflective practice. Lastly, this study proposes a model of how reflective practice is developed in supervision.

Keywords: clinical supervision, psychotherapy, reflective practice, learning, competency

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Table of Contents

List of Tables

List of Figures

Developing Reflective Practice in Supervision:

Perspectives of Psychotherapy Supervisees and Their Supervisors

With the recent establishment of the College of Registered Psychotherapists of Ontario (CRPO), there have been mandatory competency requirements for registered psychotherapists. The role of the CRPO is to protect the public by ensuring practitioners practice in a competent and ethical manner (College of Registered Psychotherapists of Ontario, 2024). In order to register and practice within the province of Ontario, each new member must prove that they meet the outlined competencies. The competencies dictate not only the role of a registered psychotherapist but also the actions and behaviours that a psychotherapist should follow. Within these competencies, the CRPO has given special attention and focused on the safe and effective use of the psychotherapist's self. The CRPO has defined the safe and effective use of self as “the psychotherapist’s learned capacity to understand his or her own subjective context and patterns of interaction as they inform his or her participation in the therapeutic relationship with the client. It also speaks to the psychotherapist’s self-reflective use of his or her personality, insights, perceptions and judgments in order to optimize interactions with clients in the therapeutic process” (College of Registered Psychotherapists of Ontario, 2024). Implicit in this definition is the implication that for a psychotherapist to properly use their sense of self with clients, the therapist needs to be self-aware and reflect on clinical interactions. Therefore, self-awareness and reflection are necessary competencies for psychotherapists to develop. The literature points to the practice of clinical supervision as the primary means through which professional competency is developed in the context of training (Bernard & Goodyear, 2018). Therefore, we must begin to look more closely at how reflective practice is taught and developed in order to establish a

knowledge base to inform best practices in the training and professional development of psychotherapists.

Clinical supervision is the signature pedagogy for practicing counsellors and psychotherapists (Bernard & Goodyear, 2018). Most commonly, clinical supervision includes two or more people, one being a supervisor (teacher), the person who is responsible for providing supervision, and the other being the supervisee/s (learner), the person who is responsible for engaging in supervision. Clinical supervision is a distinct skill or intervention from counselling as it has its own goals, models, techniques and interventions (Bernard & Goodyear, 2018). Supervision is necessary for the knowledge and skill development of counsellors and psychotherapists. Supervisees' knowledge and skills obtained during clinical supervision are essential to support the continued maintenance of skills and competencies necessary for competent professional practice (Barnett, 2007). Clinical supervision can be lifelong as practicing counsellors, and psychotherapists continue to learn new skill sets and navigate unique and challenging scenarios that may arise with clients. New skill sets may include new theoretical frameworks, working with new client populations, and new therapeutic techniques (Bernard & Goodyear, 2014).

Reflective practice is an important competency for practitioners to develop as "reflective practice is considered to be the key component for achieving greater self-awareness, professional expertise, critical thinking, integration of theory-practice links, and enhanced patient care" (Cooper & Wieckowski, 2017, p.252). Indeed, reflective practice is important because practitioners often face difficult situations where they must make quick and complex decisions without access to all available information (Fisher et al., 2015; Schön, 1983).

Rationale

The development of reflective practice in psychotherapists during clinical supervision is a crucial competency that governing bodies and research have emphasized as necessary for safe and effective clinical practice (Burgess, et al., 2013; Cooper & Wiekowski, 2017; Lyons et al., 2019). Unfortunately, limited research is dedicated to understanding the process of developing and promoting reflective practice in psychotherapists. Theoretical research dominates the field, and limited empirical research has relied solely on retrospective interviews (Burgess, Rhodes & Wilson, 2013; Cooper & Wiekowski, 2017). Therefore, researchers have urged for more knowledge about how reflective practice is developed to enhance the quality of training, services provided, and the overall quality of care in counselling and psychotherapy (Fisher, et al., 2015).

As such, this study attends to the experience of reflective practice in supervision and the processes that best support the learning and development of reflective practice. Specifically, this study explores the concepts of supervision perceived by supervisees and their supervisors as contributing to the learning and development of reflective practice.

To answer the question of what supervision experiences are promoting or thwarting to supervisees' learning and developing reflective practice, five second-year supervisees and their four supervisors participated in this phenomenological study. Second-year supervisees were selected as they have developed their basic counselling skills and are ready to develop more advanced skills, such as reflective practice. The five supervisees and four supervisors participated in both interpersonal process recall (IPR) and semi-structured interviews. The IPR interviews used video recordings of one recent supervision session for each dyad to access the implicit experiences in supervision that were perceived as contributing to the learning of reflective practice. The semi-structured interviews asked participants to retrospectively reflect on their overall supervision experience and the

experiences they perceived contributed to the learning and development of reflective practice. The data collected from the IPR interviews and semi-structured interviews are presented in this thesis.

Overview of Thesis

This thesis focuses on exploring how supervisees in clinical supervision learn and develop reflective practice. The first chapter of this thesis provides a brief review of the literature. It outlines the significant concepts needed to understand the various factors that influence the learning and development of reflective practice. Chapter two presents this study's methodology and design, including sampling procedures and interview protocols. Chapter three presents the findings gathered from the nine participants. Finally, the fourth chapter discusses the significance of the study's results in relation to the literature. This chapter also explores the implications and directions for future research.

CHAPTER 1: LITERATURE REVIEW

This chapter presents and explores essential concepts for the development of reflective practice of psychotherapists in clinical supervision. Governing bodies have placed considerable significance on psychotherapists having the ability to engage in reflective practice as a competency (Burgess, et al., 2013; Cooper & Wiekowski, 2017; Lyons et al., 2019). However, research dedicated to understanding the development of reflective practice in psychotherapists is limited (Burgess, et al., 2013; Cooper & Wiekowski, 2017). Little is known about the process of developing and promoting reflective practice. Much of the current research is theoretical in nature, and the limited empirical research that is available has relied solely on the use of retrospective interviews. Researchers have called for more knowledge regarding how reflective practice is developed to improve the quality of training, quality of services provided, and

ultimately, quality of care in the field of counselling and psychotherapy, thus adding to the importance of research on this topic (Fisher, et al., 2015).

To best address this gap in the literature, it is important to understand the different concepts related to supervision and supervisee learning. This chapter will explore areas that have been identified in the literature as important for the development of reflective practice, including clinical supervision, the supervisory relationship, reflective practice, and learning experiences. More specifically, the chapter will review the definition of clinical supervision, the importance of the supervisory alliance in supervisory outcomes and in promoting reflective practice, and learning experiences within clinical supervision. These areas were chosen for review because of their documented significant impact on the development of reflective practice in supervisees.

Clinical Supervision

Clinical supervision has been described as the signature pedagogy for the training of mental health professionals (Bernard & Goodyear, 2018). Supervision typically begins during the mental health professional's educational program and often continues post-graduation into one's professional career as part of professional development requirements and interests. Clinical supervision is described as having four main objectives: (a) to teach necessary skills, (b) to instill professional values and ethics, (c) to protect clients, and (d) to evaluate readiness for independent practice (Bernard & Goodyear, 2014). Clinical supervision is necessary for developing and enhancing professional competencies and includes acquiring knowledge, skills, and attitudes that are essential to the profession (Litchtenburg, 2007; Watkins & Scaturo, 2013). Clinical supervision however, is known to continue throughout one's professional career as practicing professionals continue to learn and enhance their competencies. New competencies may include learning and working with a broader spectrum of theoretical frameworks, different and diverse

client populations, and new therapeutic techniques (Bernard & Goodyear, 2014). Moreover, research has found supervision to have positive benefits for supervisees, including developing increased self-awareness, treatment knowledge, skill acquisition/utilization, self-efficacy, and strengthening of the supervisee-client relationship (Watkins, 2017b).

According to Milne (2007, 2009), the most widely accepted definition of supervision in the United States is Bernard and Goodyear's (2004):

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

Bernard and Goodyear's (2004) definition of supervision highlights that supervision is relational, hierarchical, and evaluative. However, Milne (2007, 2009) has challenged this definition, stating that it vaguely refers to supervision as an intervention without defining the specifics of the intervention itself. Moreover, Milne (2007, 2009) states that the definition provided by Bernard and Goodyear fails to emphasize the importance of the supervisory relationship. With this in mind, Milne created a definition of supervision that is grounded in empirical research and is the definition adopted for the purpose of this research. Through a review of empirically based research articles, Milne (2009) offered the following definition:

> The formal provision, by approved supervisors, of a relationship-based education and training that is work-focused and which manages, supports, develops and evaluates the work of colleague/s (precision). It, therefore, differs from related activities, such

> as mentoring and therapy, by incorporating an evaluative component (precision by differentiation) and by being obligatory. The main methods that supervisors use are corrective feedback on the supervisees' performance, teaching, and collaborative goal-setting (specification). The objectives of supervision are 'normative' (e.g. case management and quality control issues), 'restorative' (e.g. encouraging emotional experiencing and processing) and 'formative' (e.g. maintaining and facilitating the supervisees' competence, capability and general effectiveness) (specification by identifying the functions served). These objectives could be measured by current instruments (e.g. 'Teachers' PETS': Milne et al., 2002; operationalisation). (p. 15-16)

In Milne's (2007) definition of supervision, the relationship and the evaluative component are listed as central components of supervision. Further, it precisely describes the various goals of supervision and specifies the methods by which those goals are attained.

Both definitions highlight that clinical supervision is a distinct skill or intervention from counselling. Clinical supervision has its own models, techniques, and interventions.

The Supervisory Relationship

The supervisory relationship is central to how supervision is defined and practiced. It is essential for the learning and development of the supervisee. The supervisory relationship has been described as the "quintessential variable," the "heart and soul" of supervision and the "highly powerful and the most influential factor" (Watkins, 2014, p. 20). The supervisory relationship is a complex system with many factors that can influence the experience of either party. In that way, the supervisory relationship is a broad term that includes cultural, educative, and evaluative components (Beinart, 2014).

Within the supervision literature, the terms supervisory relationship and supervisory working alliance tend to be used interchangeably. Given this, it can be hard to define and separate the two. However, some authors have identified important differences. According to Beinart (2014), the supervisory relationship is the broader term, and the supervisory working alliance can be seen as a partial explanation for the supervisory relationship. In other words, the supervisory relationship encompasses the whole, while the working supervisory alliance is a part of that whole. Beinart and Clohessy (2017) define the supervisory relationship as

> a collaborative, mutual working relationship, which supports and challenges the supervisee to learn and develop their professional practice. The relationship is developmental, needs-focused, open, and respectful. It is normally hierarchical and involves the negotiation of power. It has many functions, including education, monitoring and/or evaluation, and support. The SR is influenced by multiple contextual factors, including those contributed by the supervisory dyad (or group), the working context, and the wider sociocultural context. The relationship is bound by the ethics of safe practice and acknowledges difference and diversity in order to allow the supervisee to safely disclose and explore their professional dilemmas. Key tasks in establishing and developing the relationship are contracting and feedback (p. 6).

The supervisory alliance has been found to be the most significant predictor of the supervisee's evaluation of the overall quality of supervision (Bernard & Goodyear, 2018). The supervisory working alliance is described as having three components: the mutual agreement on goals, tasks, and the bond (Bordin, 1983). Mutual agreement on goals refers to how the supervisee and supervisor understand and agree on the overall focus or goals of their work

together and what they would like to accomplish in supervision. Agreements on tasks refer to the specific roles and tasks each person will play to achieve the supervision goals. The bond refers to the emotional aspect of the relationship, including their impressions, care, and trust in each other (Bordin, 1983; Park et al., 2019).

The supervisory alliance has been the object of much research in clinical supervision. In his review of this research, Watkins (2014) highlights that a strong supervisory alliance has a positive impact on supervisee self-efficacy, more willingness to self-disclose, more satisfaction, greater perceived effectiveness of supervision, greater coping resources, more discussions of culture, and greater supervisor relatability (Watkins, 2014; McKibben et al., 2022). In contrast, a weak supervisory alliance has a negative impact, leading to higher perceived stress, higher incidences of exhaustion and burnout, more role conflicts and role ambiguity, and more occurrences of negative supervision events (Watkins, 2014; Watkins. 2017).

While the concept of the supervisory alliance has been widely accepted as an essential process ingredient in clinical supervision, important critiques have been brought forward. Indeed, knowledge of the supervisory alliance has relied on the research established in the context of psychotherapy and researchers have warned against relying on the supervisory alliance as a single factor responsible for the development, process and quality of the supervisory relationship as doing so may fail to capture the complexity of the supervisory relationship. Indeed, supervision has been identified as a unique intervention which is distinct from psychotherapy and which differs in goals and interventions (Beinart, 2014; Bernard & Goodyear, 2014).

Worthen and McNeill (1996), in their qualitative study investigating the experience of good supervision, found that every one of their eight participants described the quality of the relationship to be “crucial and pivotal” to the overall assessment of what supervisees deem to be

good supervision (p. 29). They concluded that the supervisory relationship is the fundamental element that nurtures the acquisition of professional skills; and suggest that without this element, the development of the supervisee may be negatively impacted.

Furthermore, both the quality of this relationship and the level of trust within the relationship have been found to be predictors of supervisee disclosure, which is an essential ingredient to supervisee learning and self-awareness. Research has found that supervisees have reported that their non-disclosure negatively impacted their work with clients. More specifically, supervisees who did not disclose clinical or supervisory issues felt more self-doubt in their clinical competence and abilities and thus were more anxious and less present in their sessions (Hess et al., 2008). When supervisees did disclose clinical or supervisory issues in supervision, they explained how it helped their awareness of client issues and countertransference (Hess et al., 2008).

It is through supervisee disclosures of clinical issues that a supervisor learns which competencies the supervisee may be struggling with (Kreider, 2014; Meher et al., 2015), which in turn can affect the development of the supervisee's clinical competencies, including reflective practice (Pisani, 2005). Therefore, supervisee disclosure can allow supervisors to directly explore supervisee struggles and blind spots, which would have the dual outcome of modelling reflective practice as well as of developing self-awareness. One study found that 44% of supervisees did not report clinical mistakes to their supervisors; two of the reasons for this failure to report were poor supervisory alliance (50%) and supervisor incompetence as perceived by the supervisee (21%) (Ladany et al., 1996; Meher et al., 2015). In this study, the poor supervisory relationship was assessed as “negative feelings or thoughts related to the supervisor-supervisee interaction or relationship” (Ladany et al., 1996, p.15).

Research has demonstrated the vital role of the supervisory relationship and its impact on various process and outcome variables (Bernard & Goodyear, 2018; Wtakins, 2017). Researchers have looked at how the attributes of supervisees and supervisors (personality, attachment, culture, gender) and the supervisor's supervision style can impact the quality of the supervision relationship (Bernard & Goodyear, 2014).

Personal characteristics of both the supervisor and the supervisee can significantly influence the quality of the supervisory relationship. For example, supervisee shame-proneness (Bilodeau et al., 2010), anxiety (Skovholt & Rønnestad, 1992), and feelings of incompetence (Rabinowitz et al., 1986) have been found to negatively affect the quality of the supervision relationship and the effectiveness of supervision. These characteristics can negatively impact the quality and effectiveness of supervision as supervisees with these characteristics may be apprehensive to fully engage in the supervision process and, therefore, miss important feedback and learning opportunities (Bernard & Goodyear, 2018).

Two important factors that supervisors bring into supervision that can affect the quality of the relationship are 1) interpersonal power (Nelson et al., 2008) and 2) countertransference (Ladany et al., 2000). The supervision relationship has an inherent power imbalance with the supervisor holding the power. The difference in the power balance can be problematic when the supervisors are oblivious to it, abuse it or are uncomfortable with their power (Nelson et al. 2008). When supervisors do not properly implement their power, supervisee's resistance and transference can increase (Bernard & Goodyear 2018). Supervisor countertransference can be defined as a supervisor's unconscious responses to the supervisory relationship. These responses are typically a result of the supervisor's unresolved personal issues or the interpersonal style of the supervisee (Ladany et al., 2000). A supervisor's countertransference can lead to the

supervisor abusing their role and power or treating their supervisee differently therefore impacting the supervisee's learning (Bernard & Goodyear, 2018).

Studies have found that certain styles or qualities of supervisors can have a negative or positive impact on the supervisory relationship (Goodyear & Bernard, 2018). Generally, supervisors who have an interpersonally sensitive supervision style have a positive impact on the alliance (Bennett et al., 2013). An interpersonally sensitive supervisor is one who is collaborative, invested and demonstrates therapeutic qualities (Friedlander & Ward, 1984). Meanwhile, supervisors with a task-oriented supervision style, have weaker supervisory relationships (Son & Ellis, 2013). A task-oriented supervisor places a strong emphasis on the evaluative component of supervision; they are structured and prescriptive (Friedlander & Ward, 1984).

Based on the extensive research conducted by the Oxford Supervision Research Group, two models of the supervisory relationship have been developed: Beinart's model of the supervisory relationship (supervisee's perspective) and Clohessy's model of the supervisory relationship (supervisor perspective). Beinart's and Clohessy's models are the only two supervisory relationship models that are distinct from supervision models and, therefore, can be combined with any approach to supervision. The first model of the supervisory relationship is Beinart's model. Beinart's model is conceptualized from the supervisee's perspective. This model was created from qualitative research on the supervisee's perspective of the supervisory relationship (Beinart, 2014). This study's participants were 49 clinical psychology supervisees who discussed their experiences of 98 supervisory relationships. Nine categories of the qualities of the supervisory relationship were identified: boundaried, supportive, open relationship (honest, non-judgemental), respectful, committed, sensitive to needs, collaborative, educative,

and evaluative (Beinart & Clohessy, 2017). The framework of the supervisory relationship consists of the following five key qualities: sustained boundaries, approachable, respect, commitment, and support. It is essential for the supervisor to establish a relationship consisting of good structural and professional boundaries with supervisees from the beginning. Strong and transparent boundaries help the supervisees feel secure within the relationship. Additionally, a committed and candid rapport that is both respectful and supportive is required to form the framework of the supervisory relationship. Once the necessary framework is established, the tasks of supervision can begin. These tasks are fostered qualitatively by being collaborative, attentive, educative, and evaluative. The quality of collaboration is the foundation for feedback and evaluation, as the study found that supervisees in a collaborative supervisory relationship valued being challenged.

The second supervisory relationship model was developed by Clohessy (2008) and is based on qualitative research from the supervisor's perspective (Beinart & Clohessy, 2017). This model has three categories that are important for the quality of the supervisory relationship; contextual influences, the flow of supervision, and core relational factors (Beinart & Clohessy, 2017). Contextual influences are factors such as the environment where the supervisory relationship is taking place and individual factors of the supervisee and supervisor. The flow of supervision involves the contributions that the supervisor and supervisee make to the process of supervision. For supervisors, it would involve their investment in the supervisory relationship and for supervisees, it would involve their openness to learning. Lastly, the core relational factors refer to the emotional tone and the degree of safety, trust, openness and honesty in the supervisory relationship. Within this model, the three categories create a cycle that elicits flow

that can positively or negatively impact each other and the overall supervisory relationship (Beinart & Clohessy, 2017).

In summary, the supervisory relationship is an essential component of professional development and is central to how supervision is defined and practiced. It is recognized as the cornerstone of the supervisory process and plays a critical role in supporting the learning and development of the supervisee. Research supports the notion that a positive and supportive supervisory relationship can create an environment that encourages critical thinking, reflection, and exploration of professional practice. It can also foster the development of trust and confidence between the supervisor and the supervisee, which can lead to an enhanced learning experience.

Reflective Practice

In addition to the supervisory relationship, reflective practice has been found to positively contribute to the development of professional competencies, including greater self-awareness, critical thinking, practical skills, and enhanced patient care (Cooper & Wieckowski, 2017). The concept of reflective practice in professional practice has been a topic of discussion within the literature since the 1980s. The term was first introduced into the field of education by Dewey (1933). He described reflective practice as the thinking process that is an "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (p. 9). Dewey described how thoughts develop into beliefs that can be accepted without question. Thus, he argued that reflective practice is a conscious effort that involves critical thinking and challenging beliefs. He proposed two elements or subprocesses that underly the reflective thinking process; "(a) a state of perplexity, hesitation, doubt, and (b) an act of search or investigation directed toward bringing

to further light facts which serve to corroborate or to nullify the suggested belief" (p.11). Dewey believed this conscious and dedicated process would bring about a fruitful understanding that would impact professional learning and practice.

In the 1980s, Schön (1983) expanded on Dewey's work, transferring it to the field of professional practice. He applied his principles to many professional fields, including psychology and medicine and his theory of reflective practice has been described as foundational to all contemporary concepts of reflective practice (Schön, 1983). Schön (1983) viewed reflective practice as a process that professionals use to make difficult decisions based upon more than solely technical or academic knowledge. Moreover, it is "the artful inquiry by which [practitioners] sometimes deal with situations of uncertainty, instability and uniqueness" (Schön, 1983, p. 268). He stated that there are two processes that practitioners engage in 1) reflection-in-action (reflection during the event) and 2) reflection-on-action (reflection after the event). Reflection-in-action is the process of thinking or reflecting in the middle of an action or situation. In other words, it involves "thinking on your feet" (Schön, 1983, p.26). Reflection-in-action can be more challenging to acquire and utilize as it involves being aware of what is happening externally and internally (Scaife, 2010). While reflection-in-action is simultaneously thinking while acting, reflection-on-action is thinking or reflecting on the action or experience after the event has finished. Schön (1983) believed that engaging these reflective processes produces a competent and skilled practitioner.

Reflective Practice in Psychotherapy

There is much discussion of reflective practice in psychotherapy and related literature. It is identified as an essential competency for psychotherapists to develop (Cooper & Wieckowski, 2017). However, the research on the use, development, and efficacy of reflective practice in

psychotherapy is lacking. Reflective practice is identified as an essential competency for practitioners to develop as "reflective practice is considered to be the key component for achieving greater self-awareness, professional expertise, critical thinking, integration of theory-practice links, and enhanced patient care" (Cooper & Wieckowski, 2017, p.252). Indeed, the capacity for reflective practice is an essential skill as practitioners often face challenging situations where they must make quick and complex decisions without access to all available information (Fisher et al., 2015; Schön, 1983). In fact, psychotherapists are required to respond immediately and in-the-moment to complex and ethical issues that may arise in sessions with clients. Psychotherapists need to be aware of their professional guidelines and know how to implement them when an issue arises. However, many of these guidelines are nuanced and require psychotherapists to consider many varying possible implications. Moreover, psychotherapists do not always have the luxury of time or the availability of immediate supervision to think through those potential implications. As such, engaging in reflective practice can help psychotherapists in making immediate and sound decisions. In other words, reflective practice demonstrates one's level of self-awareness and, therefore, equates to a meta-cognitive ability to self-supervise (Fried, 2015). Furthermore, trainees have found reflective practice beneficial for developing other practical skills, such as active listening, empathy, and questioning (Cooper & Wieckowski, 2017).

In summary, reflective practice is an important competency for professionals in that it assists psychotherapists in their responses to ethical issues and in developing practical skills. Given this importance, the research has focused its attention on how this competency can be developed.

Developing Reflective Practice

Given that clinical supervision is the primary way that novice therapists learn, it would certainly make sense that reflective practice would start to be developed within clinical supervision. However, "producing a reflective practitioner may be the most challenging task of the clinical supervisor and requires deliberate models of intervention" (Guiffrida, 2005, p. 203). That said, there is a fair amount of literature on ways that clinical supervision can develop reflective practice. However, most of this literature is theoretically based. Based on current literature, the development of reflective practice is discussed through proposed supervision models, factors that impact the development, and strategies that can facilitate it.

Reflective approaches in supervision are one of the ways that the development of reflective practice is put forth in the literature (Neufeldt, et al., 1996; Senediak & Bowden, 2007; Ward & House 1998). Reflective approaches generally provide a structured process that supervisors can follow to create reflective supervision. In their approach, Senediak and Bowden (2007) emphasize many specific guidelines and structures to create a reflective practice supervision approach. Before explaining their supervision structure, they emphasize the importance of developing a strong collaborative working alliance. They state that a strong and collaborative working alliance can be developed and negotiated in the initial supervision session. They provide many specific issues that supervisors should discuss in their initial session with each of their supervisees. Some of the issues include defining the purpose of supervision, reviewing the supervisee's training history, supervisee expectations and goals, and establishing a contract and evaluation processes. For Senediak and Bowden (2007), subsequent supervision sessions include reviewing a supervision diary and asking reflective questions. A supervision diary is a "summary of any clinical dilemmas or issues arising during the course of the trainee's work and recorded contemporaneously" (Senediak & Bowden, 2007, p. 278). Further, their

approach provides key reflective questions that supervisors can ask to help deepen the supervision session and encourage reflective practice within their supervisees.

Ward & House (1998) propose an approach that outlines a sequence of supervisee development phases and a reflective learning cycle between the supervisee and supervisor. Ward & House (1998) identify four phases of supervision: 1) Contextual orientation, where the supervisee starts to adjust to the supervision expectations; 2) establishing trust, which is related to developing a positive working alliance; 3) conceptual development, which promotes complexity in supervisee thinking through reflective dialogue; and 4) clinical independence which promotes supervisee autonomy. These development phases happen due to the "reflective cycle of interaction" (Ward & House, 1998, p.27). The reflective cycle of interaction also includes four phases: 1) Disorienting counselling experience, 2) Supervision relationship, 3) Supervisor intervention, and 4) Shift in supervisee perception and/or behaviour and re-emergence to the counselling context. This supervision approach has combined reflective learning theories with principles of supervisee development. It emphasizes a reflective supervisory dialogue that focuses supervision on themes rather than on content patterns, which they propose can shift the focus to a process-oriented supervision session.

Neufeldt, et al. (1996) interviewed 5 experts in the field of reflectivity or clinical supervision and developed a reflective sequence that therapists can go through during supervision. The reflective sequence includes four categories: casual conditions, intervening conditions, process, and consequences. The casual condition refers to the event or problem that triggered the reflective process. This category can contain a problem or dilemma where the supervisee may feel confused, surprised, or stuck. The intervening conditions are the conditions that either help or hinder the reflective process, such as "trainee personality and cognitive

capacities, as well as the supervisory environment" (Neufeldt, et al., 1996, p.6). The most important part of the sequence is the process, defined as "a search toward a more profound understanding of something" (p. 7). Properties within the process category include locus of attention, stance, sources of understanding, and depth. The last category of the sequence is consequences, which are essentially the results of the process. Usually, the consequences are either change in the supervisee's professional actions or long-term growth in the supervisee's ability to make meaning.

While these three approaches by Neufeldt, et al., (1996), Senediak & Bowden (2007), and Ward and House (1998) may differ in the specifics of their structure and guidelines, they share some similarities. Primarily, they all emphasize the importance of a safe and trusting supervisory relationship. In fact, all three approaches cite this as a crucial aspect of the development of reflective practice. Further similarities discussed were the focus on process and the questions that supervisors ask within the supervision session. One stark difference among the approaches was that Neufeldt, et al., (1996) was the only approach to include supervisee characteristics such as personality and cognitive capacities as a quality that can impact the development of reflective practice.

The second way in which reflective practice is discussed in the supervision literature is related to the factors that impact the development of reflective practice. The factors that impact supervisee reflective development can either foster or hinder its development. This information is drawn from articles that are both theoretical or research based. A review of this literature yielded four significant categories that can impact supervisees' reflective practice: 1) supervisee factors, 2) supervisor factors, 3) supervisory relationship, and 4) the environment.

Supervisee factors include individual differences that pertain to the supervisee. Orchowski, et al. (2010) discuss how supervisee anxiety can create a barrier to the openness of the dialogue within clinical supervision. Further, they explained how supervisees' poor self-esteem might result in supervisees that are more passive or withdrawn in supervision. Wong-Wylie's (2007) research aligns with Orchowski et al., (2010) as they found that supervisee self-trust facilitates reflective practice in their participants. Lack of time or distraction due to personal stressors or events is also a barrier that has been found to hinder supervisee engagement in active reflection. Neufeldt, et al. (1996) also found supervisee's overall personality impacts supervisee professional development. They also spoke of cognitive capacities, stating that "some supervisees might be much better equipped to reflect than others" (Neufeldt et al., 1996, p.7).

In the reflective practice and supervision literature, supervisor factors were not addressed as thoroughly as supervisee factors. In fact, only one article out of the articles reviewed discussed the supervisor's personality as a factor impacting the supervisory process. That article was by Orchowski, et al. (2010), in which they state "the process of engaging supervisees in reflectivity must begin with the reflective process of the supervisor" (p.53). This suggests that cognitive capacity to reflect in the supervisor would likely be an important factor in the process of developing reflective practice in their supervisees. The type of feedback that supervisors give can also have a significant impact on the development of reflective practice in supervisees. Feedback that is unsupportive and jarring can be hindering (Wong-Wylie, 2007), and yet challenging but supportive feedback can be facilitative (Orchowski et al., 2010).

All of the articles reviewed reported that the supervisory relationship significantly contributes to the development of reflective practice in supervisees. A safe and trusting supervisory relationship has a positive impact on facilitating reflective practice. On the other

side, an unsafe and mistrusting supervisory relationship negatively hinders the development of reflective practice. Wong-Wylie's (2007) participants described unsafe/ mistrusting relationships that included supervisor making harsh judgements/observations about clients, an unwillingness to collaborate, and an emphasis on the hierarchical dynamics of the relationship. At the same time, a safe and trusting relationship was characterized as challenging yet supportive. While there was little discussion provided however concerning what contributes to a safe versus unsafe supervisory relationship, Orchowski et al. (2010), did note the importance of a safe and trusting relationship in minimizing the possible negative effects of the power differential inherent in supervision.

Another factor that has been found to hinder or facilitate reflective practice in supervisees is the environment, which refers more specifically to the institution in which the supervisee is immersed. This can include interactions with peers, professors, academic personnel, and the overall institutional culture. This factor "is highly impactful in terms of allowing the process to evolve uninterruptedly" (Neufeldt et al., 1996, p. 7). In the study conducted by Wong-Wylie (2007), the participants cited incidents whereby they encountered having had reflective assignments graded, a lack of access to counselling services, and dual roles as impacting their reflective development. Therefore, the academic environment in which the therapy training takes place can either feel supportive or unsupportive to its students, ultimately impacting the development of reflective practice.

The last way reflective practice is discussed within the literature is through various strategies that can be incorporated into supervision and/or general coursework. There are several well-documented methods that supervisors and faculty can use to help encourage and develop the competency of reflective practice in their supervisees and students (Orchowski et al., 2010).

These methods include writing exercises, Socratic questioning, Interpersonal Process Recall, and "thinking aloud" (Orchowski et al., 2010).

Writing exercises require supervisees to write reflections on themes, patterns, and internal feelings/thoughts of their experience in therapy with clients. A more structured approach can be taken with writing exercises where they can focus on responding to a series of questions immediately after a therapy session. Neudfeldt (1999) developed a writing prompt of thirteen questions that supervisees can respond to when they experience a dilemma or a feeling of puzzlement in their therapy sessions. Examples of questions within this set include 1) "Describe the therapy events that precipitated your puzzlement." 2) "What was the feel, the emotional flavour of the interaction between you?" 3) Was it similar or different from your usual experience with this client?" (Neufeldt, 1999, p.101). Journaling can be another form of writing that can be useful in the development of reflective practice. Again, journaling is a structured writing exercise that invites the supervisees to reflect on their thoughts and feelings about their current level of development. Further, it can aid supervisees in moving beyond concrete thinking into more complex and abstract thinking (Bernard & Goodyear, 2018). An important component of writing exercises is that supervisors should have a clear structure for how they will provide feedback to supervisees about the content of the exercises (Orchowski et al., 2010). A 2017 study found journaling to be the method rated least helpful by both supervisees and supervisors for developing relational and reflective competencies (Calvert et al., 2017). However, it is noted that writing exercises may be beneficial for novice supervisees as they may require more direction (Orchowski et al., 2010).

By contrast, Socratic questioning was rated as the most useful and the most used intervention by supervisors for developing supervisee's relational and reflective compentenices.

Socratic questioning involves the supervisor's asking *what* and *how* questions to the supervisee to deepen reflection about events and dilemmas that happened in therapy (Calvert et al., 2017). Similarly, supervisors asking open-ended and nonjudgmental questions that invite supervisees to reflect on their thoughts and emotions that happened during their therapy sessions can be used to draw attention to the supervisee's decision-making processes (Colton & Sparks-Langer, 1993). It is important to note that the perceived usefulness of Socratic questioning has also been found to be associated with a stronger supervisory working alliance (Calvert et al., 2017).

Interpersonal process recall (IPR) is a procedure where the supervisor and supervisee review videotapes of therapy sessions and periodically stop the video to review specific moments (Bernard & Goodyear, 2019). The supervisor acts as a "nonjudgmental 'inquirer' asking questions to help supervisees re-experience and express their recalled thoughts and feelings" (Ivers et al., 2017, p. 285). Calvert et al. (2017) found IPR to be the least used method in supervision and hypothesized this was because of a frequent lack of access to videotapes in supervision.

The "thinking aloud" strategy of developing reflective practice involves the supervisor modelling reflective decision-making by verbalizing their thought process (Bernard & Goodyear, 2019; Calvert et al., 2017). Orchowski, et al. (2010), refer to the literature on modelling and discuss it as a way that "the supervisor aims to confront puzzling interpersonal or affective events, explore the dynamics behind the event, and work toward resolving the puzzling event so that they can apply new knowledge in future practice situations" (p. 55). Additionally, they highlight that modelling can be used when discussing different dynamics occurring within the supervisory relationship. When using the "thinking aloud" method of modelling "the supervisor wants to achieve the developmentally appropriate half-step challenge and avoid overwhelming

the supervisee" (Borders & Brown, 2022, p. 53). The purpose can, at times, be to help move the supervisee forward in their thinking, and at other times, for a more advanced supervisee, it may be used for mutual discussion and exploration (Borders & Brown, 2022).

In summary, the supervision literature theoretically and empirically explores how reflective practice can be developed within the supervisory relationship and academic settings. Although most of the literature is theoretically based, a couple of studies have examined the perceived usefulness of strategies and barriers and facilitators of reflective practice in supervisees and supervisors. As discussed, there are several ways that reflective practice can be developed. Those include supervision models, factors that impact the development and strategies that can facilitate it. Throughout this section, the supervisory relationship has proven to be foundational in supporting the development of reflective practice.

Learning in Clinical Supervision

The adult education literature has multiple focus areas, including adult learning, philosophy, learning styles, and learning cycles. This next section will discuss the convergence of the literature concerning adult learning and clinical supervision.

Despite the agreement that supervision is an educational process intended to develop the personal and professional competencies of the supervisee, the literature examining supervision from a learning perspective is sparse. Barrio Minton et al. (2013) conducted a ten-year (2001-2011) journal analysis reviewing the concepts of teaching and learning within the counselling education literature, in which they found 230 articles. Of these 230 articles, only 15% were distinctly rooted in a pedagogical foundation and only 12% were minimally rooted in a pedagogical foundation. Moreover, in terms of content, out of the 230 articles, 43% were focused on techniques, 9% focused on pedagogical practices, and 6.5% focused on teaching and learning

in general (Barrio Minton et al., 2013). Based on these findings, Barrio Minton et al. (2018), called for the counsellor education literature to incorporate more pedagogy. Barrio Minton et al. (2018) have since completed a follow-up review, and based on 133 articles, 22% distinctly identified a pedagogical foundation, and 7.5% minimally identified one. Regarding the focus area, 48% focused on teaching techniques, 22 % on pedagogical practices, and 10% on teaching and learning in general. Therefore, as evidenced by this second review, the literature has indeed moved towards a greater focus on pedagogy in the counsellor education literature. However, few articles have yet to address adult learning processes in the context of clinical supervision (Barrio Minton et al., 2013; 2018).

Whereas Barrio Minton et al. (2013) and Barrio Minton et al. (2018) focused on examining the counselling education literature, we have focused on the clinical supervision literature to understand how learning happens within the context of clinical supervision. Currently, the clinical supervision literature can be organized into categories of; interventions/core processes (Goodyear, 2014; Johnston & Milne, 2012), models/approaches that incorporate learning (Guiffrida, 2015; Calvert et al., 2016; Watkins & Scaturo, 2013), learning principles (Borders, 2019; Carroll, 2009; Watkins, 2015), learning theories (Prouty, 2014; Tangen, 2018; Tangen & Borders, 2017; Wolfsfeld & Haj-Yahia, 2010), and types of learning (Vec et al., 2014; Carroll, 2009). The following sections will summarize the literature within these categories.

Learning Interventions

To our knowledge, only two articles were found discussing the learning interventions or core processes within supervision that foster supervisee learning (Goodyear, 2014; Johnston & Milne, 2012). Goodyear's (2014) article is theoretically based and discusses how learning

mechanisms can be found in all supervision regardless of models. Meanwhile, Johnston and Milne's (2012) article is empirically based and aims to further advance a CBT supervision model. Both articles emphasize the importance of the supervisory relationship for utilizing learning interventions.

Goodyear (2014) identifies four learning interventions or mechanisms: role modelling, direct instruction, feedback, and critical reflection. Modelling happens when one internalizes another person's attitudes and perspectives. In supervision, modelling happens when a supervisee observes the supervisor's attitudes and behaviours and incorporates them into their own practice. According to Goodyear (2014), modelling results from two types of identifications: similarity identification and wishful identification. Similarity identification refers to modelling someone who shares important similarities. Wishful identification refers to modelling someone who has behaviours that one would like to acquire (Goodyear, 2014). Direct instruction occurs when the supervisor explains and demonstrates a skill to a supervisee and then provides feedback as the supervisee practices that skill. As a supervisee gains more knowledge and skill, a supervisor should be able to step back and gradually remove support to facilitate the transfer of responsibility to the supervisee. This component of feedback was a stepping-stone for the next component of supervision, which was to encourage the supervisee to become a "self-regulating learner" (Goodyear, 2014). Goodyear (2014) refers to feedback as "information intended to reduce discrepancies between what the person currently knows and is able to do and what is desirable for him or her to be able to know or do" (p. 87). Providing effective feedback involves three key aspects: specificity, valence, and formality, as emphasized by Goodyear (2014). Specificity refers to the feedback being clear, direct, and based on specific criteria. To provide specific feedback, supervisors need to directly observe the work of the supervisee and

not just rely on self-reporting. Corrective feedback or feedback about how the supervisee is not meeting expectations can demoralize and even shame a supervisee, while valence feedback refers to feedback given to the supervisee about exceeding expectations. (Goodyear, 2014; Watkins, 2012). Additionally, effective feedback should be formal, meaning that it should be intentional and structured. The last mechanism that Goodyear (2014) identifies is critical reflection, which he describes as the supervisee's ability to self-critique and change their own actions. Supervisees learn critical reflection through Interpersonal Process Recall and Socratic questioning.

In addition to the supervisory alliance, Johnston and Milne (2012) identify three learning interventions or constructs: scaffolding, Socratic information exchange, and reflection. Johnston and Milne (2012) found that early in their development, supervisees requested more scaffolding about specific skills and techniques. Essentially, supervisees were looking to their supervisors to educate them on what to do in sessions with clients. Supervisees found Socratic information exchange to be a helpful intervention, especially when it was skillfully used in a developmental way. Supervisees explained how, at the beginning, they found it helpful if their supervisors used Socratic questioning with a guiding tone and how, as they advanced their skills, it was more helpful if supervisors used a collaborative tone. The intervention of reflection was cited as a helpful aspect of the process when supervisees used personal time to think about the material discussed in supervision. Both articles discuss using scaffolding and reflection to facilitate learning in supervision. Additionally, both articles discuss the importance of working with the supervisee's developmental stage in mind, as this will inform the learning interventions used.

Supervision Models and Learning Theory

The next category is where supervision literature incorporates learning through

supervision models or approaches. Three articles incorporate learning theory into supervision models and approaches; Watkins and Scaturo (2013), who developed a tripartite learning-based model of supervision; Guiffrida (2015) discuss their model of Constructive clinical supervision; and Calvert et al. (2016) discuss the approach of incorporating dialogical reflexivity into supervision.

The tripartite learning-based model of supervision is a model that includes three stages: 1) Supervision alliance building and maintenance, 2) Educational interventions, and 3) Learning/ relearning (Watkins & Scaturo, 2013). The alliance building and maintenance stage views the alliance as a secure base and facilitating environment developed through empathy, genuineness, and positive regard. This stage also includes rupture and repair processes. It has the potential to create corrective affective experiences. The second stage is educational interventions, including case conceptualization, stimulus questions, feedback, modelling, and stimulus control. Watkins and Scaturo (2013) highlight that this stage has the potential to create corrective cognitive experiences. Lastly, the learning/relearning stage involves behavioural practice (experiential learning) and mental practice (reflection). This stage has the potential for corrective behavioural experiences.

Guiffrida (2015) developed constructive clinical supervision, a model grounded in constructivist learning, growth, and development principles. This model highlights the necessary component of a solid and safe supervisory relationship. This relationship is developed through positive regard, empathy, genuineness, and mindfulness. It views the supervisee and supervisor as travel companions where the supervisee can take the lead. In fact, the supervisor empowers the supervisee to take the lead and direct the learning in supervision. Interventions in this model would include Socratic questions or reflective questioning and other self-reflective exercises.

Lastly, dialogical reflexivity is not a stand-alone model but rather an approach to developing relational competencies that can be incorporated into supervision (Calvert et al., 2016). Essentially, this approach uses the supervision relationship to model how to talk about relationships. This approach encourages the supervisee and supervisor to use the moment-to-moment supervisory relationship material. Dialogical reflexivity allows the supervisee to practice engaging in a dialogue about the process of the relationship, which may include unseen or neglected aspects of the relationship.

Learning Principles

Learning principles are the third way in which the supervision and learning literature converge. Watkins (2015) examined andragogical (adult-focused) versus pedagogical (youth-focused) learning approaches within the context of psychoanalytic supervision approaches. Watkins (2015) identified 6 adult learning principles and explored how they could be incorporated into psychoanalytic supervision. The six principles that are crucial for effective learning include the learner's need to know, self-concept, past experience, readiness to learn, orientation to learning, and motivation to learn.

Similarly, Borders (2019) explored how seven evidenced-based science of learning principles (ScoL) can be incorporated into supervision. She identifies seven key principles for effective learning. Firstly, students' prior knowledge can either aid or hinder their learning. Secondly, the way in which students organize their knowledge can influence the application of their knowledge and how they learn. Thirdly, students' motivation plays a crucial role in determining, directing, and sustaining their learning. Fourthly, to attain mastery, students must acquire component skills, practice integrating them, and learn when to apply what they have learned. Fifthly, goal-directed practice combined with targeted feedback enhances the quality of

students' learning. Sixthly, a student's current level of development interacts with the social, emotional, and intellectual climate of the course, which impacts their learning. Lastly, to become self-directed learners, students must learn to monitor and adjust their approaches to learning.

Carroll (2009) added his supervisory principles to this discussion through his article on transformational learning based on his extensive work in this field. His principles can be summarized as follows: 1) Supervisees do the work in supervision – their learning is the most important aspect. 2. Supervisors facilitate the learning. 3) Supervision is customized for each supervisee. 4) Learning in supervision is transformational. 5) The vehicle for learning is critical reflection. 6) Experiential learning is the heart of supervision. 7) Supervisors need to be humble, transparent, and honest.

As reviewed, Watkins (2015), Borders (2019), and Carroll (2009) all identify learning principles that are present in supervision. Watkins (2015) and Borders (2019) have borrowed their principles from learning theory and applied them directly to clinical supervision. On the other hand, Carroll (2009) created his own principles that were inspired by his experience and knowledge of learning theory. All three authors cite supervisee factors as a main contributor to learning. Watkins (2015) and Borders (2019) principles place more emphasis on the supervisee's responsibility and contribution, whereas Carroll (2009) cites that supervisors have a major role and responsibility for supervisees' learning.

Learning Theories

The fourth category where supervision and adult education literature overlap is incorporating learning theories in supervision. Two learning theories are discussed within the supervision literature: Kolb's (1984) (Falendar & Shafranske, 2012; Prouty, 2014; Wolfsfeld & Haj-Yahia, 2010) and Information Processing Theory (Tangen & Borders, 2017). Two articles

also explore how learning styles can be used in supervision (Tangen, 2018; Wolfsfeld & Haj-Yahia, 2010).

Kolb's (1984) learning theory is a model that seeks to explain how individuals acquire knowledge and skills through experience. Supervision is often seen as an experiential learning process that supervisors guide, and one way that it has been conceptualized is through Kolb's (1984) learning cycle (Falendar & Shafranske, 2012; Prouty, 2014; Wolfsfeld & Haj-Yahia, 2010). The theory was developed by David Kolb, an American psychologist and educational theorist, in 1984. While there are many criticisms of Kolb's learning cycle, it is still held to be the most influential learning cycle (Wolfsfeld & Haj-Yahia, 2010). The cycle has four phases: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The phases of concrete experience and abstract conceptualization are where the learner attempts to "grasp" or understand the experience. The reflective observation and active experimentation phases are where the learner attempts to transform the "grasp." This cycle can be seen as a spiral that can be continuous and where one can enter at any point of the phases (Kolb, 2015).

The first stage of the experiential learning cycle is concrete experience. This stage involves direct, hands-on experience with a particular situation or phenomenon. Through this direct experience, individuals can gather information and develop a deeper understanding of the concepts being studied. For example, a beginning therapist learning how to conduct intake sessions has an intake session with a client. Applied to supervision, this could be when a supervisee shows their supervisor a video clip of a recent clinical interaction.

The second stage of the experiential learning cycle is reflective observation. At this stage, individuals reflect on their experiences and try to make sense of them. This may involve

analyzing the data collected during the concrete experience stage or seeking feedback from others who were involved in the experience. In the intake example, the supervisee may reflect on the information they received in the intake session and how the client responded to their inquiries. Applied to supervision, this is when the supervisor could use Socratic questioning.

The third stage of the experiential learning cycle is abstract conceptualization. At this stage, individuals use their observations and reflections to develop abstract concepts and theories that explain the phenomenon being studied. This may involve identifying patterns or general principles that underlie the experience. In the intake example, the supervisee may develop better explanations or questions to ask during an intake session. Applied to supervision, this is when a supervisee and supervisor brainstorm the next session's interventions based on this experience.

The final stage of the experiential learning cycle is active experimentation. At this stage, individuals apply their newly acquired knowledge and skills to real-world situations. This may involve testing their theories or hypotheses in a practical setting. In the intake example, the supervisee will continue to conduct intake sessions with new clients and refine their skills. Applied to supervision, this could include the supervisee role-playing the brainstormed interventions.

Kolb's learning theory suggests that individuals have a preferred learning style that influences how they approach the experiential learning cycle. These learning styles include diverging, assimilating, converging, and accommodating. Diverging learners prefer to observe and reflect on their experiences, while assimilating learners prefer to develop abstract concepts and theories. Converging learners prefer applying their knowledge in practical situations, while accommodating learners prefer experimenting and exploring new ideas. It can be helpful for supervisors to know which preferred learning style their supervisee has, as this would allow the

supervisor to use interventions that best match that learning style (Prouty, 2014). Wolfsfeld & Haj-Yahia (2010), conducted a study that examined the learning styles of supervisees and supervisors and whether supervisors would change their style to accommodate their supervisees' preferences. They found that the majority of supervisees in their study were either accommodating or diverging, and the supervisors were primarily diverging. Further, they found that the majority of supervisors did not change their style for a supervisee with a different preference. Tangen (2018) critically examined the learning style literature and how it has been applied to supervision. They reviewed the strengths and limitations of including either the Myers-Briggs Type Indicator or Kolb's learning styles. Tangen (2018) concluded that "the limitations of learning styles are undeniable; however, the intention to individualize educational approaches based on the possible idiosyncratic ways supervisees learn may be noteworthy in and of itself" (p. 248).

Information processing theory is another learning theory that has been applied to supervision. Tangen and Borders (2017) explain that "IPT provides a structure that explains how supervisees acquire, process, store and retrieve knowledge" (p. 99). Once attended to, the material will enter the short-term or working memory. The material in the working memory will also need to be actively processed or risk being lost. Various strategies like rehearsal can be used to retain the material. The last stage for the material to be potentially stored is long-term memory. However, material in long-term memory must be stored in a way that allows it to be accessed. Essentially, when IPT is used in supervision, it can facilitate supervisees' capacity to store knowledge relating to theory, skill, and conceptualizations. Tangen and Borders (2017) provide practical strategies for how supervisors can use this theory to enhance supervisee learning in supervision.

Types of Learning

The last category of learning and supervision is the types of learning that happen in supervision. Many articles discuss how supervision creates transformational learning (Calvert et al., 2016; Calderwood & Rizzo, 2023; Watkins, 2022). However, other types of learning are also happening in supervision (Vec et al., 2014; Carroll, 2009).

Single-loop learning is a type of learning that is narrow in focus and centers on identifying and correcting errors (Vec et al., 2014). Double loop learning is a type of reflective learning that happens from reflecting on one's experiences. It disrupts the person's current way of acting and can potentially change their thinking and behaviours (Vec et al., 2014; Carroll, 2009). Triple-loop learning is reflective and empathic learning that stems from reflecting on experiences through relationships and systems (Carroll, 2009). Transformational learning impacts the person and their identity, encouraging critical reflection of underlying assumptions and allowing for a broader perspective (Carroll, 2009; Watkins, 2022). In fact, Carroll (2014) states that "transformational learning is the deepest form of experiential learning" (p116).

In conclusion, this literature reviewed the important conditions that facilitate supervision, specifically, the supervisory relationship, reflective practice, and the process of learning. This literature review indicates reflective practice can be developed and learned within the supervisory relationship and in academic settings. There are various ways that reflective practice can be fostered, including through the use of supervision models, the factors that influence its development, and different supervision interventions that can assist with supervision (Calvert et al., 2017; Holloway & Carroll, 1999; Neufeldt et al., 1996; Neufeldt, 1999; Orchowski et al., 2010; Senediak & Bowden, 2007; Ward & House, 1998; Wong-Wylie, 2007). While most of the literature is theoretical, a few studies relying on self-report questionnaires and retrospective

interviews have looked into how supervisees and supervisors perceive the usefulness of different strategies. Results suggest that the strategy of Socratic questioning is perceived as one of the most beneficial (Calvert et al., 2017). The barriers and facilitators of reflective practice discussed were the characteristics of the supervisee and supervisor, the quality of the supervisory relationship, and the learning environment (Orchowski et al., 2010; Wong-Wylie, 2007).

Further, the literature highlights the important roles of both the working alliance and specific interventions in developing reflective practice; however, the emphasis that the supervisor and supervisee place on each of these in developing reflective practice remains unspecified (Calvert et al., 2017; Orchowski et al., 2010; Wong-Wylie, 2007). Therefore, this study aims to understand how clinical supervision develops and promotes the competency of reflective practice. Specifically, this study investigated key learning moments in clinical supervision that were experienced by the supervisee as promoting or hindering the development of reflective practice in supervision.

Chapter 2: METHODOLOGY

Goal of the Study

This research aims to contribute to the existing literature by better understanding how the core competency of reflective practice is developed in the context of clinical supervision of counselling and psychotherapist trainees. Reflective practice is an essential skill for psychotherapists to develop as it allows them to continuously improve their practice, learn the art of therapy and provide better care to their clients. By reflecting on their sessions and interactions with clients, therapists can gain a deeper understanding of their biases, reactions, and interventions and how they may impact their clients. This self-awareness can help therapists identify areas for growth and development, leading to more effective interventions and better

outcomes for their clients.

A detailed understanding of how supervisees learn the competency of reflective practice in the context of clinical supervision will help define significant events in supervision that are perceived as helpful or hindering to the development of reflective practice. Knowledge of optimal practices in promoting the learning of reflective practice in supervision will help identify best practices that can inform training for supervisors and institutions. Furthermore, identifying best practices can help facilitate the development of competence in psychotherapy trainees and, ultimately, better serve the public, as psychotherapists who engage in reflective practice have been found to have a greater ability to reflect on ethical dilemmas and to monitor and regulate their own practices (Cooper & Wieckowski, 2017).

Currently, the internal experiences of learning moments of reflective practice remain relatively unknown to researchers. This research study used a qualitative, phenomenological framework to investigate this important phenomenon.

Research Questions

As reflective practice has been identified as a core competency in psychotherapy training, it is essential to understand how it may be fostered, learned and developed within the supervision process. The proposed study examines perceived critical learning experiences in supervision and how those experiences have been perceived to impact the supervisee's reflection.

The research questions that guided this study are as follows:

1) What supervisory experiences were perceived by supervisees and supervisors as promoting or thwarting the development of supervisee reflective practice?
2) Do these experiences and their components align between the supervisee and supervisor?

3) What are the supervisor and supervisee perceived outcomes of engaging in and developing reflective practice for supervisees?

Design

This study used a qualitative phenomenological approach. Qualitative methods of inquiry are best suited for examining phenomena that have been the focus of little research (Creswell, 2014). Moreover, a phenomenological research approach is used when exploring human experiences of a particular phenomenon. A phenomenological approach allows participants to provide an in-depth account of the phenomenon using their own words and experiences (Smith et al., 2009). In this study, we investigated the experiences that supervisees and supervisors found especially pertinent to developing the competency of reflective practice in clinical supervision.

A phenomenological study typically employs in-depth interviews as the primary source of data gathering (Creswell, 2014; Smith et al., 2009). This study used two forms of in-depth interviews: 1) interpersonal process recall interviews (IPR) and 2) semi-structured interviews. Although IPR is a method identified in the literature review section as a method used to develop reflective practice in supervisees, it has also, in recent years, been used as a qualitative interview method (Burgess et al., 2013; Frankel & Levitt, 2009; Grant et al., 2012; Henretty et al.; 2008; Jones et al., 2016; West & Clark, 2004). While most studies have used IPR to explore the therapeutic relationship, only one study by West and Clark (2004) used IPR to study the supervisory relationship. West and Clark (2004) used IPR interviews with three supervision dyads to examine helpful and hindering moments in supervision. They concluded that supervisors and supervisees mostly agree on events identified as helpful or hindering; however, the study was limited in that it failed to identify any specific themes of helpful or hindering events.

The current study aims to further the supervision knowledge by identifying themes of learning experiences that contribute to the perceived development of reflective practice in the process of clinical supervision. IPR interviews were used in this study to gain subjective understandings of both supervisors and their supervisees. In this study, an IPR interview consisted of the primary researcher and each individual participant supervisor or supervisee viewing their supervision session and identifying and discussing where each dyad member felt learning moments occurred. It is important to note that IPR interviews were conducted individually with each supervisory dyad member. While viewing the session, each participant was requested to stop the video recording at any point they felt was critical in their developing reflective practice and were invited to provide a complete account of their experience at that moment. The rationale for using IPR interviews was that the video recording could provide strong retrieval cues, allowing for a more detailed description of the experience than free or retrospective recall (Elliot, 1986). Each IPR interview lasted between 60 to 90 minutes in length.

Elliot (2010) supports using a multiple methodology approach when conducting process research, and aligned with this, semi-structured interviews were also conducted following the IPR interviews near the end of the semester. Using multiple qualitative methods allowed for different perspectives to emerge that may have otherwise been overlooked (Morse, 2009). Semi-structured interviews were selected as these interviews are partially structured, which allows for the researcher to ask specific questions but also allows for flexibility in those questions. The semi-structured interviews were roughly 30 minutes in duration. Using these two interview methods, it was aimed that the IPR interviews would attain process-oriented data and the semi-structured interviews would attain content-oriented data. This led to a broader understanding of the phenomenon of interest (Carter et al., 2014). Therefore, combining these two approaches can

result in a more robust understanding of the learning experiences related to reflective practice in supervision.

Procedures

This study used convenience sampling procedures to recruit participants from a psychotherapy training clinic at a Canadian University. Second-year students were selected as supervisee participants because they have already developed the basic counselling skills and are ready to learn more advanced skills such as reflective practice (Crews, et al., 2005). This study recruited supervisory dyads, where both the supervisee and their supervisors participated. However, because of the power differential inherent in supervision, the recruitment process had to be navigated carefully and according to ethical guidelines. Supervisees were first recruited and then invited to recruit their supervisors for participation. Recruitment of supervisees was completed via email advertisements sent out by the director of the training program. Simultaneously, supervisors also received an email detailing the requirements and procedures of the study. This email notified and informed supervisors that their supervisees might approach them about the research and what would be required of them if they chose to participate.

Once a supervisee had responded to the advertisement, they were requested to approach their supervisor about the study and to invite the supervisor to contact the principal researcher. Once both the supervisor and supervisee had reached out individually and consented to participate, recordings and interviews were scheduled. The dyads had been working together for between 2-5 months at the time of the IPR interviews and 4-7 months at the time of the semi-structured interviews.

Participants

Five supervisory dyads consisting of 5 supervisees and 4 supervisors, for a total of 9 participants, were recruited for the study. Creswell (2014) notes that phenomenological research typically includes three to ten participants (Smith et al., 2009). All individuals, regardless of theoretical orientation, religion, age, gender, cultural background, or sexual orientation, were eligible to participate. The only requirement was fluency in English, as the researcher was limited in their ability to speak other languages.

To protect the anonymity of all participants, gender-neutral pseudonyms and pronouns are used throughout the thesis. All supervisors met the supervision criteria under the College of Registered Psychotherapists of Ontario. The requirements for the college include having been practicing psychotherapy for at least 5 years, having extensive clinical experience, and having completed 30 hours of supervision training (College of Registered Psychotherapists of Ontario).

Table 1

Supervisor Participant Profiles

Participant Pseudonym	Formal Supervision Training	# of Years Supervising	# of Years Providing Psychotherapy	Supervision Theory
Jordan	Yes	10 years	20 years	Psychodynamic and feminist informed
Pat	Yes	8 years	27 years	Narrative
Robin	Yes	8 years	21 years	Psychodynamic and process-oriented
Jessie	Yes	11 years	16 years	Blended focussing on attachment and psychodynamic theory

All supervisees were second-year students in a Master of Arts program in Counselling and Spirituality at a small Canadian University. Supervisee participants were made up of four

females and one male. Three of the supervisees were mature students (over the age of 30), and two were younger students (under the age of 30). All supervisees had active client files they were bringing into their supervision sessions. They met with their supervisors on a weekly basis to discuss their client files. Typically, supervision was held in a group format of three supervisees for three hours, and once a month, the supervisor met with the supervisees individually for an hour. This study used the hour-long individual supervision sessions to conduct the study. All supervision dyads started supervision in September, except for dyad five (Avery and Jessie), which began meeting in mid-January. Dyad 5 would have met for roughly a month at the time of the IPR interviews, whereas the other dyads would have been meeting for roughly 2-3 months. Research interviews started in November and ended in April.

Interviews

As stated, this study utilized two types of in-depth interviews. The first interview to be completed by participants was the interpersonal process recall (IPR) interview, and the second was a semi-structured interview.

IPR Interviews. Before conducting the IPR interviews, an interview guide was created using the guidelines and recommendations discussed in Creswell (2014) and Larsen et al. (2008) (See appendix A). This gave the researcher guidelines and frameworks to guide the participants through critical moments in the videotape. This guide included brief instructions for the participant and numerous core questions and prompts (See Appendix A). However, because of the unique and evolving nature of an IPR interview, questions were adapted when necessary in order to expand and reflect on the particular content being discussed.

Once the participants were recruited, they met for the IPR interview with the main researcher, where they provided their informed consent to proceed with the study. Along with

general information about this study, participants were made aware that their participation was entirely voluntary, that all information collected was confidential, and that they were free to withdraw their participation at any time.

As part of the informed consent process, both dyad participants agreed to allow the review of a single video-recorded session to conduct the IPR interviews. For all participants, the individual supervision session in week 12 was utilized. Week 12 was selected as it takes place after the mid-term evaluation but before the final evaluation. Further, by week 12, the working alliance should be strongly developed. IPR Interviews were completed separately by the same dyad's supervisee and supervisor.

Prior to conducting the interviews, the participants were prepared on ways to ensure client confidentiality. This preparation included having participants not disclose any identifying client information, such as names of clients. Additionally, participants were required to position the camera in a way that would not include the client session that they were reviewing in supervision.

All interviews were conducted within 48 hours of the week 12 supervision session. The order of who completed the interview first did not matter, as both people in the dyad would complete the session, and the guide was not dependent on the other person’s response. All IPR interviews were completed and audio recorded in a confidential room at the university's counselling centre. The main researcher conducted the IPR interviews, which ranged between 46 and 61 minutes long. The main researcher then explained that together they would be watching the recent individual supervision session and that the participant should stop the tape when there were any learning/ teaching moments, especially ones that they felt were developing reflective practice throughout the videotape. The participants had total control over the remote.

When the participant stopped the video, the main researcher would ask several prompting questions such as; a) You stopped the tape here; what is happening at this moment? b) What was going on (thoughts, feelings) for you at this moment? c) What do you imagine the supervisor/supervisee was experiencing at this moment? After the moment was fully unpacked, the participant restarted the videotape. Once the entire session was reviewed, the participant was asked about their overall thoughts and feelings about the tape and whether they had anything else they felt was important to add. Once this was completed, the main researcher thanked the participant and explained how they would be in touch to schedule a semi-structured interview. This procedure was then finished with the other half of the supervisory dyad.

Semi-Structured Interviews. Once the IPR interviews were completed with all of the participants, the main researcher invited all of the participants to participate in a semi-structured interview. The supervisiory dyads would have been meeting for between 4-7 months at the time of the semi-sturctured interviews. Again, the semi-structured interviews were completed separately by the supervisor and the supervisee. Whereas the IPR interviews looked at one specific supervision session, the semi-structured interviews invited the respondent to discuss all of their supervision experiences during the semester. The semi-structured interviews were designed to provide participants with the opportunity to give a general understanding of their experiences of reflective practice throughout their supervisory process. A demographic questionnaire that included questions about pronouns, experience, and theoretical orientation was utilized at the beginning of the semi-structured interviews for both supervisor and supervisee (see Appendix C). The semi-structured interviews ranged from 15- 30 minutes and included 10 open-ended content questions and 2 closing questions. Interview guides were developed using the guidelines discussed in Creswell (2014) and Smith et al. (2009) (see Appendix B). Semi-

structured interviews were conducted and audio recorded by the main researcher. Depending on participant preference and availability, semi-structured interviews occurred either in person or over the phone. In-person interviews took place at the university counselling centre as well as at the researcher's office. Both sites were located on campus at the university and were comfortable and soundproof. COVID-19 created a limitation where the final 3 of 9 semi-structured interviews needed to be completed via telephone.

At the beginning of each semi-structured interview, verbal consent to proceed was obtained from the participant. The participant was then asked demographic questions, followed by a summary of the purpose of the semi-structured interview. The main researcher then proceeded to ask the interview questions in the guide (see Appendix B). During this, the main researcher had the flexibility to follow up with clarifying or probing questions. At the end of the interview, the participant was asked whether they had anything further to add or any questions for the main researcher. Lastly, the participant was informed that they could contact the main researcher anytime if they had further questions or concerns. The participant was then thanked for their participation in the study.

The supervisor participants were re-interviewed a second time following the initial data analysis. Only three of the four supervisor participants were re-interviewed, as one of the participants was unresponsive to the request. This was done to deepen and expand on some of the initial themes that had emerged in the data analysis. Moreover, it allowed for the opportunity to ask questions that were more closely aligned with the questions that had been asked to the supervisees. These interviews were completed roughly four years after the initial semi-structured interviews, and only three out of four supervisors responded to the follow-up interview. These interviews were conducted via phone. They were audio-recorded and were roughly 15-35

minutes in duration. Similar to the initial interviews, a guide was developed prior to meeting with participants. This guide included 14 questions in total; 12 research questions and 2 closing questions (See Appendix B).

Data Storage

Given the personal nature of the interviews collected and the size of the collection site, confidentiality was ensured through multiple steps. All data, including documents, transcripts, and digital recordings, were encrypted and kept on the main researcher's computer, which was stored securely in the main researcher's office. During the analysis process, when transcripts were printed, they were labelled with the identification code assigned to the participants and locked in a filing cabinet in the main researcher's office when not in use. Anonymity was maintained throughout the study as the only person who knew the names of the participants and heard the recorded audiotapes was the main researcher. Participants and their collected data will remain anonymous in all data collection, publications, and workshops/presentations.

Data Analysis Procedures

Thematic analysis was used first to analyze the IPR and then the semi-structured data. After data collection, all interviews were transcribed verbatim by the main researcher. This allowed for the researcher to be repeatedly immersed in the data.

Thematic analysis (now known as reflective thematic analysis) was selected as it is used to describe patterns or themes within the data and is not married to any particular philosophy or research outcome (Braun & Clarke, 2006). This is because thematic analysis is a method of analysis and not a methodology (Braun, Clarke & Rance, 2014). Moreover, thematic analysis can be used with various research questions, sample sizes and research methods. In recent years, it has been identified as a valuable method for analyzing psychotherapy process research (Clarke &

Braun, 2018). In fact, it "can be used to identify patterns within and across data in relation to participants' lived experience, views and perspectives, and behavior and practices; 'experiential' research which seeks to understand what participants' think, feel, and do" (Clarke & Braun 2017, pp 297). Although thematic analysis is not married to any particular philosophy, it is recommended that it be used with specific and intentional procedures.

Clarke and Braun (2018) have criticized psychotherapy research for its lack of grounding analyses in theoretical frameworks. According to Clarke & Braun (2018), thematic analysis does not orient itself with any philosophical theory, and therefore, the researcher needs to select one that complements the methodology of thematic analysis. This study, therefore uses the theoretical framework of phenomenology as it describes the experiential essence of a particular phenomenon (Creswell, 2014). A phenomenological framework shares similar qualitative paradigms, such as having the researcher immerse themselves in the data and that codes and themes naturally develop; reflective thematic analysis refers to this as "Big Q TA" (Clarke & Braun, 2018, p. 108). This is in contrast to the two other "schools" of TA "small q TA" is a more quantitative approach that focuses on coding reliability and accuracy, and "medium Q TA" uses a qualitative philosophical approach along with a 'codebook' or structured coding procedures (Clarke & Braun, 2018, p. 108). Small and medium Q TA approaches are much more structured and rigid in how they code the data sets, whereas Big Q TA is much more organic and flexible in how it codes the data sets. The latter is how both phenomenology and reflective thematic approach data coding.

Additionally, phenomenology and reflective thematic analysis share the assumption that the researcher brings their subjectivities into the research and that they should be reflective throughout the process (Ho et al., 2017). However, how they respond to the researcher's

subjectivity is different. Phenomenology is known to encourage researchers to bracket their assumptions to limit their influence on the interpretation; on the other hand, reflective thematic analysis understands that the interpretation of results is always reflective of the subjectivity of the researcher.

Lastly, both phenomenology and reflective thematic analysis support an inductive approach to data analysis. A stark difference between phenomenology and reflective thematic analysis is that in phenomenology, the codes and themes can emerge from the data. In contrast, in reflective thematic analysis, the researcher actively identifies patterns from the data (Braun, et al., 2014). To remain true to the reflective thematic analysis method, this study chose to actively identify the patterns from the data and to situate them within the current knowledge on the topic being studied.

Thematic analysis uses a six-stage approach to analyze data. However, this approach is not linear, and the researcher may revisit different stages multiple times (Braun, et al., 2014). Before engaging in the analysis, the researcher journaled about their experience of reflective practice and supervision. This journal was revisited and added to multiple times throughout the analysis to reflect on new insights and awareness.

To begin the analysis process, the researcher transcribed all of the interviews. Once the first drafts of the transcriptions were done, the researcher separated the data into four data sets 1) supervisee IPR interviews, 2) supervisor IPR interviews, 3) supervisee semi-structured interviews, and 4) supervisor semi-structured interviews. Once sorted, the researcher reviewed and cleaned up the data, ensuring the transcriptions matched the recorded tapes. The researcher then proceeded to immerse themselves in the specific data set fully. Each data set was analyzed separately before moving on to the next one. While immersing themselves in the data, the

researcher reflected critically on what they were reading and would make observations at the end of each interview.

The researcher then reviewed the data to focus on generating codes. Segments of the interviews were highlighted and given codes that were both descriptive and interpretative in nature. The researcher coded manually (no software programs were used). Codes were generated throughout each participant interview and then generated across all participant interviews in the same data set. This was reviewed multiple times until no new or combined codes were generated.

The generated codes were then written out onto individual post-it notes, and those were clustered and labelled as potential themes. During this process, the researcher reflected on whether codes were overlapping in various themes and how the different themes were connected. Once the researcher sorted some of the codes into more prominent themes and generated names for the overarching themes, they returned to the data sets to ensure that the themes were relevant. At this point, four IPR interviews, including two supervisors and two supervisees, were sent for review to another PhD student. The Ph.D. student was provided with instructions on thematic analysis and asked to code the interviews. Once the coding was complete, a meeting was arranged between the PhD student and the main researcher to discuss their findings. During the discussion, the main researcher presented their overall themes, and the PhD student added to them and agreed with them. The themes and codes were also reviewed by the researcher's thesis supervisor. Again, codes and themes were reviewed based on the discussions and questions posited by the outside reviewers. Visual representations of the themes were created and reworked multiple times, all while referring back to the original data sets.

Next, the researcher combed through the data sets and extracted key segments that directly matched the generated themes. A running list of quotes and segments for each theme

was developed. The researcher then used this list of quotes and segments to produce the final written report.

Table 2

Steps of Data Analysis (adapted from Braun & Clarke, 2006)

Steps of Analysis:		Application to this Study:
	Additional step taken: Reflecting on personal experiences	The researcher reflected and journaled about their personal experiences with the phenomenon being studied.
1.	Getting acquainted with the data	The researcher completed the interviews, transcribed the data, and repeatedly read through the data
2.	Flagging interesting sections and generating initial codes	While reading through the transcribed interviews the researcher highlighted and coded sections of interest
3.	Searching for themes by combining codes into potential themes	The researcher combined codes and created potential themes
4.	Review the themes by going back to the original codes	Potential themes were reviewed and revised based on the entire data set. A visual representation of each theme was created.
5.	Defining and naming themes and generating a narrative of the analysis	Themes were further defined and renamed by the researcher and their supervisor.
6.	Produce a final report with rich and compelling extracts from the data	Rich and compelling sections were pulled from the data set which were then used to write the results section of this thesis.
7. *	**Additional step taken:** Steps 2- 6 were then repeated with all data sets and for the comparative analysis	

Credibility

Reflexive TA considers "researcher subjectivity as not just valid but a resource" (Braun et al., 2019, p. 848). According to Braun and Clarke (2022), checking to ensure correctness is pointless because "coding is always reflective of the subjectivity of the researcher, and one's person's subjectivity can't be correct, and another's incorrect" (p. 239). However, they note that coding can be weak and superficial, in which case they recommend that the researcher share their coding with a more experienced researcher. In doing so, the researcher has the opportunity to reflect on how they have coded, the assumptions within the coding and the aspects that they may have overlooked.

Although reflexive TA values researcher subjectivity throughout the research project, it does encourage the researcher to keep a journal of reflections throughout (Clarke, et al., 2014). The continued attention to credibility and trustworthiness of the analyses was assured through the researcher's reflective journaling. This study defines reflexivity as "a form of critical thinking which aims to articulate the contexts that shape the processes of doing research and subsequently the knowledge produced. The goal being to map the implications, possibilities and limitations afforded by approaching the study of a topic in a particular way" (Lazard & McAvoy, 2020, p. 160). This study used introspection and intersubjective reflection to unpack the researcher's reflexivity (Finlay, 2002). Introspection was defined as highlighting the link between personal experiences/ meaning and the phenomenon being studied (Finlay, 2002). Intersubjective reflection happens when "the self-in-relation-to-others becomes both the aim and object of focus" (Finlay, 2002, p. 216). Intersubjective reflection happened when the researcher reflected on the research relationships with each of the participants. This was an important reflection as

the researcher had prior interactions and relationships with some of the participants being studied.

This study relied not only on the researcher's reflexivity at the beginning of the process but also throughout the entire research process (Fischer, 2009). In this way, the researcher had to reflect on their experiences and assumptions and how that would impact the analysis of the data and the language they used for codes and themes (Fischer, 2009; Ahern, 1999). The reflection was facilitated through the continued journaling of the researcher's interest in this topic and reactions to the data. The main researcher realized that there was no simple or structured way to engage in reflective practice and recognized that the process involved engaging in Socratic questioning (Lazard & McAvoy, 2020). Throughout the research project, there were several crucial moments of reflexivity and decision-making. These moments included determining what to emphasize in the literature review, and crafting the interview questions. In addition, reflection happened when selecting the data chunks, descriptive code, and themes. These critical moments required thoughtful consideration and analysis to ensure that the research was conducted in a thorough and effective manner.

This study used the 15-point checklist for evaluating good thematic analysis (Braun & Clarke, 2006). The following describes how the study met the criteria of the checklist. The transcripts underwent extensive checks for accuracy, with multiple revisions made until no further corrections were needed. The coding process was thorough, paying equal attention to all data points. Themes were generated by analyzing the two separate data sets, and relevant extracts for each theme were carefully gathered. The themes were cross-checked against each other, and the data set several times, and the main researcher's supervisor was consulted for further exploration. The analysis was not just a mere retelling or description of the data but was

interpreted. The methodology section clearly outlined the assumptions and specific approach used to thematically analyse the data. The language and concepts used throughout this report were consistent with the philosophical position of the analysis, and the researcher was actively involved in the research process, with themes not just "emerging" on their own but rather were generated. In total, the whole data process, from transcription to finalized themes, took 4 months to complete, which allowed for an adequate amount of time to complete all phases of the analysis.

Lastly, member checking was used to ensure the validity and credibility of the data presented. Member checking “is the process of soliciting feedback from one’s participants or stakeholders about one’s data or interpretations” (Motulsky, 2021, p. 389). It is generally agreed upon that member checking is the primary way that qualitative data can be validated, verified, and trusted (Creswell, 2014; Motulsky, 2021). Despite this assertion, there is some criticism of member-checking, mainly applying member-checking to a study without careful consideration of its application. Many of the criticisms are about how researchers blindly apply member checking because it is something they are supposed to do without carefully considering its purpose, philosophy and structure in relation to the research study (Motulsky, 2021). Researchers may fail to reflect on the impact member-checking has on participants, the way to conduct member-checking (sending transcripts or final documents) and the goal of member-checking. Despite the criticism, member checking is consistently used in qualitative research as a way to further participants’ experiences and to center them as the experts of their experiences (McKim. 2023), which was also an intended purpose of our use of member checking in this study. For this study, the method suggested by McKim (2023) of member checking was chosen as it provides a clear rationale for using this method and a framework to follow. This member-checking method

employs sending participants the final draft of the results and having them answer four questions that elicit their feedback. Following McKim's (2023) framework, the final draft of the written semi-structured themes (Parts 1 and 2 of the results section) was sent to the participants; supervisors were sent the section relevant to them and likewise for supervisees. Four questions were sent along with the final findings. They were "1) After reading through the findings, what are your general thoughts? 2) How accurately do you feel the findings captured your thoughts/ experiences? 3) What could be added to the findings to capture your experiences better? 4) If there is anything you would like removed, what would that be and why?" (McKim, 2023). Two supervisees and two supervisors responded to the questions. The feedback provided by the participants was unanimously in agreement that the themes accurately reflected their supervisory experiences and that there wasn't anything that they wanted removed.

Ethical Considerations

Ethical considerations are an essential aspect of any research study. This research study implemented many procedures to ensure the safety and confidentiality of the participants. This study went through a Canadian university's ethics board. All materials used were reviewed and accepted by the ethics board.

Once participants were recruited for the study, they were fully informed of the purpose of the study, the parameters of their participation, potential risks and benefits of participating, parameters of confidentiality, data collection and storage procedures, and their ability to withdraw at any point throughout the study. The participants were provided with an informed consent that detailed all of the above information and included the contact information of the researcher's supervisors and the ethics board (see Appendix D). During the informed consent

process, participants were encouraged to ask questions and raise concerns before signing the document.

Summary of Methodology

This study aimed to add to the existing supervision literature by examining key learning moments in supervision that are reported to contribute to the development of reflective practice in supervisees. This phenomenon was explored using interpersonal process recall interviews and semi-structured interviews with 5 supervision dyads. The interpersonal process recall interviews provided an in-depth understanding of the experiences of reflective practice in supervision by both the supervisee and the supervisor. Whereas the semi-structured interviews provided a broad and general perspective of reflective practice in supervision. The data was analyzed with a reflective thematic analysis approach. It was hoped that the findings of this study would influence best practices for supervisors and training institutions.

CHAPTER 3: FINDINGS

The study's participants shared their experiences of their supervision sessions and the processes that they perceived as impacting supervisees' development of reflective practice in supervision. The study's findings provide an intimate perspective on the experiences of reflective practice in supervision. Both supervisors and supervisees provided their insights on what they considered crucial for the learning and development of reflective practice in supervision, which led to the creation of various themes and underlying processes. These themes and processes are discussed in greater detail below.

It is important to note that each dyad had a unique context, and therefore, Part 1 of this study provides a brief overview of each participant and their description of the supervisory relationship. This overview helps understand the unique context of each dyadic relationship and

how it may inform our understanding of the themes of reflective practice in supervision. Part 2 presents the semi-structured superordinate themes and emergent themes. Parts 3 and 4 present the results of the IPR interviews. Part 3 summarizes each supervision session and descriptions of the stopping points. Part 4 presents the IPR super-ordinate themes and related emergent themes on the development of reflective practice in supervision. Together, these findings offer valuable insights into the development of reflective practice in supervision and how it can be fostered in meaningful and effective ways.

Part 1: The Nature of the Supervisory Relationships

To better understand the context of each Dyad, part 1 provides a brief overview of each participant and their description of the supervisory relationship. The overview of each participant's description of the supervisory relationship is intended to provide an understanding of the unique context of each dyadic relationship and how the unique context may inform the understanding of the themes of reflective practice in supervision. It is important to note that part of the context for these supervisory dyads was that the relationship was primarily developed within a group supervision format. It is presented by dyad, with the supervisee's perspective first, followed by the supervisor's perspective. Part 1 was informed by the data collected during the semi-structured interviews.

Dyad 1

Supervisee 1. Jamie was a student between the ages of 20 and 30 who worked with individual clients. Jamie and their supervisor, Jordan, worked together from the start of September and they had been working together for 6 months at the point of the interview. Jamie described their supervisory relationship as strong and positive, yet challenging. They explained that Jordan's style could be challenging for them, but that despite this, they felt that Jordan

always “backs me up”. They shared how sometimes Jordan’s questions could be confusing and challenging. Jamie described that Jordan encouraged them to speak up and to redirect Jordan when needed. Jamie stated that this approach encouraged Jamie to “find my own voice,”. Jamie happily expressed that they felt Jordan was confident in them and shared a corrective experience where they felt Jordan had protected and defended their clinical choices to a clinical professor during an evaluation.

Supervisor 1. At the time of their supervision with Jamie, Jordan had been supervising for 10 years and used a psychodynamic and feminist-informed approach to supervision. When asked about their relationship with Jamie, they stated, “we relate well.” Jordan explained they are intentional about the supervision environment that they create. They stated, “I do my utmost to treat them with respect” and “I just try to create the atmosphere of safety and respect that I try to create for my clients, and it has the same effect as it has with clients.” Jordan explained they create that safety by emphasizing from the outset that; “it's okay to make mistakes, it's okay to get it wrong, it's okay to say I don’t know.” However, they stated how they have to deliver on that statement by proving to their supervisees that they are not going to “jump all over them” when they make a mistake. Additionally, Jordan emphasized that they view their supervisees as equals and are very interested in their thoughts, opinions, and ideas.

Dyad 2

Supervisee 2. Ash was a second-year student between the ages of 20 and 30 who worked with individual clients. Ash and their supervisor, Pat, had worked together since the start of September, so they had been working together for 6 months at the time of the interview. Ash described the supervisory relationship with Pat as “very good and professional”. Ash warmly expressed how Pat created a “super safe space.” They shared how they felt Pat created this

through their "pure compassion," transparency, and authenticity. Ash shared how Pat knew them personally and knew what they were struggling with emotionally, which allowed Pat to "point out our patterns in a nice way." Ash expressed that they would have liked Pat to be more critical at times because they felt they had a safe space which Pat could use more to had "hold us accountable." Despite this expressed desire for more critical feedback, Ash also explained that they occasionally struggled in supervision because of their own self-critical personality which led them to feel frequently feel nervous in supervision and to feeling like they were "being evaluated all of the time."

Supervisor 2. At the time of their relationship, Pat had been supervising for 8 years and used a narrative approach to supervision. Pat described their relationship with Ash as respectful, reciprocal, and amiable. They explained, "I try to create a safe, non-judgemental space." They explained that they intentionally create a safe and non-judgmental space through their compassion and belief in the capacities of their supervisees. They felt it was important to create such a space as; "it allows them to take some risks and to be vulnerable in supervision." Additionally, Pat remarked, "I hope that that compassion also kind of wrapped itself around Ash as they were growing in the field." They acknowledged being mindful that Ash took their role as a therapist seriously and that they were sensitively and carefully tending to Ash's development of their clinical identity.

Dyad 3

Supervisee 3. Alex was a 50+ second career, second-year student who worked with individual clients. Alex and their supervisor, Robin, had worked together since the start of September, for 6 months at the point of the interview. Alex described their relationship with Robin as difficult, saying that "it's been more challenging, there have been ups and downs, it's

taken me a while to adjust," but also stated that "the supervisor has really grown on me." Alex described Robin as very open, honest, and generous. Alex discussed how Robin always sought feedback about supervision and that they could be playful. Alex described that through Robin's perception and style, they had learned a lot about therapy and about themself. Alex explained how the relationship ruptured at a certain point, which created some trust issues. Alex explained how the rupture increased their sense of vulnerability, "of being in a relationship where that person has got a lot of power," which they stated made them more cautious in the supervisor relationship. Alex acknowledged that the "nature of the supervisor's personality… and mine too" created a sometimes-complicated relationship.

Supervisor 3. Robin had been supervising for 8 years when they supervised Alex, and they used a psychodynamic and process-oriented approach to supervision. Robin explained that while their relationship with Alex was at times frustrating, it was also "a pretty good trusting relationship." They expanded, "I would say that they put up with me… I would say that they trust me too, to a large degree." Robin explained that the frustration toward Alex was due to blind spots they felt Alex had involving their safe and effective use of self as a therapist. Robin acknowledged that they "tend to be brutally honest" and that they "like to cut to the chase." However, Robin recognized that this honest approach should come with a degree of trust from the supervisee and reflected on how it was their role as supervisors to foster trust and safety within the supervisory relationship.

Dyad 4 and 5

Supervisee 4. Sloan was a mature 50+ second-career, second-year student who worked with individual clients. Sloan and their supervisor, Jessie, had worked together since the start of September, and had therefore been working together for 7 months at the time of the interview.

Sloan described the supervisory relationship as both professional and boundaried. They explained that with previous supervisors, they felt more of a personal connection where there were “hugs, banter and humour,” whereas they did not have this type of connection with Jessie. Sloan acknowledged that this type of connection was appropriate for supervision but didn’t lend itself to developing a relationship following the end of supervision. Sloan described Jessie’s supervision style as gentle, “not challenging at all,” and said that they were, overall, “very laid back in their style of supervision.” Sloan stated that Jessie’s “gentle approach enabled me to really believe that they had my best interests at heart… which made it easier for me to take risks” because “it allowed me to be a bit more creative, knowing that if it doesn’t land, that is okay, that the effort will be noted, and the lessons will be learned and that they won’t be dredged up in any kind of punitive way.” Sloan stated that once they realized they wouldn’t be judged or punished, they would have liked Jessie to have been more challenging in their feedback.

Supervisee 5. Avery was a second-year student between the ages of 30 and 40 who worked with individual clients. Avery and their supervisor, Jessie, had worked together for 3 months at the time of the interview. This dyad had less experience working together than the other dyads because Avery had changed supervisors due to a perceived lack of safety with their previous supervisor. Avery described the supervisory relationship with Jessie as “very good, I feel like [they] are very open, very warm, non-judgemental, [they] don’t put you on the spot, I feel like [they] really give you the space.” Avery explained how Jessie’s supervision approach left Avery feeling validated and reassured, but it also challenged them to step out of their comfort zone to try new things. Avery shared how, with Jessie, they felt safer and freer to try new things. Avery explained that Jessie’s style “create[s] more of that safety and confidence and trust in your own abilities” and that “I’ll hear [Jessie’s] voice saying yes, like go for it, or you

know it will give me that reassurance, that internal reassurance." In this way, Avery expressed how they had been able to internalize Jessie's reassurance that they were competent.

Supervisor 4. Jessie had been supervising for 11 years and used a blended psychodynamic approach to supervision. Jessie supervised both Sloan and Avery. They described their relationship with both of their supervisees as collaborative and collegial. They explained that because of Sloan's experience, it was likely more collegial than it was with Avery, and that during supervision, they felt it was vital to foster trust and safety. They described that this was especially the case earlier in the supervisory relationship, stating: "At the beginning, it is really important, so they don't feel like they have to hide something." They explained that transparency and taking a strengths-based approach were the primary ways that they fostered safety within the supervisory relationships. For Jessie, they hoped that the safety and collaborative nature of the supervisory relationship "instilled faith in themselves and trust in themselves." They discussed that their hope was for their supervisees to develop their own style of therapy and to be the therapists they would like to be.

Summary. Part 1 described each participant's perspective on the supervisory relationship they were engaged in. The descriptions demonstrate some alignment and misalignment in how the supervisees and supervisors described their relationships. Members of dyad one described the relationship as being strong, noting the aspects of trust and safety. Members of dyad two also described their relationship as strong, and both the supervisee and supervisor named safety and compassion as key qualities of their relationship. Members of dyad three noted a more complicated relationship, with the supervisor feeling frustrated and the supervisee feeling hesitant. In this dyad, there was a misalignment in the description of trust, with the supervisor describing they felt trusted by their supervisee and the supervisee describing that they questioned

the trustworthiness of their supervisor. Supervisee 4 and 5 both described their supervisor as being warm and gentle, which aligned with their supervisor's description where they felt the relationships were collegial and collaborative. In this way, both dyads 4 and 5 also aligned in how they described the felt sense of the relationship.

Part 2: Semi-Structured Interview Themes

A multiple methodological approach was implemented to explore aspects that contribute to the learning and development of reflective practice. The semi-structured interviews were conducted retrospectively near the end of the supervisory relationship and were intended to capture content-oriented data about the overall experience of learning reflective practice in supervision. The semi-structured interviews were conducted with both supervisors and supervisees, and data were analyzed separately for each group. Thematic analysis yielded four superordinate themes for both the supervisee and supervisor data: 1) defining the reflective space, 2) creating a reflective space, 3) engaging in the reflective space, and 4) structuring the reflective space. While the superordinate themes generated were the same for supervisees and supervisors, the emergent themes differed. The following section provides an in-depth exploration of the supervisees' and supervisors' superordinate and emergent themes. The supervisee data will be presented first, followed by the supervisor data.

Supervisee Themes

Supervisees discussed what a reflective supervision space meant for them and the learning outcomes they experienced, and what they felt had emerged from having the reflective space. The theme of creating a reflective space captured the aspects that supervisees perceived as having impacted how they felt the reflective space was created. The supervisees articulated aspects they perceived impacted their engagement within the reflective space. The last theme of

structuring the reflective space reflects aspects that the supervisees identified as important structures that the reflective space contained that were perceived to increase their learning experiences and the development of reflective practice.

Table 3

Supervisee Semi-Structured Themes for Developing Reflective Practice

Superordinate Themes	Emergent Themes	Descriptive Codes
The Reflective Space	Self of Therapist	- Identifying countertransference - Recognizing role of personal aspects
	Competencies Developed	- Confidence - Skills
	Supervisee's Needs	- Feedback - Effective time management - Validation
	Helpful Interventions	- Roleplay - Questioning - Providing resources
Creating a Reflective Space	The Supervisory Relationship	- Trust their supervisors - Felt sense of safety with their supervisors
	Supervisor's Style	- Collaborative - Warmth/Compassionate
Engaging in the Reflective Space	Supervisee's Qualities	- Their self-esteem/ Personality - Personal characteristics

The Reflective Space

In essence, the superordinate theme of the reflective space captures how the supervisees described reflective practice and the importance they attribute to including reflective practice in

supervision. Four emergent themes of self of therapist, competencies developed, needs and interventions were found to be descriptors of the reflective space.

Self of Therapist. The supervisees frequently discussed how engaging with the self of the therapist was an essential aspect of their developing reflective practice. They described moments where supervisees were encouraged to learn more about themselves and the personal growth they had experienced in supervision. This included exploring and attempting to identify and understand their countertransference with clients and the impact of this on the therapeutic process. Jamie explained, “I think of reflective practice in terms of a little self-awareness; at least, that's one definition. I think that's where that comes in, so I'm developing my own awareness of my process, awareness of where my limits are and being able to challenge them but also respect them”. In this way, Jamie reflected on how supervision and the reflective space allowed them to recognize their personal aspects and reflect on how those emerge in their work with clients and in their professional identity as a therapist.

The supervisees explained that, because they were in their second year, they had already learned a lot of the basic counselling skills. They described that, although they still sought direction and guidance from their supervisors, they relied less on their supervisors to tell them what to do with their clients. This shift in need allowed more space for reflective practice to emerge. They appreciated the in-depth discussions that emerged in supervision regarding the self of the therapist, which also included topics of conceptualization and process-oriented work. Discussions related to conceptualizations and process-oriented work related to the self of the therapist in the sense that supervisees described the supervisors invited them to deepen their conceptualizations of the client by reflecting on what they noticed related to the process and invited them to consider their countertransference reactions in session. The supervisors then used

those reflections to guide the supervisees in informing their conceptualizations of the client. They could then discuss how they would bring this information into their work to inform more of a process-oriented approach. As Ash explained, “It's been like really nice and in-depth…I've been able to really focus and reflect on what countertransference I'm bringing and what frustrations I'm bringing with clients who aren't showing up and that kind of stuff. So, I've been able to bring like the deep dive stuff”.

Moreover, Sloan explained, “I think countertransference has been impacted; my ability to be able to see it more clearly and identify it”. Supervisees mentioned countertransference as a concept they often explored in supervision and as a concept they wanted to explore more. Alex explained how supervision helped them deepen their understanding of countertransference with clients, stating they had become “so much more aware of my own part” in the therapeutic process. The supervisees felt this was extremely helpful for their self-awareness, learning, and work with clients. Essentially, the supervisees described how supervision assisted them in “helping to point out our patterns,” thus leading to a deeper understanding of their countertransference and its impact on their work.

Competencies developed. The supervisees reflected on how the reflective space in supervision had helped them to develop various competencies. Two competencies identified by supervisees that they felt they had developed from the reflective space in supervision were professional confidence and professional skills.

The supervisees expressed that professional confidence was gained through the reflective space of supervision. Jamie stated how they felt supervision developed their “confidence and being able to trust [their] own judgement.” They expanded and explained that they felt “a lot more comfortable making interventions and even just following through on what my gut says.”

For Jamie, the reflective space of supervision allowed them to think and apply interventions independently. Additionally, they remarked that they could confidently rely on their intuition more as they realized that their intuition was clinically informed and appropriate. Avery echoed this competency development by articulating, “I just feel a bit more grounded and confident.” They, too, felt that the reflective space of supervision allowed them to develop confidence in their clinical abilities.

The second competency that supervisees felt was developed in the reflective space of supervision was that of their professional skills. All supervisees listed various skills (such as fine-tuning their use of language, developing creative interventions and solidifying their theoretical orientation) that they felt were developed in the reflective supervision space. Ash explained that they learned “how to expand the story.” Ash described how they learned ways to deepen and expand on their client’s narrative. They stated, “I find I use their language quite often,” referring to the fact that their supervisor has provided them with different and meaningful ways to word things with clients. Ash had found their supervisor’s language useful. For Sloan, the skills they developed were around finding more creative interventions. They felt free to try different tools and interventions with their clients, which they felt allowed for more creativity to emerge. Avery discussed that this helped them become more solid in their theoretical orientation and deepened their understanding of their own orientation, which they felt they could then apply to their work with clients in terms of interventions and conceptualizations.

Needs. Supervisees identified some more structural or process-related needs they had which they felt had gone unmet in their supervision and which they felt limited their ability to engage in reflection. They identified these needs as necessary contributors to their learning and development of reflective practice. These needs included greater time management by their

supervisors and their desire for increased feedback, teaching, and validation from their supervisors. Many of the supervisees identified needs that were unique to them and the supervision context in which they were engaged. While there was some overlap of similarity in identified needs among supervisees, some needs contradicted others, which speaks to the subjective nature of the individual participants and the unique intersubjective space of each supervisory relationship. Some supervisees stated that they often had much more content to discuss within supervision than there was time allotted for, and one stated their supervisor could have "managed the supervision hours more effectively" (Jamie). Jamie reflected on how their supervisor had often spent a lot of time focused on one particular issue, therefore not leaving enough time to discuss the other issues that Jamie had wanted to address. Ash and Sloan felt that their supervisors could have been more critical or constructive of their skills during supervision. To expand on this, Ash discussed that the supervisor could have "nitpicked videos a bit more… given us a little more criticism. It's like [supervisor] has built up their safe space currency, and they can use it a little bit and hold us more accountable." Sloan echoed this and stated that they felt the supervisor had created enough of a safe space for them to be more critical and would have appreciated more constructive feedback. Contrarily, Alex, who had mentioned lacking safety and trust in their supervisory relationship, mentioned how they would have liked more of "looking for the good stuff" approach from their supervisor. Here, we can see some contrast and variability between supervisee needs, with some stating that they needed more critical feedback and some wanting more validation. These results highlight some of the missing needs, supervisees felt from their supervision relationships. Supervisees described that greater attunement to their needs regarding managing time, feedback and validation would have facilitated more development in the realm of reflective practice.

Interventions. This emergent theme captured the interventions that supervisees articulated as crucial for promoting their growth of reflective practice. The supervisees identified interventions that they found most useful for their learning in supervision. The listed interventions included resources, roleplay, questions, and validation. A few supervisees mentioned how concrete resources such as "different books, tools and worksheets" were helpful. Alex discussed how their supervisor did "a lot of roleplays with us, and I'd say most of the time, those are quite helpful and enlightening." Jamie found questions from the supervisor on the process was helpful in promoting reflection, "especially when we have the video and were able to unpack it like we did… that questioning is really helpful cause I can have that extra like objective evidence of what I've done… [the supervisor] will often ask to stop the video and then [ask] what was going on here."

Creating a Reflective Space

The second superordinate theme generated from the supervisee data was creating a reflective space. This theme refers to the aspects that supervisees identified as most important for the creation of the reflective space. The two emergent themes within this superordinate theme are the supervisory relationship and the supervisor's style, which were both interconnected. The supervisees noted that the important qualities of the supervisory relationship were safety and trust. They then shared how the qualities of their supervisors created a safe and trusting relationship.

Avery's experience of supervision explored the importance of safety and trust. They had previously transferred from another supervisor because of the felt lack of safety they had experienced with their first supervisor. They stated that, thankfully, they had found the safety they needed with their current supervisor, Jessie. They captured what they learned about safety

when they said, “I think the safety part is so important in terms of supervision, and I never knew that until this year when I didn’t feel safe” and that “it really will hinder your learning… if you don’t feel safe, then what’s the point.” Jamie explained how, for them, “the safety that comes out of the relationship makes it easier” to express their learning needs. Jamie explored how they have struggled to assert their needs and how, when they are feeling safe within the relationship, being assertive comes more naturally. Alex reflected on how trust was an important aspect of the relationship, “I would say the trust is probably the number one most important thing that you have to feel in the relationship.” They explained how the lack of trust in the relationship made them more cautious about following their supervisor’s feedback and instructions. Through the supervisees’ reflections on the supervisory relationship, it is evident that for them, safety and trust are vital aspects that are needed in the supervisory relationship. They needed to have that felt sense of safety, and they needed to trust that their supervisor was a safe person. The supervisees felt that a “super safe space… creates a really good environment,” which created ideal conditions for supervisee growth and development.

The supervisees explained how certain qualities or approaches of the supervisor allowed them to feel safe with them. The supervisees articulated that a warm and compassionate style was helpful for the development of safety. Sloan described their supervisor’s approach by stating, “the supervisor’s gentle approach enabled me to really believe that they had my best interests at heart… which made it easier for me to take risks, both with my clients and in sharing in supervision.” Discussing the same supervisor, Avery remarked that their approach is “very warm and non-judgemental…open-minded…and strengths-based.” Ash remarked on how Pat offers “pure compassion, just pure compassion. I never feel like I would get judged.” In this way,

the supervisor's warmth and compassion created safety for the supervisees so they could express themselves without worrying about negative judgment or outcomes.

The supervisees also explained that the supervisor's collaborative style was helpful in creating the reflective space. Ash labelled it directly when they stated, "It just feels more collaborative." They explained how Pat showed their collaborative nature by "trust[ing] that we'll bring what is concerning to the table." In other words, the supervisors allowed the supervisees to bring in what they felt was important to them; they did not uphold a strict agenda that supervisees had to follow. Jamie explained that Jordan, their supervisor, allowed them liberty and choice in choosing whether to apply their suggestions without fear of being penalized if they chose not to. In this way, they collaborated on the treatment plan and the interventions that supervisees would use in the next session. Jamie felt the suggestions were offered collaboratively rather than authoritatively. In contrast, Alex explained how they did not feel the collaborative nature of their supervisor's style: "I've learned in this supervision that things are instructed by my supervisor, and we are directed to follow our supervisor's instruction." They referred to a previous experience they had with the supervisor, where they followed their supervisor's instructions on how to approach a difficult client issue despite not feeling comfortable and later felt criticized for it. Through dialogue with the supervisees, it became clear that when their supervisors demonstrated a warm and compassionate approach and adopted a collaborative style, supervisees felt this helped create a reflective space.

Engaging in the Reflective Space

The superordinate theme of engaging in the reflective space involves the aspects that supervisees discussed as impacting their ability to engage in the reflective space of supervision. The emergent theme within this superordinate theme is the supervisee's qualities.

Supervisee's Qualities. The supervisees articulated how their personality and characteristics influenced their ability to engage in the reflective space of supervision. They reflected on their role in the reflective space and how, even if the supervisor was doing all the right things to encourage reflective practice, their ability to engage might be impacted by their personal qualities. Some of the supervisees referred to their general personality, and some specified the qualities that can make reflective practice challenging. For Alex, they reflected that "I don't always [reflect] voluntarily… because I am highly critical. It makes me feel like unworthy or incapable". Alex discussed how it can be challenging to reflect and be open to the process because they are critical of themselves and that the focus of their reflection often became about how they were not good enough. Jamie reflected on how they struggled to be assertive in supervision: "I think personally it's just hard for me to do that, and part of me wants to please, or part of me doesn't really speak up for my own needs. So, it's a more personal thing, and I think I'm very aware of the power dynamics too, especially in supervision, so maybe that's it as well." Jamie described that their pleasing qualities had them struggling with being assertive, which meant they could not always communicate what they needed from supervision, and therefore, their ability to engage in reflective practice was hindered. In this quote, they also reflected on the interplay of the dynamics between supervisor and supervisee and that supervision naturally has a power difference. Adding in the gender and age difference can create even greater power differences, which they reflected can make being assertive even more challenging. Other supervisees reflected on the interplay of their own and the supervisor's personality, stating, "the nature of the supervisor's personality and character and mine too probably in that relationship [contribute to creating the complicated dynamic]," and "not necessarily the fault or the intention of the supervisor but the dynamics created that feeling of unsafety for me" (Alex). Therefore, the

supervisees acknowledged how the interplay between their personality and the supervisor's personality contributed to difficult supervision experiences, leading to difficulties in their ability to engage. In this way, they understood that the interplay or even their own qualities could impact their learning and ability to engage in the reflective space created in supervision.

Supervisor Themes

The thematic analysis of the supervisor's semi-structured interviews produced similar superordinate themes than that of supervisees and were thus organized in the same fashion: 1) defining the reflective space, 2) creating a reflective space, 3) engaging in the reflective space, and 4) structuring the reflective space. The supervisors identified many emergent themes within each of these superordinate themes. They described their definition of reflective practice and the competencies that they felt were developed from reflective practice. The supervisors identified the responsibility they felt the supervisor had in creating a space conducive to reflective space. Furthermore, the theme of engaging in supervision was the supervisee's qualities and roles, which supervisors identified as important aspects that contributed to the supervisee's engagement in the reflective process. Lastly, structuring the reflective space was the concrete and structural aspects of the reflective space that supervisors felt were important in promoting reflective practice in supervisees.

Table 4

Supervisor Semi-Structured Themes for Developing Reflective Practice

Superordinate Themes	Emergent Themes	Descriptive Codes
The Reflective Space	Description of the Reflective Space	- Noting, curiosity, exploration - Creative - Magnifying glass

	Competencies Developed	- Confidence - Broadening
	Supervisor Interventions	- Modelling - Questioning
Creating a Reflective Space	Supervisor's Style	- Collaborative - Compassionate - Empathic - Transparent - Honouring
	Supervisor's Role	- Creating safety & trust - Leading - Explicit - Intentional - Personalized/Knowing supervisee
Engaging in the Reflective Space	Supervisee's Qualities	- Self-esteem - Personal experiences
	Supervisee's Role	- Openness - Courage

The Reflective Space

From the supervisor's perspective, the subordinate theme of defining the reflective space included describing what it means and what it looks like. Further, supervisors expressed what they felt the purpose of the reflective space was and, essentially, the competencies it helped develop in supervisees. Lastly, they expressed the interventions they used in the reflective space.

Description. The supervisor participants discussed the reflective process in supervision as an open space, highlighting their appreciation for its non-directive and exploratory nature. They defined reflective practice as "in-the-moment noticing" where practitioners "evaluate and think about their work" (Jessie). Robin used the metaphor of a magnifying glass to describe reflective practice. They used this metaphor to explain that it is about taking a closer look at moments "over the whole process of what therapy has to be." Here, Robin linked how reflective

practice in supervision is similar to what clinicians invite their clients to do; that therapy has to be a process of clients reflecting on their situation. In this way, they captured the fact that reflective practice models the reflective process of therapy to supervisees. Supervisors also frequently described the reflective space as one that invites curiosity, mindfulness, and creativity. They discussed how the reflective space is a space for exploring the self of the therapist and the intuitive side of therapeutic work.

Competencies Developed. Like the supervisees, the supervisors articulated many competencies they felt were developed from the reflective space. These competencies included confidence, clinical skill, and style. Some supervisors discussed how the reflective space allowed for a sort of expansion of the supervisee's perspective and awareness. Specifically, they noted that within the reflective space, their supervisees developed a nuanced perspective of their work, their clients, and themselves.

A specific competency that was frequently named as developing within the reflective space was that of confidence. When discussing what developed in the reflective space, Pat and Jordan mentioned how "the biggest one really is confidence." They expanded to acknowledge that supervisees develop confidence in their clinical capacities as therapists. Moreover, Jessie acknowledged the development of confidence when they stated that supervision allowed supervisees "to be able to see their growth and trust themselves, trust their instincts."

During the supervision process, the supervisors felt that their supervisees developed specific competencies, such as clinical skills and style. Jordan shared how supervision allows supervisees to "understand why they are doing what they're doing," and Robin described their supervisees as "really just working on the kinks in their clinical practice." The supervisors were describing the development of supervisees becoming more intentional about the interventions

used in their clinical work and deepening their understanding of the clinical process. Jessie explained how they felt their supervisees developed a broadening of skills and interventions they could use with their clients. In this way, the supervisors expressed how the supervisees are advancing their skills through fine-tuning their conceptualizations, their language, and their interventions. In summary, the supervisors stated that confidence, clinical skills, and style are all developed in the reflective space of supervision.

Some supervisors also identified that including self-awareness in supervision created better practitioners. Several supervisors highlighted the importance of encouraging supervisees' self-awareness in developing ethical practice and relational skills. They explained that a self-aware therapist developed ethical practice and awareness within the practitioner, as it requires the practitioner to reflect on themselves and various aspects of the therapeutic process. The supervisors also felt that developing self-awareness allowed supervisees to develop better relationships with their clients and understand more empathically the difficult work clients were engaging in.

Interventions. The supervisors discussed several ways that they felt they encouraged and developed reflective practice with their supervisees. They discussed the various interventions they used within the reflective space to elicit reflections from their supervisees. The supervisors' most used and discussed intervention was the use of questioning, specifically reflective questioning. Throughout the interviews, the supervisors shared the questions that they asked their supervisees and the curiosities that founded these questions. Some examples of the questions they identified using were; "how does this sit with you emotionally to hear this story?" "what invites that [feeling/stance] into the room?" "What comes up for you? How are you feeling as

you discuss this client?" The supervisors explained how they felt asking these types of reflective questions encouraged the supervisees to reflect on themselves and their work with clients.

Further, they explained how they felt these types of questions modelled the type of questions that supervisees could ask themselves when they wanted to engage in reflective practice. Therefore, modelling was another intervention the supervisors discussed and used to help develop reflective practice in their supervisees. They explained that they showed their supervisees how to reflect by modelling a reflective stance, including the habit of asking reflective questions. Pat explained, "I make a habit of asking about it… it's not asking particularly about self-reflection… it's inviting self-reflection and modelling self-reflective practice… [asking] those questions rather than focusing solely on treatment or conceptualization". In this way, the supervisors were modelling for their supervisees how to reflect on their work more deeply. They were planting the seeds of reflective questions. Robin echoed this when they stated, "[the supervisee] will start to describe [the client] and conceptualize them and do all of these crazy things, and I'll just stop them, and then I'll go, why are you bringing them to supervision?" Therefore, the supervisors used the interventions of questioning and modelling to encourage their supervisees to think about the self of the therapist. They encouraged their supervisees to reflect beyond the client's treatment and conceptualization content.

Creating the Reflective Space

The supervisors highlighted supervision components that they felt were necessary for creating the reflective space. These components all described various aspects of the supervisor's style. Many supervisors also emphasized their specific role in creating the reflective space.

Supervisor's Style. The supervisor's style encompassed the various qualities and components that supervisors discussed contributing to the development of supervisee self-reflection. These qualities and components included transparency, compassion, trust, empathy, and collaboration. In essence, they were describing how they were positioning themselves in relation to the supervisee. As Jordan stated, "the hierarchical approach is not going to work." Instead, they explained how "we try to build trust with each other right. I've got to trust them to tell me what's going on so that I can do responsible supervision. They've got to trust me to not tell them that it's okay to make a mistake and then jump all over them when they do." Building on what Jordan offered, Robin shared their thoughts about trust, "so I think the supervisor has to go away being able to titrate trust in that context and to be able to create it and hold it and nurture it and honour it as clearly and openly as possible." Jessie discussed how they build that trust through being transparent and by the "use [of] ongoing feedback every week, but my aim is always that there are no surprises." Therefore, all supervisors discussed how important it is to work collaboratively, trustfully, and transparently.

Pat noted that while it was their aim to work collaboratively with their supervisee, it was also important to honour the power difference inherent in supervision; "and yet to hold that collaboration along with the fact that I do have more power." Compassion and empathy were ways that the supervisors attempted to honour that inherent power difference. Pat described how they tried to balance out the power with compassion, "it's about having that very open, compassionate, and embracing culture." They also empathized with how vulnerable this work can make supervisees feel and how being reflective "means touching vulnerabilities." In that way, Pat empathized with how difficult it can be for supervisees to be open and trusting of the supervisors, who are also tasked with evaluating them. Jessie's compassion and empathy were

demonstrated by their admiration of their supervisees' hard work and dedication to their education. Jordan was mindful of what the supervision and learning process was like for them and empathized that it can be challenging and, in that way, wanted to pass along the positive experiences they had in supervision.

Supervisor's Role. The supervisors identified their responsibility in creating the reflective space. Robin stated it explicitly: "I think the supervisor has to work… I think the supervisor has to go away being able to titrate trust." Further, some supervisors explained that they are the ones responsible for repairing ruptures in the relationship, often by taking responsibility for their actions, addressing supervisees negative felt experiences, and apologizing when appropriate.

The supervisors identified various roles that they took on to create the reflective space. Some supervisors explained they felt their role was to lead their supervisees through the reflective space. Pat captured this when they stated, "I think the supervisor leads because sometimes the supervisee doesn't know much about self-reflective practice." Jessie and Pat explained how they felt they could be more intentional about bringing reflection into supervision. Specifically, Pat discussed how explicitly labelling reflective practice might be helpful in doing so; "saying [to the supervisees] I'm always going to be asking about self-reflective practice. Let's talk about this." By explicitly labelling reflective practice, the supervisors hoped it would create more intentional modelling of reflective practice and structure to the reflective space.

Moreover, supervisors described that it was their role to elicit and promote the supervisee's reflective practice and to help the supervisee personalize their practice. Jessie explained they promote reflection by asking about it, not only about reflection but also about the self of the therapist, including "self-care and, you know, how are you doing outside of just your

clinical work?" Jordan explained they personalized their reflective questions depending on what they knew about their supervisees "if the supervisee has had the unfortunate experience of being abused in childhood and they have a client who was abused in childhood, I'm going to be focused on countertransference and possible triggers; how are you managing self-care? How are you making sure you are not overextending yourself emotionally?" Supervisors described their understanding that reflective practice and the reflective space were unique to each supervisee and that their approach needed to adapt to each. In order to adapt and personalize the approach, the supervisors needed to know their supervisees.

Engaging in the Reflective Space

The supervisors discussed how they felt part of the supervisee's role was to engage in the reflective space. They explored what was involved in the supervisee's engagement in the reflective space and discussed multiple factors they felt impacted the supervisee's ability to fully engage in the reflective space.

Supervisee's Qualities. The supervisors discussed several qualities of their supervisees that they felt influenced the supervisees' ability to engage in the reflective space. Supervisees' life responsibilities, personal history, level of life development, and tolerance are important when thinking about how to engage their supervisees in the reflective space. In this way, the supervisors sought to get to know their supervisees on a more personal level, as this would help the supervisor to understand the supervisees better. They explained, "I want to know where they are coming from. I try to take their own personal experience and their own self-doubts; we all have them, their own strengths, and their own perceptions of self into consideration when I'm talking with them about how to carry forward the work" (Jordan). They wanted to know this information so that they could assist their supervisees in identifying areas where they might

experience countertransference or other areas where the self of the therapist would impact their clinical work.

When supervisors discussed what they felt hindered the supervisee's engagement in the reflective space of supervision, self-esteem was a unique quality identified. In reflecting on qualities that hindered supervisees in their ability to engage in the reflective space, Jordan stated, “well, the stand-out ones are the lack of confidence, the negative self-concept, I’m not good enough to do this work.” Robin added how the supervisee's “self-esteem… if they are so invested in sort of keeping their self-esteem intact.” The supervisors identified that the supervisees who struggled with their professional growth were often the ones who lacked confidence in their abilities, wanted to be perfect right away, and feared making mistakes.

Supervisees Role. Supervisors described what they felt was needed from supervisees to engage in the reflective space and, in that way, identified the supervisee's role in this space. Supervisors described the need for supervisees to be openly receptive to examining themselves in the reflective space. Pat discussed how a lack of openness on behalf of the supervisees when exploring their experiences or receiving feedback could impact their ability to develop reflective abilities and limit their learning. Robin explained how they wanted to communicate to their supervisees; “We have to spend some time looking at you… and what is happening for you in the process,”. Robin discussed how, when there is a lack of openness by the supervisee, important aspects of the supervisee’s experience cannot be thoroughly explored and addressed. Jessie also highlighted this in their remarks by stating, “That’s a big one. If they don’t want to hear it, then they can’t see it.” Robin explained that supervisees have to be open to exploring their experiences and receiving feedback in supervision regarding their work with their clients, "if you are impervious to any emotional pushes and pulls, then you are in the wrong profession.”

Ultimately, supervisors felt supervisees needed to be open to being affected by the work that they are doing with clients and to be open to exploring that experience.

The supervisors recognized that clinical work is challenging and that what they were requiring from their supervisees could be uncomfortable: “It’s hard to hear, it’s painful even” (Robin). Pat recognized that the reflection required from the profession can be difficult and requires courage. They noted that part of engaging in the reflective space had to “do with being willing to look at whatever might be there…I need to be brave.” The supervisors understood and empathized that clinical work and reflective work are challenging and that, ultimately, in order to fully engage in it, supervisees have to be open and courageous.

Summary. In summary, part 2 discussed the semi-structured data of the supervisees and supervisors. From the thematic analysis, the four same super-ordinate themes were developed for both the supervisees and supervisors. The themes of 1) defining the reflective space, 2) creating a reflective space, 3) engaging in the reflective space, and 4) structuring the reflective space were developed as being significant to both the supervisors’ and supervisees’ perspectives of how reflective practice is developed in supervision. Within the theme of the reflective space, supervisees articulated how reflective space is the exploration of the self of the therapist that develops their skills and confidence. They discussed their learning needs of validation, effective time management and feedback as being areas that their supervisors could improve upon. They identified interventions such as roleplays, questioning and providing resources as those that aid in the development of reflective practice. Supervisors understood the reflective space to be a creative, curious and exploratory space where an exploration of one’s clinical skills and perspectives happens. Supervisors discussed the interventions of questioning and modelling that they used within the reflective space. In the second theme, creating a reflective space, the

supervisees expressed how the supervisory relationship and the supervisor's collaborative and compassionate style are essential for the creation of the reflective space. Supervisors mirrored this by naming the importance of a collaborative, empathic and transparent style and the leading and creating role that they take in creating the space. In the third theme of engaging in the reflective space, the supervisees explored how their personal qualities of self-esteem and personal characteristics can impact their engagement in the reflective space. For supervisors, they discussed how the supervisee's personal qualities of self-esteem and personal factors and role of openness and courage can impact the supervisee's engagement in the reflective space.

Upon noting these superordinate and emergent themes, supervisees' and supervisors' perceptions of how reflective practice is developed in supervision overlap significantly. There is an overlap between the perspective on how it is the supervisor's responsibility to create the reflective space through their supervision style and how it is the responsibility of the supervisee to engage in the reflective space and that their engagement can be impacted by their qualities. Further, both supervisees and supervisors place an emphasis on the importance of safety for the development of reflective practice. Intriguingly, it seems the felt sense of the relationship from the supervisee's perspective has an influence on their needs and confidence. For them, the safer and more trusting the relationship is, the more they desire to be challenged, whereas if the relationship lacks safety and trust, the more they desire validation. Most intriguingly, there is a divergence in that supervisors clearly outline their role in creating the reflective space. Supervisors acknowledged that they were responsible for creating a safe space and for leading and personalizing reflective practice in supervision. Supervisees, on the other hand did not outline any responsibility or role in engaging in the reflective space.

Part 3: Supervision Session Stopping Points

During the IPR interviews, the participants were instructed to stop the tape at moments when supervisees felt they had learned something important, and supervisors were instructed to stop at moments when they had taught or facilitated reflective practice during the supervision session. When the tape was stopped by the participant, they were encouraged to provide details on the process and their experience of that moment. For this analysis process, the supervisee and supervisor of the same dyad were considered a data set and analysis focussed primarily on the alignment of the moment and what each individual was trying to accomplish in that moment. The two individuals were analysed separately, which included noting the time stamp of where the individual had stopped during the supervision session. The time stamps and the topic discussed in those time stamps created supervision segments. The codes in those segments from the two individuals were then placed side by side within the same stopping moments to reveal the back-and-forth nature of the supervision session, the processes of each individual and how each aligned with the other dyad member.

This part reviews the supervision session and notes the points where each participant stopped the videotape during the IPR interview. The supervisors' and supervisees' stopping points and reflections are presented alongside each other to create an understanding of the nature of the interaction from each member at the different stopping points during the supervision session. The goal is to describe and understand the process of how reflective practice was experienced by each dyad member in each supervision session. The data is presented by dyad. Within the dyad, it is broken down into important issues, which were considered to be segments of supervision. Within the important issues, the perspectives of the supervisee and supervisor are presented alongside each other. In the chart below, the important segment number refers to a

particular segment that the individual marked as an important learning moment. It is then noted how many times during that important segment, the individual participant stopped the videotape to express their experience. For the supervisees, the chart identifies which learning needs the supervisees identified as being facilitative for their reflective practice. For supervisors, the chart identifies which interventions the supervisors identified as being facilitative for their supervisee's reflective practice.

Table 5

Dyad 1's Supervision Session Stopping Points

	Segment Number	Number of Times Participant Stopped the Tape	Learning Needs Identified and Facilitative Interventions Identified for Reflective Practice
Supervisee	1	1	Seeking direction / Guidance
	2	6	Seeking direction/ Explicit answers on what to do
	3	2	Seeking validation
Supervisor	1	2	Teaching protocol/ Fostering autonomy
	2	7	inviting supervisee to reflect/Identify skills/Questioning/Collaborative generation of possibilities.
	3	0	

Dyad 1

The first dyad consisted of Jamie the supervisee, and Jordan the supervisor. Their supervision session can be divided into three segments. Each segment addressed separate important issues identified by each of the dyad members. Jamie and Jordan each stopped the videotape a total of 9 times. The first segment that was identified by both the supervisee and supervisor was regarding an issue of client attendance. During this segment, the supervisee,

Jamie, stopped the tape once, and the supervisor, Jordan, stopped the tape twice. The second segment that Jamie and Jordan identified was when a client asked Jamie to watch a video outside of the session on their own time. In this segment, Jamie stopped the tape 6 times, and Jordan stopped the tape 7 times. Lastly, the third segment was about Jamie showing a video of an intervention they had done with a client. This segment was only identified by the supervisee, Jamie, who stopped the tape twice. Jordan, the supervisor skipped over this segment without stopping the video

Segment 1– Important Issue #1

The dyad was aligned in their stopping points for the first important issue regarding client attendance (where Jamie stopped the videotape once and Jordan stopped the videotape twice); Jamie sought guidance concerning procedural issues of how to proceed with a client who hadn't returned their phone calls. More specifically, they asked, "What do we actually need in terms of the centre, while also what do we need in terms of an ethical practitioner?" Jamie was requesting guidance on how to proceed in cases when a client was not responding to their phone calls. They sought their supervisor's knowledge and guidance concerning both the centre's requirements as well as ethical practice standards. Jamie described that they felt Jordan responded to their questions and felt an element of collaboration as Jordan guided them through this process by first asking them questions about what they thought they should do. After Jamie answered Jordan's questions with their thoughts on how to proceed, Jordan added their knowledge on the process. Jordan explained that they were trying to foster independence and did not want to explicitly give them the answer without Jamie thinking for themselves first. Jordan explained that through their questioning, they were "trying to get Jamie to tell me what does their instinct or gut tell them to do." Jordan explained that with this questioning approach, they were inviting the supervisee to

reflect and develop a response. They described attempting to "foster a degree of self-reliance…so I try to get people to think for themselves, and then I'll either confirm or add some information to what they came up with". Once Jamie had answered Jordan's questions, Jordan agreed with some of Jamie's responses and provided additional direction on what was needed. Therefore, the dyad was aligned regarding how Jaime's question about how to proceed with a client who is not returning phone calls was navigated in supervision, and Jordan's use of reflective questioning and guidance was an important moment in facilitating the development of reflective practice.

Segment 2 – Important Issue #2

For the second issue, the supervisee, Jamie, stopped the tape 6 times, and the supervisor, Jordan, stopped the tape 7 times. The second issue identified was a longer and more complex segment, which took up most of the supervision session. In this segment, Jamie explained that one of their clients had requested that they watch a video outside of the client session, and Jamie was seeking guidance about whether they should "complete the homework" the client had assigned. Jamie first provided a summary of the client session, including how they responded to the client's content. Jaime described that together, they conceptualized the client and used that conceptualization to inform potential approaches for Jamie's response. They then reviewed and explored various options, weighing the possible outcomes for each before deciding how to proceed.

Jamie summarized how they had asked the client what it was like to talk about a particularly emotional topic, and the client responded that it was "fine." Jordan explained that they inquired about how Jamie had responded to "fine" and Jamie explained that they made the decision to not press the client further on that issue and provided the reasons why they made that

decision. Jordan stopped during this section to explain that they were "trying to give them (their supervisee) feedback…a lot of what I do with people in second year is to help them put language to what they are doing well." Jordan explained how they accomplish this by them having them "tell me what they did. I am asking them their reasons for that and then helping them to identify [which] clinical skill they are using…It's important that they can identify it." In this segment, Jordan noticed that Jamie made a clinical decision in their work with the client, and Jordan wanted Jamie to reflect on that experience. Jordan wanted to highlight the moment and have Jamie notice, reflect, and label what clinical skills they were using.

After Jamie finished summarizing the client session, they stated that they were looking for guidance on whether or not they should complete the client's request. During their first stop, they explained that "I was looking for guidance 'cause I didn't know what to do…[supervisor] didn't give that to me explicitly. We kind of explored what would happen if you did do it, or we looked at more the meaning behind what is the behaviour, kind of indicating, what would be the best way to approach that with this knowledge." From Jordan's perspective, who also stopped at this moment, they stated that they were trying to invite Jamie to generate their own responses and use their knowledge to apply to this client's issue. They stated, "I'm trying to encourage them to use the conceptualizations they have learned and apply them to therapy and asking them to, you know, reflect a bit on what they know of the client from previous sessions … and use this to further their understanding of what is going on conceptually and then how to apply that to treatment." Jamie remarked that Jordan's approach of not giving them the answer instead gave them the independence to figure it out; "They didn't tell me what to do, which was a good thing."

Jordan then explained how they were trying to have Jamie think about "the barriers to clients doing their own work and the fact that clients have a marked tendency to avoid doing their work once they get into therapy." Jordan did this by asking Jamie several questions. Jamie explained how the questions can be "helpful and frustrating at the same time" because they feel that Jordan "will often do this thing where [they] will ask a question with a very specific answer in mind" and how "sometimes I can be unclear about what [they] are asking." Jordan wanted Jamie to present their own answers, and they did this by asking questions. However, for Jamie, these questions can sometimes be experienced as frustrating and confusing as Jamie would attempt to produce what they felt would be the right answer. As they expressed, Jamie felt that Jordan often had an answer in mind but was asking questions instead of just telling them what they wanted Jamie to note. When this happened, Jamie became frustrated and just wanted the answer:

> "I can be unclear about what Jordan is asking, and then that ties into, what are you looking for? Just tell me!… I feel like in the questions they are trying to not say what they are looking for, like they are purposefully trying to take out the answer in the question so it becomes a little bit unspecific and I'm like what are you talking about, like I don't understand."

Jordan noted, "I'm drawing their attention that they want me to do the work for them but of course that is not how we learn." Jordan picked up on Jamie's frustration but assumed that it had more to do with wanting Jordan to tell them the answer rather than frustration for the type of questions that Jordan was asking.

Later in the interview, Jamie explained how Jordan "really pulled back and was like, okay, let's look at where you could go with it… we really unpacked the different effects of how I

could react to this client." Mirroring this, Jordan stated that they were trying to invite Jamie to "think through the outcomes… let's take the ideas we came up with and think them through to the outcome…and if it's this outcome, is that beneficial to the client." Jamie reflected on how, once Jordan shifted directions by easing up on the questions, they could explore the different ways to approach the client and the different outcomes. This helped decrease Jamie's frustration and refocus on the learning elements of their supervision session. Although Jamie described feeling frustrated and challenged by Jordan's questions, Jamie said, "Jordan believes that we can meet the challenge that they give."

During Jordan's last stop of this segment, Jordan took a moment to explain how they validated Jamie's feelings and explained that they had said; "I just wanted to always reinforce that the reason you are finding this hard is because it is hard to do. It's not any lacking on your part; it's the work that is hard."

During this second important issue, Jamie and Jordan were aligned on the importance of this exchange in developing reflective practice. Jamie discussed that what they wanted was guidance and direction on whether or not they should complete the "homework" that their client had assigned to them. Instead of directly telling Jamie what to do, Jordan guided Jamie through a process of first exploring their knowledge of the client, and how that would inform the different options and outcomes. Jordan accomplished this through the use of questioning and, afterwards, a collaborative exploration of possible responses. Jamie discussed that while at moments the process was frustrating, ultimately, they thought it was good that Jordan didn't provide an answer because they understood it was to help them develop their own skills.

Segment 3– Important Issue #3

Lastly, during the third segment, where Jamie was showing a video of an intervention they used with a client, the supervisee stopped the videotape twice. Jordan skipped over this section. Therefore, the two did not align in their view of the importance of this exchange. From Jamie's viewpoint, they wanted to receive some validation about a challenging intervention that they had done with a client, "I was looking for more affirmation that I did the right thing, I had to repair an alliance, and I was looking for 'please tell me I did the right thing! Or please tell me I was effective'." Jamie felt that Jordan skipped over the validation and instead went directly to what Jamie should have done instead. Which left Jamie feeling a bit defeated, "I was kind of disappointed…because it was so difficult, it was the first time I was doing it. I feel like I did a good job if we consider those things… I felt like I was kind of being unfairly judged." Jamie noted how during this segment, they tried a new intervention, and Jamie felt that both Jamie and Jordan knew this intervention would be challenging for Jamie. They expressed a desire for recognition and validation about how they were able to implement this intervention despite it being difficult for them. Jamie discussed how they felt that if Jordan had first provided validation, they would have been better able to learn and reflect on the intervention.

The dyad's general remarks of the supervision session were that it was good, and both discussed how there is never enough time to explore everything they might want. In conclusion, during the IPR interviews, dyad 1 had three important segments in their supervision session as being important exchanges were reflective practice was facilitated. Jamie and Jordan aligned their stopping points for the first segment and second segment. However, there was no alignment for the third client issue/segment, as Jordan did not address this segment in their interview. For dyad 1, important conditions and interventions emerged in supervision and were identified as important elements facilitating reflective practice. Dyad 1 identified the use of supervisor

questioning, guidance, explicit invitations to reflect on the clinical process and identify skills, and collaborative approaches to exploring possibilities, which were all interventions that contributed to facilitating reflective practice. Importantly, the supervisee also identified a need for validation as an important facilitative factor.

Table 6

Dyad 2's Supervision Session Stopping Points

	Segment Number	Number of Times Participant Stopped the Tape	Learning Needs and Facilitative Interventions Identified for Reflective Practice
Supervisee	1	15	Seeking guidance
	2	7	Seeking validation
Supervisor	1	18	Attending to supervisee's feelings/ Providing guidance
	2	4	Fostering clinical curiosity/ assessing conceptualization

Dyad 2

Dyad 2 comprised Ash, the supervisee and Pat, the supervisor. During their supervision session, they discussed two separate client issues, which can be divided into two segments. The first client issue was about an emotionally heavy client session, and the second one was about a new client and a comment that the client made. Ash stopped the tape 22 times, and Pat stopped 23 times during the IPR interview. Pat stopped the tape once before the start of the first segment to discuss feedback they gave Ash at the beginning of supervision. For the first segment, Ash stopped the tape 15 times, and Pat stopped the tape 18 times. For the second segment, Ash stopped the tape 7 times, and Pat stopped the tape 4 times.

Segment 1- Important Issue #1

The first supervision segment focused on Ash's emotionally heavy client session due to the client's recent difficult experience of grief. Ash explained how they intentionally started with

this client because they felt that some of the content was similar to another client, so they wanted to get the most out of their time in supervision by addressing an issue that could help them with both clients. Moreover, Ash stated that they weren't seeking guidance or questions, but were "still kind of noticing how this story, in particular, was making me feel powerless." Ash described how, with this recent story from their client, they had lost their footing and were unsure of how to regain direction; they were unsure how to tie this story back into the theme of the work with this client. Ash stated, "I kind of knew that [Pat] would provide me with questions with how to sit with grief eventually, but I was kind of just taking my time getting there."

For Pat, they remarked about how this segment took a long time to discuss and how an aspect of working with Ash was unpacking and processing Ash's own emotions about what happened in their client sessions. Pat explained how, during the beginning of this segment, they were "try[ing] to invite Ash to get that they are picking up on the client's feelings of powerlessness."

Starting at stop 4 and continuing until stop 19 (Pat) and stop 15 (Ash), both Ash and Pat discussed the various interventions used in their supervision session. Ash would stop and explain how what Pat said impacted them, whereas, for Pat, they would stop and discuss the impact they were trying to have (what their goal was for that particular intervention). Pat explained that they were "trying to help Ash divide it out… If Ash can see those pieces rather than it all clump together, they will hold that and then take the client into those different places." They wanted to accomplish this by "attending to Ash's emotions" and, while not wanting to be too instructional, offering "some instruction in case it's useful". Ash discussed how Pat's comments were helpful. Specifically, Ash noted:

> "they had a good point about how the trauma is currently happening, and it's not what we usually do with clients… like I realized I would be in the here and now like watching her cope and helping her cope… I knew I would want to model being okay with being powerless… like modelling a different frame of powerlessness for her."

Moreover, Ash explained that one of Pat's statements was helpful and that "it brought me back, okay, this isn't a separate crisis, this is, we can still continue our work." Through Pat's statement, Ash realized that there was a common thread, and that this situation would not derail their focus—that it could be connected back to the theme of therapy.

At one point during the segment, Ash asked directly about how to approach body image issues. During this point, Ash explained how they were "thrown for a loop, and I can see myself not knowing where to start next week." Pat offered that they would bring in a resource that might be helpful and reframed the body image issue as one part of the pain for this client. Ash stated, "I'm not really familiar with body-image issues, so [Pat] is going to bring a resource, and I'm fine to table it." At this same point, Pat reflected:

> "I found it interesting that [Ash] picked that. [Ash] went to an 'I'm not sure what to do with' which felt very sort of problem-solving because they've now said this thing, I don't have skills in this way, umm, I think I was hoping they would maybe have a little bit more reflectiveness about self about their own experience of sitting with this client… I mean, it was fine, the question they had… I wanted to unpack it. To help kind of sort out where Ash could position herself in relation to the client."

Pat reflected on how they were surprised that Ash expressed a desire for more concrete suggestions rather than reflecting more on their experience of being with the client. In that way, in this moment, the two were not aligned in their purpose of the discussion.

During the 11th stop, Ash explained, “So here I was feeling guilt that I wasn’t really connecting the common thread dilemma… I’ve kind of been letting her jump between the stories and not making as clear of a link, like this is what we are working on, between all of these things, because she sees them as separate.” When asked about what they were needing from Pat, they stated, “I think clarification on the common thread direction that we were going. Almost like a reminder and how it relates to this crisis.” Here Ash articulates that they were feeling guilty about not being as effective as they would have liked to be with their client and that they needed Pat to provide some concrete suggestions to help reflect on how they can become more effective.

Pat seemed to understand this need of Ash’s and explained, “I’m just trying to help them understand this piece because I think Ash is feeling overwhelmed with all of the different places they can go. So I’m really trying to draw the line for Ash.” Pat attempted to meet Ask’s need by providing concrete suggestions and as a result Pat articulated that they “saw a bit of, I don’t know what, loosening with Ash when we talked about how to link what they have already been working on with the current situation… in my imagination, Ash would have left the [feeling of] powerlessness a little bit there.”

When asked if there was anything that Ash would have wanted from Pat, they said that “they could have asked where I struggled in the session.” Whereas Pat naturally discussed how if they “were to redo this, I would ask more about how they are doing… What does Ash need.”

Segment 2- Important Issue #2.

The second segment of the supervision session was shorter, and they discussed a newer client file of Ash’s. Ash explained that they were updating Pat about the client’s presentation and recent session and that “I did specifically want their feedback on one section of the tape.” When

prompted to expand on feedback, Ash added that they wanted Pat's expertise and conceptualization and were "just curious about what Pat thought about it." They stopped the tape to reflect on moments when Pat provided suggestions and discussed how they were helpful and how they would incorporate them in the next session. To wrap up the segment, Ash further explained that they also "wanted validation that it was ok to not touch on that more deeply." When asked whether Ash felt like they got what they needed, they stated, "I feel like I got what I need… because Pat was saying like you can acknowledge it, but also it's probably just a quirky thing, and you don't have to do much with it." Prior to supervision, Ash had already engaged in reflective practice, had developed an understanding of their client, and was seeking Pat's validation that their conclusions from their reflection were accurate. In this way, Pat provided Ash with the validation of their reflective practice.

During this section for Pat, they remarked on how they "want[ed] to hear what it was like to sit with the client, how Ash assesses conceptualization thus far," more specifically to assess Ash's "clinical curiosity, clinical intuition, where they are starting to formulate, where they want to go clinically speaking as well as just engaging in their own reflective process."

In this segment for Pat and Ash, there was a collaborative dance of each person wanting to hear what the other thought of the client's statement. Ash showed the tape, which included the client's statement; Pat asked Ash, "What was your read on her." Ash responded with some ideas, and Pat reaffirmed those ideas. In that way, Ash got the expertise and validation that they needed.

The dyad's general remarks of the supervision session were that it was good. Ash described that they felt like they got what they needed from supervision and that they felt more confident going into their week of client sessions. Whereas Pat noted some ways they could have

responded differently, primarily, they felt that they could have asked Ash more questions. In conclusion, during the IPR interviews, dyad 2 had two important segments in their supervision session where reflective practice was facilitated. Ash and Pat aligned their stopping points for both of the segments. Dyad 2 identified the use of supervisors providing suggestions, guidance and validation as interventions that contributed to facilitating reflective practice. Importantly, the supervisor identified how the use of more reflective questions could have contributed to the development of reflective practice.

Table 7

Dyad 3's Supervision Session and Stopping Points

	Segment Number	Times participant stopped the tape	Need/ Goal
Supervisee	1	11	Seeking direction/ Validation
Supervisor	1	9	Providing direction and interventions/ Collaborative generation of possibilities

Dyad 3

The third dyad was comprised of supervisee Alex and supervisor Robin. Their supervision session only had one segment, as they spent the entire session discussing one client. The issue involved finding interventions that Alex could utilize with a highly dysregulated client. Alex stopped the tape 11 times, and Robin stopped 9 times during the IPR interview.

Segment 1- Important Issue #1

Alex's first three stops summarized their thoughts and feelings about what they wanted to accomplish in supervision. In these three stops, Alex communicated how they consistently attend supervision with high expectations about what they want to discuss and how, because of lack of time, they usually do not get to attend to all of them. They explained how, in this session, they wanted to just briefly review all of their client files, which did not happen, and instead, the dyad

spent the session focussed on one client file. Alex expressed how they sometimes feel unsure of the goal or process of supervision because it is different with every supervisor.

During the next couple of stops, Alex reflected on their caseload and how they felt good about the number of files they had. They had a smaller amount and felt good about it because they could ensure they were doing a good job and not stressing themselves out.

Alex's fourth stop captured the moment that the dyad started to attend to the central theme of the supervision session. Alex provided the researcher with background information about how they had been struggling with this client because of the client's presentation and how Alex had been unsure how they could help the client. Further, Alex provided background information on the discussions that Alex and Robin had previously had about the client. They explained how, 4 weeks prior, Robin had briefly looked at the videotape and stated that Alex couldn't help the client and had recommended terminating her. Alex explained that they were "very distressed about [the feedback]…– and so I ended up going in and talking to [the centre's director] and saying I'm not disagreeing with the advice they are giving me, but I don't have a level of comfort to do that [terminate the client]." Having continued with the client Alex explained that at a later time, "Robin stopped [the session tape] and said, look you made her feel defensive, and I'm like, I see that, but I was going in with what you gave me. I had my nose a little out of joint a bit about that. We talked through it." Initially, Alex had disagreed with Robin's initial assessment of the client; however, after trying various interventions to help the client, they felt "completely ineffective, which is why I came back in and said you were right, to begin with… I don't know what to do, and so we spent the whole session on those ideas." Alex was feeling ineffective with the client and didn't feel that they had the competencies to help them. When asked about their goal for the supervision session, Alex stated that they wanted

Robin to guide them through how to terminate and refer the client. However, instead, Alex and Robin spent the session brainstorming other interventions that Alex could use with the client.

From Robin's perspective, during their first stop, they explained how they thought Alex was lost. Robin explained how Alex "has been talking about this client a lot; I'm not quite sure we're hitting the nail on the head for Alex in terms of interventions." Robin stated that they thought that Alex was looking for guidance and a sense of confidence. They explained that Alex starts to doubt themselves and often comments on how they would like to transfer the client to Robin instead. Robin mirrored this doubt when they said Alex has tried "different things, but they seem very out of context." Robin explained how, during this supervision session, they wanted to hear what Alex was experiencing and "how they are managing in the moment." Robin understood that Alex was feeling lost and ineffective with this client. Robin wanted more information on Alex's experience with the client.

For the rest of the session, Robin suggested possible interventions Alex could use with this client. At one point, they explored Alex's countertransference and a different stance Alex could take with the client. During the various stops, Robin reflected on their suggestions to Alex and their reasons for the suggestion. In comparison, Alex discussed Robin's suggestion and their in-the-moment thoughts and feelings about the suggestions.

One of Robin's initial suggestions was to focus on resilience and look at how the client is functional despite being dysregulated. Robin explained that with this suggestion, they were trying to provide "a shift of awareness for Alex to actually provide them a sense of confidence" and to "give Alex something to think about." Additionally, they thought that:

"Alex is kind of focused on 'I don't feel like I have any traction with this client.

I don't feel like I'm getting anywhere. I don't feel like she is benefitting from

> this.' And I kind of hope to shift that focus away from, yeah, you're really sucking at performing to what's going on for the client and what's actually working for her and to just offer a little bit of a frameshift. How can they work with this client so that Alex is not so focussed on all of the things that they are trying that aren't working, [because] there are things that are working for [the client]."

Robin provided a reframe that they hoped would move Alex's focus away from being an ineffective therapist to instead focus on the interventions and aspects that are working for the client.

> Alex also stopped the tape and discussed this reframe, and the first thing they noted was: "So this resiliency thing that they were suggesting… you know, I mean, they are the expert. They are the experienced one, but I can't think of how to make that work… I can't. Knowing the client, being in the room with her for over 20 sessions, I just have a pretty good idea of what's going to work and what's going to leave me floundering with her again, so I appreciate what they are saying. They tend not to look at a lot of videos, so they are not always seeing what I am dealing with."

Alex felt that Robin's suggestion was not a good fit for the client. They expressed doubt about how the suggestion could be properly executed and received by the client. When asked what stopped Alex from sharing that reflection directly with Robin, they stated, "I just haven't settled into a comfort level" with Robin, and that they felt Robin was investing time into finding an intervention that could work, so Alex felt they had to try it. During the interview, Alex stated that they realized that they could have told Robin that they didn't feel the intervention Robin had suggested was going to work with this client. Alex reflected on how they might have expressed

that with previous supervisors as well, but that they were challenged by the fact that they did not always know how their supervisor would respond. Alex labelled it as not feeling safe enough yet with Robin to express their opinion on Robin's suggestion.

While Alex and Robin aligned in both having stopped the tape to discuss this segment, their discussion of what was happening differed. Robin discussed how they suggested resilience as a metalevel idea to shift Alex's perspective and conceptualization. In contrast, Alex felt that the suggestion was an intervention that they were supposed to bring directly into the client session and that it would not work with the client. This interaction also highlighted Alex's lack of felt safety in freely expressing their opinion about Robin's suggested intervention.

The next discussion that Alex and Robin had was about the self of the therapist. Alex stopped the tape and stated, "so this is where we begin to get somewhere." Robin asked about Alex's relationship with authority, and Alex explained how they had "never been asked that question in all of my years…so I had to think on my feet with that." The two explored Alex's relationship with authority and then explored ways that Alex could alter their therapeutic stance. Robin explained the discussion as brainstorming ways to take authority for themselves "that feels fun and engaging rather than just sort of … really stern." Alex felt that the reflection and discussion around authority was illuminting, "this is a truth. That could be useful in the room… so I'm really, I think, starting to pay attention." Here, Alex expressed some excitement about the new direction and interventions. They felt these interventions could work with their client; it felt like a good fit that felt doable.

Alex then stopped the tape to express their thoughts and feelings about a conceptualization of this client that Robin had offered. Alex explained how this conceptualization "had not occurred to me." Alex was unsure of how they felt about it in the

moment in supervision but upon reflecting on it in the IPR interview, stated they felt a bit overwhelmed about it and expressed, “personally, I’m not up for it, and I really don’t know what to do to help her, but I had it, but I also had the sense that Robin was going somewhere with this.”. Alex then stopped the tape and reflected on how Robin suggested working with this client in a process-oriented way. Alex explained how they are “very keen” on process-oriented work. This brainstorming of how to work with this client seemed to have Alex more engaged and feel more confident in their work with this client.

From Robin’s perspective, they explained that during the early stages of brainstorming possible interventions, they wanted the supervisee to feel that the brainstorming was useful “so I’m always checking in with them, if this is useful … I want them to feel as if they are going to be on board. That they are sold, I’m not sort of talking from a level that just seems so inaccessible, and they are just thinking, ‘Oh, supervisor could do this 'cause they are going to do a much better job, and I suck’.” Robin reflected on how they wanted to be helpful to Alex and that they invited and welcomed Alex’s feedback on their suggested interventions. They understood that Alex was feeling ineffective, and they wanted to have Alex feel confident instead.

The last suggestion Alex and Robin discussed was about using imagination with the client. Alex explored how their response to this suggestion was hesitation: “Robin felt that if it is done well, which I’m not convinced I can do this well, but in any case…I’m willing, definitely willing to give it a try.” Alex explained they were unsure that they were able to use the skill of immediacy to respond on their feet and that “as much as sitting there and talking with Robin and going okay yeah like I can see this as a process… I’m not a 100 percent confident in myself.” Alex explained how they were a bit of a “worrier… and you know Robin is big on taking risk…

it's a bit nerve-wracking for sure." Alex explained that they would feel more comfortable if they had practiced this intervention before using it with the client and that while they usually would roleplay in supervision with Robin, they had not had enough time in that supervision. From Robin's perspective, they expressed that " I'm feeling Alex's excitement, I'm feeling their enthusiasm for that particular way of approaching this client, so I'm going to go with that because it seems like they are kind of going 'yeah I can probably roll with that, I can roll in that space, and that would be really, that would be much easier than me trying to fight to get [the client] to calm down'." Alex expressed mixed feelings about the use of imagination with the client. They stated they liked the idea but were unsure how it would unfold in session. They were back to feeling a lack of confidence. Robin recognized and focussed on Alex's engagement and excitement, interpreting it as confidence.

At the end of the interview, when asked about their overall feelings about the supervision session, both Alex and Robin felt that it was a good one. Alex remarked, "Robin really looked at who I was as a person and what I was going to feel reasonably comfortable with." They reflected on how the session's direction was different than their original goal of terminating the client. They realized they chose not to say that they wanted to terminate the client but that it was still a very good session. Moreover, they reflected on whether Robin remembered that the session would be used for the interview and whether that influenced Robin's behaviours and suggestions.

Robin mirrored the good feelings: "I was thinking it was a pretty good session; in fact, I was feeling a little self-conscious knowing that you[the researcher] and I were going to meet and feeling of, I'm wondering if I'm going to be on my best behaviour."

In conclusion, dyad 3's supervision session had one main theme: The client's struggle with emotion regulation. During the session, Alex and Robin brainstormed ways that Alex could

work with this client. The first suggestion was not a good fit for Alex. They expressed a bit about their relationship with Robin and how they do not feel safe enough to express their doubts about Robin's suggestions. They did not quite feel safe enough to collaborate with Robin. The dyad then discussed the self of the therapist, which Alex felt was an interesting and useful conversation. After that discussion, Robin's suggestions aligned more with what Alex was comfortable with. They both acknowledged that Alex was more engaged through this latter part of the discussion. However, whether it was happening during supervision or after, when Alex reflected on it, Alex's self-doubt returned. Alex certainly picked up on their self-doubt, but Robin did not. Therefore, this dyad identified the use of supervisors providing suggestions, guidance, and asking reflective questions as interventions that contributed to facilitating reflective practice. Importantly, the supervisee identified how more safety and trust within the supervisory relationship could have contributed to better development of reflective practice.

Table 8

Dyad 4's Supervision Session and Stopping Points

	Segment Number	Number of Times participant stopped the tape	Learning Needs and Facilitative Interventions Identified for Reflective Practice
Supervisee	1	3	Seeking clarification
	2	8	Seeking validation
	3	2	Seeking validation
Supervisor	1	2	Inviting supervisee to reflect
	2	6	Providinging feedback
	3	4	Providing suggestions and validation

Dyad 4

Dyad 4 consisted of Sloan, the supervisee and Jessie, the supervisor. Their supervision session can be divided into three segments: the beginning, a client issue and the end. Sloan stopped the videotape a total of 13 times, and Jessie stopped the tape a total of 12 times. The

beginning segment that was identified by both supervisee and supervisor was focused on Sloan's day and their evaluation. During this segment, the supervisee, Sloan, stopped the tape 3 times, and the supervisor, Jessie, stopped the tape twice. The second segment that Sloan and Jessie identified was about a client coming to the session late. In this segment, Sloan stopped the tape 8 times, and Jessie stopped the tape 6 times. Lastly, the third and end segment was about reviewing the rest of the clients Sloan had seen that week; Sloan stopped the tape twice, and Jessie stopped the tape 4 times.

Segment 1

The start of Dyad 4's supervision session was about frustrations that Sloan was experiencing with their classes and regarding a comment that was made by Jesse on Sloan's evaluation. While expressing their frustrations, Sloan felt that Jessie was listening and empathizing. Reviewing the evaluation, both explored Jessie's comment about whether Sloan tends to look for a particular diagnosis because they are familiar with it. Sloan stopped at this section first and shared, "Jessie is trying to convince me of something that I couldn't see, and I still can't see it… I don't need for [the clients] to be anything; I'm okay with them being whatever… I didn't find that terribly helpful… It doesn't quite fit, but you know I'm going to watch for it." Sloan was confused about Jessie's comment and did not find it helpful.

Jessie stated they had noticed Sloan's confusion and had tried different ways to explain the meaning of their comment. They explained how, by the comment, they were "trying to get them to reflect that there might be…a pull to that because they are well versed [with that diagnosis], so that's an easy go-to… we have to just watch for our pulls. Not that it's a bad thing [to have pulls], but we need to be aware that it might be a lens that we go to that may or may not be appropriate in all situations." Jessie was attempting to have Sloan reflect on their

countertransference and the self of the therapist. This moment demonstrated a misalignment between Sloan and Jessie. Sloan was unclear about the purpose and felt that Jessie was trying to "convince" them of something they felt was untrue. From Jessie's perspective, they noticed a tendency in Sloan and wanted to invite Sloan to reflect on it non-judgementally.

Segment 2- Important Issue #1

The first client issue that Sloan and Jessie discussed focused on Sloan's frustration with their client's habit of being late to sessions. This section started with Sloan updating Jessie on what was happening for the client that week. Sloan explained that when they were updating Jessie about their client, Jessie was "present, they're focussed, they are hearing what I am saying and nodding along… it makes me open to what they have to say when I feel like I have been heard and they understand what I am dealing with." The two then discussed the issue of the client coming late, and Sloan shared how they navigated these instances in session with their client.

Jessie tried to offer a conceptualization of the client's behaviour and, with that conceptualization, tried to have Sloan understand that there are different ways to approach the client about the issue. In their words, they expressed how "there might be a reason for it… just slow the pace…, there are different ways to manage…is there another way, more collaborative." Jessie explained that the way Sloan approached it was authoritative and that maybe, instead, Sloan could think of a gentler and more collaborative way to approach the client. When asked about what Jessie felt Sloan needed at that moment, they explained that they thought that Sloan was asking for Jessie to join them in their frustration about the client arriving late and validating that they should tell the client to arrive on time. Instead, Jessie tried to give Sloan some feedback on their approach to the client's lateness and offered a different approach.

Additionally, they wanted Sloan to reflect on their own characteristics and how that naturally made them more authoritative with people. Sloan did not discuss this moment in terms of content, but they mentioned needing to slow their pace in supervision. They reflected on how they have worked hard to slow the pace with clients and reflected, “Why am I not doing it with my supervisor?” Further, they reflected, “I think that Jessie is working really hard at getting in what they want heard and I’m not sure I’m hearing them, I’m talking too much to be hearing them. When they are talking, I should be stopping and listening rather than continuing to talk; it’s disrespectful.” Through the interview, Sloan seemed to conclude that they were missing the message in Jessie’s feedback because they were not listening.

Jessie then offered a conceptualization of the client and what was happening in the session. They wanted to provide “a different perspective, that there are many ways to get to the same endpoint.” The conceptualization didn’t fit for Sloan. They stated, "I’m thinking on a meta-level, and Jessie is giving me feedback on a micro level, it didn’t feel like we were on the same page. So instead of processing it properly, I dismissed it.” They explained how, while the conceptualization may be relevant, they were unsure whether it would be clinically worth exploring. Again, this conceptualization and feedback were misaligned between Sloan and Jessie.

The last part of the first client issue section was about the timing of an intervention. Sloan explained that they usually start with a grounding exercise with this particular client, but that they had decided not to because of the fact that she had arrived late. Sloan explained they wanted Jessie to acknowledge their thought process and to validate their decision to not stop the client and do a grounding exercise. Sloan needed some validation for the decision not to stop and ground the client. From Jessie’s perspective, they explained that they understood that Sloan was

frustrated and flustered with their client coming late and, therefore, didn't engage in a grounding exercise. Jessie stated how they provided Sloan with the feedback and reasons why it would have been a good idea to have used a grounding exercise despite the client being late. After Jessie's comment, Sloan stopped the tape and reflected on how "that was a huge confrontation for Jessie… when they say it twice they are trying to get through to you." Moreover, during this stop Sloan explained how they do not always trust Jessie's clinical abilities because they doubt their clinical judgment but that "when they say something twice I promised myself I would try to be open-minded with them." However, when Jessie explained why it might be helpful to stop the client, Sloan stated that the explanation was helpful and that "I was getting caught up into content rather than being able to stand back and see it from the process perspective." Here, Sloan seemed defensive about Jessie's feedback but once Jessie provided the reasoning behind the feedback Sloan was able to soften and better receive the feedback.

Interestingly, when discussing this section, Jessie stated, "Sloan is very receptive of feedback and very reflective… they appreciate it, they reflect, and they think about it." While Sloan expressed some doubt about Jessie's feedback and clinical abilities, Jessie expressed Sloan's receptiveness and reflectiveness. These two expressions do not seem to align.

Segment 3

Near the end of the supervision session, Sloan briefly updated Jessie on the rest of the client sessions that they had had that week. Jessie explained that Sloan wanted to share how they had been able to make connections between the last two sessions with a client. Jessie stated, "Sloan is feeling good about that. I think they wanted to just share that." The two then collaboratively discussed interventions that Sloan could use with their clients. Sloan expressed that the conceptualization of a client and the suggestion to write a therapeutic letter to another

client were helpful. With this segment, the two were aligned. They both did not go in-depth about what was happening in these moments; instead, Jessie commented on their suggestions, and Sloan discussed how Jessie's suggestions were helpful.

In the general discussion of how the supervision session went, both expressed that it was good. Sloan remarked on how active Jessie was and wondered if Jessie's active stance may have been impacted by the fact that they knew the session would be reviewed in the context of the research. Both of them had similar remarks about the flow of the session. Sloan explained that they felt Jessie was following their lead and Jessie explained that they trust all of their supervisees to know what is important to bring to supervision. Interestingly, Sloan expressed how Jessie "never points out countertransference or any possible countertransference… I'll bring it up if I catch it, but if I miss it, they are not going to catch it." They explained how they would like more discussions about countertransference in supervision.

In summary, dyad 4's supervision session had three segments: the beginning, a client issue, and the end. In the beginning and client issue segments the dyad was misaligned with the supervision needs and goals, which hindered Sloan's engagement in reflective practice as it led to Sloan shutting down and not listening to their supervisor's feedback. The first segment about Jessie's comment on Sloan's evaluation left Sloan feeling confused and that Jessie was trying to convince them of something, whereas Jessie was attempting to invite Sloan to reflect on their countertransference. In the second segment, Sloan was seeking validation of the interventions they used with a client who arrived late to a session. Jessie did not provide this validation and instead provided feedback on ways that Jessie could have done things differently. The third segment, the dyad, was aligned on needs and goals; Sloan wanted to share some positive interactions and explore possible future interventions; Jessie was happy to receive and validate

the positive interactions that Sloan had and to collaborate on future interventions that they could use with their clients. Overall, Sloan felt that Jessie's suggestions were helpful in the third segment but not in the other two segments. Dyad 4 identified the use of supervisor's presence, providing explanations, validation and collaboratively exploring possibilities were all interventions that contributed to facilitating reflective practice. Importantly, the supervisee also identified a need for explicit invitations to reflect on the clinical process and their countertransference.

Table 9

Dyad 5's Supervision Session and Stopping Points

	Segment Number	Nunber of Times Participant Stopped the Tape	Learning Needs and Facilitative Interventions Identified for Reflective Practice
Supervisee	1	3	Seeking validation
	2	2	Seeking direction/ Guidance/ Explicit answers on what to do
	3	3	Seeking suggestions/guidance
	4	2	Seeking direction/ Guidance/ Explicit answers on what to do
Supervisor	1	4	Inviting supervisee to reflect/ Providing a reframe
	2	1	Teaching interventions/ Providing direct instruction
	3	2	Teaching interventions/ Providing direct instruction
	4	2	Assessing skills/ Teaching

Dyad 5

Dyad 5 included Avery, the supervisee and Jessie, the supervisor (the same supervisor as dyad 4). Their supervision session had four segments: the start and three separate client files. During the IPR interviews, they both stopped the tape 10 times. The beginning segment that was identified by both the supervisee and supervisor was in regard to the review of Avery's evaluation. During this segment, Avery stopped the tape 3 times, and Jessie stopped the tape 4

times. During the rest of the segments, Avery updated Jessie on the clients that they saw during the previous week, it can be segmented into three client files. In the first file, Avery stopped the tape twice, and Jessie stopped the tape once; the second client file, Avery stopped the tape three times, and Jessie stopped the tape twice; the third client file, they both stopped the tape twice.

This dyad was still getting to know each other as Avery had been transferred to Jessie later in the semester. Jessie explained how Avery was fitting into the supervision group "very well" and that Jessie was still "getting familiar with their clients."

Segment 1– The Beginning

At the beginning of the supervision session, Avery and Jessie reviewed Avery's evaluation. In the evaluation, Avery had set a goal of wanting to work on challenging their clients more, "even though it's a little bit scary for me, I'm going to challenge myself to challenge the client." In the IPR interview, both Avery and Jessie stopped the tape during their discussion about challenging clients. Jessie explained to Avery that they can incorporate challenging a client within their own style; "it doesn't have to be a confrontational thing." Avery explained how Jessie's comments were helpful and that they had reflected on it since the supervision session. They explained how it was helpful to hear why challenging a client is important, "there is a benefit to it, mostly for the client but like for the alliance…and that it would be a really good outcome, it pushes me to get out of my comfort zone." In this first segment, the two are aligned. Jessie offered information and suggestions on how to incorporate challenges and why it is important. Avery received the comments and found it helped calm their anxiety about challenging clients.

In Avery's second stop, they explained how Jessie's suggestion of taking some time off after completing the program for self-care was anxiety-provoking. They explained how it felt

like a bit of pressure and how they were unsure if they could take time off because they had financial aspects to consider. Avery reflected that they "know Jessie's intention was good" but that taking time off didn't fit with their reality. Jessie did not stop the tape to discuss these comments.

Avery's third stop and Jessie's fourth stop were about Jessie's suggestion that Avery start their client sessions differently than they had been doing so previously. Jessie explained how they were saying that "it's okay to be directive and its okay to bring it back to the important themes of therapy." From Avery's perspective, they explained, "I thought about that a lot today. That was a really good tip. It seems so simple to just like let's start off from last week… so I think that is going to really help me with my structure and also just even reduce my anxiety."

Further, Jessie reflected, "I'm hopefully reassuring Avery that you don't have to morph yourself into something you are not [be directive]. You can have your own style…and you can still incorporate other things…and get to that same stuff." Jessie provided feedback that would fit Avery's style and still promote growth and change for Avery's clients. Jessie stated Avery was very receptive to the feedback and quickly figured out ways to apply it to their client sessions. In fact, during the interview, Avery listed several ways they planned on incorporating it and how they planned to incorporate it with all of their clients.

Segment 2– Important Issue #1

Jessie explained how they were still acquiring content information regarding the client as they attempted to familiarize themselves with the client. Avery explained that during this supervision segment, they were looking for guidance: "I'm always looking for like tips and tricks… I usually know where I'm going, but I always love to hear like what else could I do." Additionally, Avery explained how they always seek guidance, "especially if I haven't had the

experience… I don't want to retraumatize the clients, and so especially with that client, I'm always looking for answers… when it comes to more difficult clients, I need like, I want someone to kind of walk me through it." Avery presented this client in supervision, hoping they would receive some guidance. Jessie provided guidance for different interventions that Avery could use with this client. One such intervention was a visual timeline that Avery could use, "I haven't thought too much about it, but that's a great thing that I can use… like a visual representation, so that's helpful. And I wouldn't do it with all clients, but with this one, I think it would be perfect." Jessie's intervention was a good fit for Avery. They could see themselves using it with this client. Jessie articulated how they felt that they entered more of a teacher role with Avery, "I want to help them get some ideas and try things out." Jessie reflected that they probably entered the teacher role more with Avery than with other supervisees because they were just getting to know Avery. They felt that Avery was holding back a bit and that Avery hadn't been encouraged to open up. Therefore, Jessie stated their goal was for Avery to "be able to trust themselves" which would allow them to better reflect on their work, trust their reflective practice and facilitate more autonomy with their clinical work. With this client issue, Avery and Jessie were aligned. Avery discussed wanting guidance from Jessie, and Jessie discussed that they had taken a teacher role and provided them with guidance.

Segment 3– Important Issue #2

For the third segment of supervision, Avery and Jessie discussed a client of Avery's who had experienced significant trauma. Again in this segment, Jessie acknowledged that they entered into a teacher role with Avery, "I probably got teachery there again, which is probably not normally what I do with second-year students, but I felt like some of the very basic stuff about trauma, they run with it but its, they just needed someone to tell them." They provided

suggestions of interventions that Avery could use with this client and even offered a resource that they could send to Avery. From Avery's perspective, they shared, "I think Jessie confirmed what I had been thinking about when I read the book… it reassured me that my instinct was right and having that guidance and that coaching from them yeah it was reassurance that I'm going to keep going in that direction and I had the confidence to do that." The suggestions and resources that Jessie provided were a good fit for Avery. As Avery articulated, Jessie's suggestion confirmed their instincts about the direction they wanted to take with the client. Avery's result was confidence not only in their direction but also in their instincts. Which, as Jessie articulated in the previous segment, was their goal for Avery.

The two continued to explore this client issue and some of the things that Avery and their client discussed. Jessie continued to provide suggestions. Earlier, Jessie had wondered about whether some of the concepts they were discussing were new to Avery. Here Avery addressed this when they stopped and reflected, "Jessie made a good point; it's not that I haven't heard these things before, but now, hearing it now, I realize [how it can connect to the client]." Interestingly, neither one of them seemed to have discussed this with each other, but both acknowledged it in their interview with the researcher.

Jessie's final suggestion during this segment was about bringing a psychoeducational video into session and said that Avery could bring in their laptop, and Avery and their client could watch it and reflect on it together. Avery discussed how they had decided to modify this suggestion and instead brought in some meaningful quotes from the same author.

While Jessie did not stop the tape and comment on the specifics of this segment, they did reflect on how "Avery is needing teacher mode," wanting to know which direction to go next

and what to do. They stated that seeing the growth in their supervisee within them in just a few weeks was satisfying. This matched Avery's desire for guidance, coaching, and reassurance.

Segment 4– Important Issue #3

During the fourth and final segment of the supervision session, Avery discussed another client they had seen that week. This was a shorter segment, and Avery and Jessie stopped and discussed different aspects of it during their interviews. Avery expressed that they would have liked Jessie to share more of their expertise concerning risk and suicide. Specifically, Avery was looking for more details concerning what to do and what signs to look for. Meanwhile, Jessie stopped and reflected, "I'm trying to see conceptualization. They heard the story, and there is more to it than just face value." Jessie's next stop explored the other interventions they suggested that Avery could use with this client. They mentioned expanding on the client's metaphor and bringing in self-compassion. Avery did not stop to discuss these interventions and their thoughts about them. In the fourth segment, the dyad was misaligned. They each highlighted different aspects of this segment, as Avery was focused on seeking explicit instructions on how to navigate suicidal clients, and Jessie was focused on assessing Avery's conceptualization skills.

In the supervision session's general reflection, both expressed that it was good. Avery reflected on how "Jessie is like a definitely very safe and like easy person to talk to. I think that when I left supervision yesterday, I felt definitely more confident in what to do next." Avery felt that Jessie was very reassuring. They explained how they felt Jessie trusts them and their abilities and how that translates into feeling like they have the space to try different techniques. From Jessie's perspective, they reflected that again they "felt much more teachery, but I don't think its necessarily a bad thing. I think it was helpful." Jessie mirrored Avery's feelings, "I think they are very capable of all of these things. They suck it all in as soon as it's mentioned."

Dyad 5 had four segments to their supervision session. In the first three segments, the dyad was aligned with the needs and goals of supervision. Avery wanted guidance and specific direction and Jessie met that need through teaching. In the last segment, Avery expressed wanting to have received more direction from Jessie about how to navigate a client's suicidal ideation. Avery wanted to be able to learn this knowledge from a respected expert so that they could rely upon it when navigating and reflecting on future difficult situations. Whereas, Jessie was trying to assess Avery's conceptualization skills. In that way, the two were not aligned for the fourth segment. Dyad 5 identified the use of supervisor guidance, validation, teaching, and collaboratively exploring possibilities were all interventions that contributed to facilitating reflective practice. Importantly, the supervisee made a link between the safety in the supervisory relationship and their development of reflective practice.

In summary, part 3 examined the important segments that were captured within each of the supervision for each supervisory dyad. There was an exploration of the facilitative moments and the experience of the process that the supervisor and supervisee had in the session. Key interventions of supervisor questioning, guidance, validation, teaching, and collaboratively exploring possibilities were identified by the participants as being facilitative for reflective practice. Most notably, the needs for validation, safety, and reflective questioning were identified as interventions that, if better met, could have further developed reflective practice.

Part 4: IPR Interview Themes

While the previous section focused on the dyads and the different stopping points, in this section (part 4) we will review the overarching thematic analysis of the groups of supervisees and supervisors that were generated from the interpersonal process recall (IPR) data. The same three superordinate themes were generated from the analysis of both the supervisee and

supervisor IPR interviews. The superordinate themes were 1) the quality of the supervisory relationship, 2) the individual elements and 3) the framework of the supervision session. While the superordinate themes for the supervisees and supervisors are the same, the emergent themes differ. This section provides an in-depth review of the themes generated by the supervisee and supervisor IPR data. **Supervisee Themes**

The superordinate themes identified were aspects that supervisees perceived to impact their development of the competency of reflective practice. The quality of the supervisory relationship theme addressed relational aspects that were identified by supervisees in promoting the development of reflective practice and contributing to learning experiences. The theme labelled individual elements refers to the aspects relevant to either the supervisor or supervisee that supervisees felt impacted their reflective practice. The last theme labelled the framework for the supervision session, explored the organizational aspects of the supervision session that supervisees felt contributed to their development of reflective practice.

In general, all supervisees reported having positive learning experiences and stated that their overall supervision sessions were relationally positive. Some supervisees wondered if the supervisor actively attempted to perform better during the supervision session that was being used for this research. Some of the supervisees mentioned they found watching the supervision session during the IPR interview to be valuable and helpful in reviewing their supervision post-session, as it led to a deeper understanding of the process and improved learning from the specific supervision session. Supervisees stated watching the supervision session helped them remember previously forgotten discussed content, and some even journaled ideas during the IPR interview.

Table 10

Supervisee Identified IPR Themes for Developing Reflective Practice

Superordinate Themes	Emergent Themes	Descriptive Codes
The Quality of the Supervisory Relationship	Felt Sense of Safety	- Supervisor felt unpredictable -Supervisee felt protected -Supervisee felt apprehensive - Supervisee felt that they knew supervisors
	Perception of Supervisor's Competence	- Perceived expertise - Breadth of knowledge
	Felt Sense of Supervisor's Emotional Investment	- Felt supervisors were interested in them - Felt cared about
The Individual Elements	Supervisor's Style	- Patient - Level of fit - Good natured - Open/flexible - Supportive
	Supervisee Supervision History	- Comparing supervisors - Noting differences in supervisors
The Framework of the Supervision Session	Interventions Supervisors Used	- Supervisor validating - Supervisor providing suggestions - Supervisor reframing - Supervisors providing direction
	Structure	- Intentional about what to discuss - Different client files
	Learning Needs	- Desire to be effective - Anxious - Needing validation - Desire to be told what to do - Needing guidance

The Quality of the Supervisory Relationship

The first superordinate theme that was generated from the supervisee participants from the IPR data was the importance of the quality of the supervisory relationship in facilitating reflective practice. The supervisees deemed the quality of the supervisory relationship as highly impactful to their learning experiences and the development of reflective practice. The emergent themes created within this superordinate theme included the crucial relational qualities of a felt sense of safety, respect for their supervisor and a felt sense of supervisor investment.

Felt Sense of Safety. One of the crucial relational qualities that was perceived as supporting learning reflective practice in supervision was the concept of safety. This concept included both an insufficient and a fulfilled sense of safety between supervisor and supervisee. Moreover, safety encompassed the idea that the supervisees felt like their supervisor would take their concerns seriously, would not use their vulnerability or mistakes against them, and would work collaboratively on the issues presented in supervision. This allowed the supervisees to disclose the struggles that they were having in their client sessions, areas where they felt stuck, personal feelings they were experiencing, and supervision needs. Jamie discussed their feelings of safety with their supervisor when they stated, “there is no malice there. They want everyone to grow and to develop in their own way.” For Jamie, having this sense of safety allowed them to tolerate some vulnerable and challenging moments within the supervision session. They understood that the supervisor's challenge came from a place of care and respect rather than malice. Further, they trusted that if needed, the supervisor would gauge and adjust the intensity of their intervention and challenging questions. This was evident when Jamie stated, “I don’t think that they would do that if I’m looking overwhelmed or feeling (…) pressured. Like I feel

like they would stop." This suggested that Jamie trusted that their supervisor would respect their feelings and adjust to the supervisee's needs.

However, when supervisees did not feel safe in the supervisory relationship, they felt that it negatively impacted their learning. It resulted in unhelpful learning moments where the supervisee struggled to learn from their supervisor or where the intervention was experienced as detrimental to the supervisee's learning. Hesitation around whether the supervisor was unsafe or untrustworthy left the supervisees feeling powerless. In Alex's case, this powerlessness left them feeling like their supervisor was the expert and that they had to incorporate the guidance provided, regardless of whether the client or supervisee believed the approach was appropriate. This created a lack of understanding regarding the suggested intervention with the client and didn't allow the supervisee to learn an alternative approach. Alex discussed how they might have been able to confront their supervisor but that they were "not quite there with this supervisor." Alex additionally stated, "I don't know who I'm dealing with, what I can expect." Therefore, the lack of safety within this supervisory dynamic left Alex unable to voice their critiques over the supervisor's suggestions. By not being able to communicate this, they could not engage in an optimal learning moment which also limited their engagement in reflective practice.

In contrast, Ash felt comfortable not implementing all of the suggestions from their supervisor. When asked whether Ash felt they had liberty to choose whether or not to implement the superivsor's recommendations they, they replied, "both of those pieces of feedback I decided to table." The freedom that Ash felt to not use the supervisor's suggestions highlights the safety and confidence that this supervisee felt within their relationship as a collaborator in the clinical decision making. This supervisee considered the supervisor's feedback and felt safe enough to decide whether that feedback would be beneficial to them and their client.

Perception of Supervisor as Competent. The second emergent theme that was generated for the quality of the supervisory relationship was the importance of the supervisee's perception of their supervisor as competent. Discussions from the supervisees suggested that perception of their supervisor's competency was an important factor in considering the supervisor's guidance. Avery often referred to appreciating the "nuggets of wisdom" their supervisor provided them. Other supervisees referred to wanting to know their supervisor's thoughts about their client work and wanting their expertise as guidance. In contrast, Sloan discussed some hesitation about taking the supervisor's clinical guidance as they had doubts about their supervisor's clinical abilities, "there are times that I wonder how much time in the therapy room they have actually had." In this way, the supervisee's perception of their supervisor's clinical skills impacted how they received their supervisor's guidance and feedback and, therefore, their learning.

Felt Sense of Supervisor's Emotional Investment. The third relational quality generated from the data was the felt sense of the supervisor's emotional investment. The supervisees discussed how they felt that their supervisors were invested in the supervision process and in their development. This was communicated through the discussion of how they felt that their supervisors really listened and were interested in what they were saying in supervision and how they felt that their supervisors cared about them. For Jamie, they stated, "I can really sense that they care… they are really interested and really involved." Jamie explained that they feel that this sense is portrayed through Jordan's general demeanour and behaviour in supervision. Alex felt like Robin was very engaged in the supervision session and that they were invested in understanding Alex and figuring out interventions that they could use with their client. Sloan captured this quality in Jessie when they expressed, "They're involved in the

process. They're engaged. They're engaged in the process…They take their job seriously." The supervisees expressed in various ways how they felt that their supervisors were interested in what they had to say and that they were invested in their development. This felt sense of the supervisor's emotional investment from their supervisors was a relational quality that the supervisees found helpful for their development of reflective practice.

Individual Elements

The second superordinate theme generated from the IPR data was individual elements. These elements were outside of the relational elements from the first theme and can be characterized as more individually based. They were the elements that supervisees reported that either the supervisor or supervisee individually contributed to the development of reflective practice. The emergent themes that were generated were the supervisor's style and the supervisee's supervision history.

Supervisor's Style. The supervisees discussed various individual characteristics of their supervisors that they felt facilitated their development of reflective practice. The concept of level of fit emerged as an important element related to the supervisor's style. Some of the supervisees explored the concept of good fit in relation to whether they felt that the supervisor's style was a good fit for them. Jamie explored how, although Jordan's style of supervision can be challenging, it was a good fit for where they were developmentally. They explained that they felt like they needed more of a challenge, which Jordan provided. Sloan and Avery diverged on whether Jessie was a good fit for them. Avery felt that Jessie was a very good fit for them, whereas Sloan discussed that they would have preferred a supervisor who was more challenging. Alex explored how Robin is "big on taking risks" and that they are a bit of a worrier and explored how that difference created some friction between them. In this way, Alex and Robin

approached things differently, and in some ways, Robin's style was not a good fit for them. In other ways, such as using a process-oriented approach with clients, they were a good fit. However, that is based on theoretical orientation, which is different from the supervisor's style.

The supervisees found some aspects of the supervisor's style particularly helpful. Specifically, they found that supervisors who were patient, good natured, open/flexible, and who had a supportive style were helpful for the development of reflective practice. Ash described how patient Pat was in their supervision session when they stated, "I can hear them like repeating themselves with me… so I think they are just waiting for it to stick with me." In this way, the supervisor was perceived as patient with their supervisee, and understood that the development of reflective practice and counselling skills can take time.

Aligned with this was the importance of the supervisor's good-naturedness. The descriptors that supervisees identified to describe this included supportive, empathic, gentle, soft, not aggressive, and affirming.

The supervisees also described how a supervisor's open and flexible style was helpful for their development and learning in facilitating reflective practice. Avery discussed how Jessie "allows you to like to do your thing too… They give you space to try things out and doesn't make you feel as though you're not doing it well." Jamie mirrored this when they stated, that Jordan was open to letting them take the approach they felt was best and stated; "It's nice to have the openness to do whatever I needed." Here the supervisees are describing how their supervisor's openness and flexible style allowed them to try different interventions out and to practice within a style that worked best for them. In essence, the supervisors were not prescriptive or rigid in their approach with supervisees and the direction that they should take with their clients.

The Supervisee's Supervision History. The supervisees of this study often discussed previous supervisors and their supervision experiences. They discussed this in different ways. Past experiences in supervision were frequently brought up as a way to provide some context or to explain why the current supervisor was helpful, unhelpful, or in comparison to their previous supervisors. Supervisees also spoke of the different qualities of each past supervisor and how that impacted their skill development and engagement in self-reflection. Jamie explained how they felt that Jordan was very different than their previous supervisors because they were more challenging. They explained that their previous supervisors were more relaxed and affirming, which was helpful in developing their confidence, but they noticed that they became a bit stagnate in their skills, "my needs were different at that time…I am in second year… I find that I need more of that challenge." Jamie reflected on how their needs changed as they moved along in their program, and thus, what they needed from their supervisor also changed. The opposite was true for Avery, they switched supervisors because they felt that they needed a softer approach to be able to develop their confidence and to engage in reflective practice.

Alex remarked, "I think I'm not sure what supervision is because it's different with each supervisor." This highlights that supervisors can vary in many ways, which can result in some confusion for supervisees. It can be a learning curve for supervisees to figure out how the supervisor structures supervision and what they may expect from their supervisees. This can limit supervisee engagement in the reflection necessary for learning until clarity is established. Other supervisees also noted the differences in their supervisors and how that changed the structure or skills they developed.

The Framework of the Supervision Session

The superordinate theme of the framework of the supervision session captured the organizational aspects that impacted the development of reflective practice. The three emergent themes are interventions, structure and learning needs.

Interventions. The first emergent theme that was generated for the framework of the supervision session was the supervisor's interventions. The supervisees discussed how the supervisors used the interventions of suggestions and direction. These were received in the form of suggested questions or directions, new conceptualizations, helpful reframes, etc. Every supervisee in the study noted how helpful the suggestions and direction from their supervisors were. For Jamie, based on the supervisor's questions, they found several options for their upcoming client session. For Ash, there was a "new realization or like avenue that the supervisor provided there" that they could again incorporate in their subsequent client session. Jessie helped Sloan "get therapeutic distance from the client enough to […] see the overall picture rather than getting caught up in the content." Again, Jessie helped Avery find a "very helpful" way to start client sessions. The supervisors facilitated these learning moments by providing direction and suggestions throughout their various supervision interventions.

Structure. The second emergent theme of the framework of the supervision session was structure. Every one of the supervisees came prepared to focus on specific cases during supervision. For Ash, it was an emotionally heightened client session and an intake session to review. For Alex, it was a client they were struggling with and were looking to find ways to refer them. Jamie needed some direction about the policies around a client's missed sessions. In the IPR interviews, each supervisee clearly articulated the questions or cases they wanted to discuss. It was evident that they were structured and intentional about the supervision content. Thus, supervision primarily consisted of discussions around 1 to 2 client files. The direction of the

discussion of these client files varied depending on the needs of the supervisee and the structure brought from supervisees helped set the stage for reflective discussions.

Learning Needs. The third emergent theme within the framework of the supervision session was learning needs. Interestingly**,** at the beginning of supervision, the supervisees often expressed a desire to be effective with their clients. Some seemed more anxious as they expressed it and worried that they were not being effective, and others expressed it more calmly as a way to build on their skills. In this way, the desire to be effective was the catalyst for their supervision content. Further, the supervisees' desire to be effective informed their reflective practice.

From the data, the supervisees had two primary needs that were expressed that served to facilitate their engaging in reflective practice by also contributing to a safe environment: direction and validation. The supervisees discussed a need for direction with concepts such as new clinical issues, feeling lost with a client or a general sense of uncertainty in proceeding steps. A need for direction from the supervisor was often requested when the supervisee lacked confidence, which sometimes manifested in a “what do I do” question. Avery shared that “when it comes to more difficult clients, [they] need […] someone to kind of walk [them] through it,” and for Jamie, they were “looking for guidance cause [they] didn’t really know what to do.” And in some cases, Jamie wanted a more specific direction than what they were receiving; “I was looking for well, should I or shouldn’t I?” Again, with a more complex case, Alex explained how “I went in [to supervision] really wanting them to like walk me through how I can move this client into a more appropriate care situation.” Lastly, Ash summarized it best when they stated, “that I didn’t know where to go” and “so I just really wanted my supervisor’s expertise.” Throughout the interviews, it was evident that the supervisees sought direction from their

supervisors. Depending on the supervisee, this need for direction was born out of different feelings. Many of them searched for new ideas, some lacked confidence, while others felt stuck or lost. Supervisees felt that direction was an important aspect of reflective practice as they need to have the knowledge to be able to accurately reflect on future clinical situations and inform future clinical decisions.

The need for validation was often requested and expressed by the supervisees during the supervision sessions. This need was identified by each one of the supervisees. This need was generated to check and verify that what they were doing with clients was appropriate, and helpful. Implicitly and sometimes explicitly during the interviews, the supervisees often wondered whether what they were doing was okay. This materialized in four areas and often sounded like: 1) is my intervention okay? For example, Sloan expressed wanting "validation for what I was doing with the clients, that it was okay, that I was on track." 2) Are my feelings okay? Ash noticed, "I was still kind of noticing how this story, in particular, was making me feel powerless in the work." 3) Are my thoughts (conceptualizations) okay? Sloan mentioned how they received "acknowledgement of my thought process." 4) Are the next steps okay? Avery received validation around the next steps as they expressed how "it reassured me that ok, like my instinct was right." In response to these questions, the supervisees were looking for validation and reassurance.

In conclusion, the IPR supervisee analysis produced three superordinate themes: The quality of the supervisory relationship, individual elements and the framework of the supervision session. The supervisees identified that the relational qualities of safety, perception of supervisor competence and a felt sense of supervisor investment directly impacted their ability to learn by contributing to establishing a relationship that facilitated reflective practice. The supervisor's

style and supervisee supervision history were discussed as important individual elements that either the supervisee or supervisor contributed to the development of reflective practice. The framework of the supervision session captured the elements of interventions, structure and learning needs. Overall, these three superordinate themes and their various emergent themes were the supervisees' reflections on what contributed to their learning of reflective practice in supervision. The following section will discuss the themes that were generated from the supervisor's IPR interviews.

Supervisor Themes

The supervisor participants also had a chance to sit with the principal researcher and view their most recent supervision session. Analysis of the data generated three superordinate themes. These themes included the quality of the supervisory relationship, individual elements and the framework of the supervision session. Each of the superordinate themes had various emergent themes that will be discussed further. The theme of the quality of the supervisory relationship captured the relational qualities that the supervisors in the study reported as important to building the foundation that supports supervisee development of reflective practice. The theme of individual elements was the personal factors that supervisors intentionally mobilized to facilitate the development of reflective practice for their supervisees. The third superordinate theme of the framework of the supervision session addressed what supervisors reported specifically doing in supervision, which created learning experiences and allowed reflective practice to develop. In general, all supervisors felt that the supervision sessions they viewed were good supervision sessions. A couple of the supervisors felt that it was helpful to watch the supervision session, indicating it allowed them to reflect further and understand the supervision process and what was happening during the session.

Table 11

Supervisor Identified IPR Themes for Developing Reflective Practice

Superordinate Themes	Emergent Themes	Descriptive Codes
The Quality of the Supervisory Relationship	Empathy for Supervisee	- Expressing empathy - Acknowledging that therapy is difficult
	Trust and Belief in Supervisee's Skills	- Implicitly expressed - Desire to hear supervisee's thoughts - Feels supervisee is capable
	Attunement	- Noticing supervisee's feelings - Noticing change in supervisee's state
Individual Elements	Supervisor's Style	- Collaborative stance - Open to supervisee's opinions - Use of humour
The Framework of the Supervision Session	Interventions	- Inviting - Directing - Validating - Reflecting
	Structure	- Following supervisee's lead - Non-directive
	Building Supervisee Autonomy	- Confidence - Empowerment - Self-reliance

The Quality of the Supervisory Relationship

The quality of the supervisory relationship refers to the relational qualities that supervisors brought into supervision that helped develop the supervisory relationship. It was noted that the qualities of an empathic, trusting and attuned supervisor created an ideal learning environment for supervisees to develop reflective practice.

Empathy. Empathy was an important quality that supervisors felt contributed to the supervisory relationship. Throughout the interviews, the supervisors all had moments of expressing empathy toward their supervisees. Jessie expressed empathy towards Avery's previous supervision experience. Pat also reflected sadness toward their supervisee, "ok, I'm just feeling sad because Ash is feeling sad." Here, Pat noted how sad Ash was when they described what had happened to their client. Pat could see and appreciate that Ash was deeply impacted by their client's story.

Jordan discussed how they explicitly expressed empathy with their supervisees by acknowledging how difficult the work of therapy can be: "It's not any lack on your part. You're fine. It's the work that is hard." Pat also echoed how they often discussed how hard the work of therapy can be. In this way, they acknowledged and empathized with the supervisee's self-doubt over the challenging role of being a therapist, which supervisors identified as an important element of building the relationship that would facilitate the development of reflective practice in their supervisees.

Trust. The second quality that was generated from the supervisor IPR data was trust. Throughout the interviews, it was implicitly apparent that the supervisors trusted their supervisees. The supervisors expressed wanting to hear the thoughts and feelings of their supervisees. They wanted to hear their opinions and conceptualizations of their clients. Part of this was to assess their competency, but the other part was to engage in collaboration with their supervisees. In this way, the supervisors didn't want to tell their supervisees what to do. Instead, they provided them with options and trusted that the supervisees would select the option that best worked for them and their clients. This was evident through their use of the words "suggest" and "offer." This implied that the supervisor trusted that supervisees were safely attending to their

clients. Moreover, the supervisors trusted that their supervisees had the skills and abilities to handle difficult client situations. Jessie explicitly stated their trust in Avery when they stated, “Avery is very capable of all of these things.”

Moreover, the supervisors followed the supervisee's lead in the supervision session, implying that they trusted the supervisee to initiate topics that they deemed important. Jessie explicitly stated this: “It's part of their growing to know what is important, what they want to say, and what they don’t want to say.” To this extent, the supervisors trusted that their supervisees would bring pertinent topics and information to supervision therefore creating autonomy for what clinical work is important for their reflective practice.

Attunement. This quality captured the relational quality of attunement. The quality of attunement refers to the supervisors being mindful and attuning to what their supervisees were feeling or needing from the supervision session. This was further reflected through the supervisor’s noticing when and if their supervisee’s energy/state shifted during the session. Jessie noted how they felt that Sloan was frustrated by their client’s behaviour and that they wanted Jessie to join them and validate the frustration of a client arriving late. Jordan commented on how they knew that Jamie wanted them to give Jamie the answer to their question of whether they should do the homework the client assigned, “they want me to do the work for them.” Both of these supervisors knew that their supervisees wanted something from them, however they actively chose not to provide them with what they wanted because it would not be beneficial for their learning. To this extent, Jessie and Jordan were attuned to their supervisee’s feelings and developmental needs.

Robin and Pat both noticed and remarked on how their supervisee’s energy changed in the supervision session. They noted that as the need for direction was being met, their

supervisee's energy changed. For Robin, they noticed that as they were discussing interventions that Alex could use with their client, Alex became more engaged and excited. Robin took this to indicate that the intervention that was suggested was a good fit for Alex. Pat noticed and remarked on how Ash's energy shifted to feeling more energized and less powerless. Pat noted that Ash had picked up on the client's feelings of powerlessness and was feeling lost about the next steps. As Pat offered guidance and suggestions, they noted the shift in Ash's state. Therefore, Pat and Robin were attuned to their supervisee's state changes during the supervision session.

Individual Elements that Impact Reflective Practice

Supervisor's Style. The supervisor's style refers to the style or stance that supervisors either explicitly or implicitly express utilizing with their supervisees. The supervisors had a general supervision style of being collaborative, open, and also identified they used humour to strengthen the relationship. The collaborative approach was made evident in the balance of providing direction and generating options. Pat highlighted this balance when they stated, "So it's a balancing act of telling them why don't you try this—which I don't usually do—versus saying, you know, what would this be like? Would this be something that would land?" Often, the conversations in supervision were a back-and-forth between the supervisor and supervisee regarding the different ways they could approach a given topic or situation which unfolded as the supervisees brought forth questions or concerns. Instead of the supervisor giving them the answer, they would collaborate on ideas for interventions and discuss the possible outcomes and client responses to the different interventions. Jordan explained, "it's a lot of reflecting, getting the student to think about things for themselves." Lastly, all the supervisors brought a

lighthearted approach to the supervision sessions, including humour. This way, as Robin put it, the "humour is to diffuse a little bit of the complexity…in a way that feels fun and engaging."

The Framework of the Supervision Session

Interventions. The supervisors all discussed using various interventions to help the supervisee learn and develop reflective practice. The interventions brought forth by supervisors were directing, reflecting, inviting, and validating. A directing intervention included interventions such as suggestions and teaching. Reflecting interventions included questioning and feedback. For example, Jordan stated that they tried to get the supervisee to "think through the outcomes… exploring the advantages and disadvantages to using one approach or another." Inviting interventions included reframing and modelling. Robin discussed how they will model through instant roleplays. They take on the therapist's role and model different interventions. Validating interventions included empathic statements and summarizing the supervisee's feelings.

Each of the supervisors started using all the interventions identified; however, within each specific session, the supervisors focused on one intervention more frequently than the others. This could be interpreted as each supervisor having a particular style of supervising. For example, Jordan often used reflecting interventions, Pat used inviting interventions, and Robin and Jessie often used directing interventions. However, as one supervisor highlighted, the interventions employed also depend on each supervisee and their developmental level.

Structure. During the supervision sessions, all of the supervisors seemingly let the supervisees lead in bringing forth issues to discuss and then they addressed the many issues brought forth. As a result, the supervisors were often responding rather than initiating interventions or identifying issues of their own, giving the sessions a less structured approach.

This approach left space for supervisees to reflect on the important and relevant issues to their clinical work and which ones would be pertinent to discuss in supervision.

Building Autonomy. The supervisors identified various intentions they tried to achieve in each supervision session. Intentions included reflection, empowerment, and internalizing confidence, all building toward a greater goal of building supervisee autonomy. Primarily, the supervisors discussed how they would like the supervisees to start reflecting on their motives, decisions and thought processes. Robin discussed how their goal was for supervisees to "experience what it is like to engage in these types of questions, to be able to explore, and reflect—to be curious." Within this, the supervisors wanted the supervisees to feel empowered to trust their instincts and make their own choices in the treatment of their clients. Jordan's reflection aligned with this when they stated "I'm trying to help her develop a sense of empowerment… the key is to foster a degree of self-reliance." The supervisors also wanted their supervisees to feel empowered to bring their own topics and therapeutic issues into supervision.

Confidence emerged as very important for supervisors, and they frequently stated that they wanted their supervisees to trust in themselves and trust that they had the skills and abilities required to work with clients. "For them to be able to trust themselves" was Jessie's goal for their supervisee. Having the supervisees reflect, feel empowered and internalize confidence was a way to build the larger goal of having supervisees be autonomous in their practice with the ability to self-supervise. Pat reflected on their supervision goal and stated that "my wish was always for people to just be the therapist they want to be." The supervisors reflected that the supervisees in the study were 2nd-year students and that soon they would no longer be required to have extensive supervision and thus would be required to make decisions for themselves, that is,

they would be required to be autonomous in their decision-making and practice and that confidence in themselves would facilitate this.

In conclusion, the supervisor IPR analysis produced three superordinate themes of how reflective practice is developed in supervision: the quality of the supervisory relationship, the individual elements and the framework of the supervision session. The relational qualities that supervisors discussed as contributing to a quality supervisory relationship were empathy for supervisees, trust and belief in the supervisee's skills, attunement and knowing the supervisee. The individual elements that supervisors explained contributed to the supervisee's development of reflective practice were the supervisor's style and being developmentally aware. Lastly, the third superordinate theme of the framework of the supervision session captured the organization components that comprised the supervision session. The emergent themes were intervention, structure and building autonomy. Through the IPR interviews, supervisors reflected on what contributed to their supervisees' development of reflective practice, and these three themes were generated.

CHAPTER 4: Discussion and Conclusions

This research study explored how reflective practice is developed within supervision. Specifically, it explored the experiences perceived as promoting or thwarting the development of reflective practice by second-year M.A. supervisees and their supervisors. Through this exploration, the intention was to better understand key learning moments in supervision that were perceived to contribute to the learning of reflective practice. Reflective practice is an essential competence outlined by the governing bodies in psychotherapy, as it enhances professional growth and decision-making. In order to identify best practices in training and

supervision regarding the development and facilitation of reflective practice, this research study addressed the following research questions:

1) What supervisory experiences were perceived by supervisees and supervisors as promoting or thwarting the development of supervisee reflective practice?
2) Do these experiences and their components align between the supervisee and supervisor?
3) What are the supervisor and supervisee perceived outcomes of engaging in and developing reflective practice for supervisees?

To answer these research questions, data were gathered from both supervisors and their supervisees, and multiple themes were developed from both perspectives. This chapter briefly reviews the results and then presents an in-depth discussion of these themes in relation to the current literature. Additionally, this chapter discusses implications for practice related to developing reflective practices in supervision. Finally, the chapter concludes with a description of this study's limitations, strengths, and implications for future research.

During this study, the researcher conducted two rounds of interviews with five supervisees and their four supervisors to better understand the experiences that aid in developing reflective practice during supervision. The semi-structured interviews elicited the supervisees' and supervisors' perspectives on developing supervisee reflective practice throughout the supervisory relationship. Both helpful and hindering aspects were explored, along with competencies developed and areas of professional growth. The IPR interviews provided an in-depth, real-time view of what specifically occurred in the context of one supervision session, both from the supervisees' and the supervisors' perspectives. It explored what each deemed important in the session viewed, what was done specifically that was perceived as facilitating or hindering the

development of reflective practice, and the perceived learning outcomes of such interventions. Most notably, we gained insight into supervision processes within these supervision sessions that shed light on how supervisees perceive their development of reflective practice as well as how supervisors perceive their supervisees' development of reflective practice. Additionally, this study was able to compare and contrast the supervisees' and supervisors' experiences of the same supervision sessions.

Three superordinate themes were created from the semi-structured interviews to capture what supervisors and supervisees perceived to be instrumental in developing supervisees' reflective practice in supervision. These three superordinate themes were 1) The reflective space, 2) Creating a reflective space, and 3) Engaging in the reflective space. Three superordinate themes were also created from the IPR interviews: 1) the quality of the supervisory relationship, 2) Individual Elements, and 3) the framework of the supervision session.

Discussion

The themes of the semi-structured and IPR interviews share many similarities and overlapping elements. Both semi-structured interviews and IPR interviews with supervisors and supervisees were combined to create an in-depth and cohesive exploration of the development of reflective practice in supervision. The table below displays the merged superordinate and emergent themes that inform the research questions. The themes in regular font are those created from the semi-structured interviews, and the themes in italicized font are those created from the IPR interviews. An explanation of the merged themes follows the chart.

Table 12

Merged Semi-Structured and IPR Themes

Superordinate Merged Themes	Supervisee Merged Emergent Themes	Supervisor Merged Emergent Themes
The Reflective Space (*The Framework of the Supervision Session)*	- Self of Therapist - Competencies Developed - Helpful Interventions/ *Interventions Supervisors Used* - *Structure* - Supervisee's Needs/ *Learning Needs*	- Description - Competencies Developed - Interventions/ *Interventions* - *Structure* - *Building Supervisee Autonomy*
Creating the Reflective Space *(Individual Elements)*	- Supervisor's style / *Supervisor's Style*	- Supervisor's style / *Supervisor's style* - Supervisor's role
Engaging in the Reflective Space *(Individual Elements)*	- Supervisee's Qualities - *Supervisee Supervision History*	- Supervisee's Qualities - Supervisee's role
The Quality of Supervisory Relationship (The Supervisory Relationship)	- *Felt Sense of Safety* - *Perception of Supervisor's Competence* - *Felt Sense of Supervisor's Emotional Investment*	- *Empathy for supervisees* - *Trust and belief in supervisee's skills* - *Attunement*

Firstly, the IPR theme of the framework of the supervision session was combined with the semi-structured interview theme of the reflective space to create the singular superordinate theme of the reflective space. Secondly, the IPR theme of individual elements was split and added to the semi-structured interview themes of creating the reflective space and engaging in the reflective space. The individual supervisor elements were merged with the creating reflective

space theme, and the supervisee elements were merged with the engaging in the reflective space theme. Lastly, the superordinate theme of the quality of the supervisory relationship and the emergent theme of the supervisory relationship from the supervisees' semi-structured interview themes were merged.

These findings will be discussed in relation to the literature, as well as an analysis of the differences and similarities between the supervisees' and supervisors' perspectives and how this informs best practices in supervision regarding the development of reflective practice in trainee supervisees.

The Reflective Space

The superordinate theme of the reflective space encompassed the meaning and purpose that supervisees and their supervisors assigned to reflective practice. Further, this theme directly encompassed the various environmental and organizational descriptors the supervisors and supervisees used to develop reflective practice.

Description/Self of Therapist. The supervisor participants' understanding of reflective practice closely aligned with the current literature. Their responses detailed a view of reflective practice as a curious and creative exploration of clinical experiences. This mirrors Schön's description of reflective practice as an "artful inquiry" in professional situations (Schön, 1983, p. 268). The literature emphasizes that reflective practice aims to produce competent practitioners who can self-supervise (Fried, 2015; Schön, 1983). The supervisor participants echoed this purpose as they discussed their goal of empowering their supervisees to think and act for themselves. In this way, they built supervisee autonomy through developing reflective practice.

Moreover, the supervisor participants discussed reflective practice as therapists taking note of significant moments during client work that they would then intentionally explore either

individually or in supervision at a later date. This “noting” is what Schön labelled as “reflection-on-action,” which is reflecting after the experience rather than during the experience. The notion of being curious and noting significant moments is critical to many of the reflective practice approaches to supervision, as well as Kolb’s learning cycle. These approaches all mention the importance of a significant moment the supervisee would bring into supervision to explore. In Senediak and Bowden’s (2007) approach, they described how the supervisees are expected to track and bring to supervision any clinical dilemmas or issues that they experience. Ward and House (1998) included a reflective cycle of interaction that starts with a “disorienting counselling experience” (p.27). Neufeldt, Karno and Nelson (1996) list casual conditions referring to the event or problem that started the reflective process as part of their 4-step sequence of reflective practice in supervision. Lastly, the first stage in Kolb’s learning cycle is a concrete experience, when a learner engages in an activity or task that can create experiences to reflect on later. Therefore, the supervisor's understanding of reflective practice as needing the practitioner to take note of important experiences is echoed throughout the reflective practice and learning literature.

While supervisees were not asked directly about how they define reflective practice, they explored their experiences of engaging in reflective practice through the exploration of the self of the therapist and countertransference. In this way, the supervisee participants understood that reflective practice involved examining oneself and how they may impact their clinical work. This understanding echoes descriptions in literature that reflective practice achieves and demonstrates a practitioner’s level of self-awareness (Cooper & Wieckowski, 2017; Fried, 2015). It also echoes the description of beginning the process of reflective practice, where supervisees are

encouraged to focus on their actions, thoughts, and feelings regarding their clinical work (Senediak & Bowden, 2007).

Competencies Developed. The participants of this study listed the competencies of confidence, skills, and broadening as those primarily developed when engaging in reflection in supervision. While both supervisors and supervisees identified confidence as emerging from engaging in reflective practice, only supervisees identified skills additionally, and only supervisors identified broadening as an additional competency emerging from engaging in reflective practice. The competency of confidence is not directly cited as an outcome in the reflective practice and supervision literature. However, it is implied in some discussions about the importance of developing reflective practice. Authors note the importance of reflective practice in producing a competent, self-aware, and critically thinking practitioner who can self-sufficiently navigate difficult clinical situations (Cooper & Wieckowski, 2017; Schön, 1983). Arguably, those attributes require the practitioner to have confidence in their skills and clinical judgement.

The supervisee participants noted how reflective practice assisted them with their skill development. They noticed that their language, questioning and intervention skills changed and developed from engaging in reflective practice. The trainees in Cooper and Wieckowski's (2017) study also found that reflective practice was beneficial for developing counselling skills, such as active listening, empathy, and questioning. There is some overlap, however, with the supervisees' description of expanding skills and the supervisor's description of broadening. Supervisees remarked on how reflective practice broadened the language and interventions they used with clients. Supervisors noted that one aspect of the broadening for their supervisees was with regard to their skills. However, the supervisors referred to broadening in a way that also

captured a sense of flexibility in their thinking and in identifying possibilities, which limited their getting 'stuck' or responding rigidly. This competency of broadening can also be viewed as resembling the double-loop, triple-loop and transformational learning described by Carroll (2009) within supervision. Double loop learning refers to experiences that challenge one's way of acting, and reflecting on that experience changes one's thoughts and behaviours. Triple-loop learning happens in relationships and systems and produces empathic learning that shifts the relationship or the system. Transformational learning is learning that changes one's entire perception and worldview. In that way, the reference to supervisees' development of broadening in their clinical work can capture the three types of learning discussed by Carroll (2009). The level of broadening and in what domain would indicate which type of learning occurred from developing reflective practice.

Interventions. Both the supervisors and supervisees identified several interventions that they perceived facilitated reflective practice. For supervisees, the interventions they perceived as facilitative were identified as moments when their supervisors provided direction, validation, suggestions, roleplays, and questioning. Similarly, supervisors discussed that their questioning, directing, modelling and validating facilitated their supervisee's reflective practice. Several interventions are discussed in the supervision and reflective practice literature to facilitate supervisee reflective practice. These facilitative methods identified in the literature are writing exercises, Socratic questioning, reviewing session tapes, and modelling. The facilitative interventions articulated by the participants of this study overlap those articulated in the literature. One notable divergence between this study and the literature is the use of writing exercises or journaling (Neufeldt, 1999; Orchowski et al., 2010). Writing exercises and journaling were not discussed by either the supervisees or supervisors in our interviews. One

supervisor casually mentioned that it could help customize reflective practice but did not expand on this further. This divergence in the discussion of writing exercises could be explained by the fact that the articles that articulated writing exercises and journaling were theoretically based. The participants of this study noted that they were already short on time for discussing reflective practice, and incorporating the discussions of writing exercises and journaling would take more time to review. Moreover, writing exercises and journaling would be expected to happen outside of supervision and thus may not have been elicited in the interviews. Therefore, while writing exercises may be facilitative, they may not be practical because of time restraints in supervision sessions.

Similarly to this study, other empirically based research by Calvert et al. (2017) found that journaling or writing exercises were rated by supervisees and supervisors to be perceived as the least facilitative in developing reflective practice. Calvert et al. (2017) conducted a mixed methods study with supervisees and supervisors examining the strategies for developing reflective competencies. Their supervisee participants were mostly post-graduate professionals engaging in regular supervision. All participants were provided with the strategies of journaling, Socratic questioning, Interpersonal Process Recall, “thinking aloud” (modelling reflective thinking), roleplays and reflexive dialogue (dialogue about relational processes) and were asked to rate them in terms of their perception of usefulness and frequency used for developing reflective practice. Both supervisees and supervisors from Calvert et al. (2017) found Socratic questioning to be the most used by supervisors and helpful in facilitating reflective practice. While this current study did not have participants rate the usefulness of questioning, it found that supervisors often reported using questioning to facilitate reflective practice, and supervisees, in turn, reported finding supervisor questions helpful for their development of reflective practice.

Moreover, Calvert et al. (2017) found that their participants' perception of the usefulness of Socratic questioning was associated with a strong working alliance. In this current study, the facilitative nature of questioning seemed to be linked to the quality of the supervisory relationship and the supervisor's use of validation. This was evident in the findings where supervisees who expressed feeling safe and validated by their supervisors expressed a desire for more critical feedback. In contrast, those who expressed a more precarious supervisory relationship expressed the need for more validation.

Interestingly, the intervention of validation is not discussed within the reflective practice and supervision literature. The only article that included validation within the reflective practice and supervision literature was Ward and House (1998). Validation is included in their reflective model as an important aspect of the supervisory relationship. For both supervisees and supervisors of the current study, validation was less about feedback when they did well with clinical skills and more about the explicit expression of empathy about feelings regarding clinical work. Our study observed this through supervisor assertions that therapy and reflective practice are challenging. They validated that the challenging work was not necessarily because of a deficit in the supervisee but rather asserted that the work itself was hard. While this may overlap with the compassionate and empathic style of the supervisor, it was the explicit statements of validation that the supervisees perceived as being facilitative.

The other interventions of modelling and direct instruction are also noted in the learning and supervision literature. These two interventions were discussed developmentally, in that newer therapists would need or request more direct instruction and modelling, and as they developed, they would need less (Goodyear, 2014; Johnston & Milne, 2012). This current study found that it was less about how much time had passed in their training and more about whether

the supervisee had experience with the circumstances before. During the study, the supervisee participants expressed a desire for more direct instruction and modelling when faced with a clinical experience they had not encountered before. This need for more guidance was particularly evident when supervisees felt anxious and less confident in their abilities. In these instances, the supervisees sought more hands-on support and guidance from their supervisors to feel more secure in their approach. Supervisees also noted that the desire for more direct instruction would provide them with the knowledge needed to reflect on and make more informed decisions in future clinical situations. The supervisees in Johnston and Milne's (2012) study discussed a similar process: "Trainees had less confidence, felt more anxious, needed more containment and less direct challenge. They wanted more practical and informational support and a greater amount of educational scaffolding" (p. 13). However, again, they linked this to the fact that they were in earlier stages of training. In the current study, these feelings were in relation to doing something new or when supervisees felt they lacked a validating and safe supervisor than to their level of development. This difference in focus may have been impacted by the data collection method, where IPR interviews cued participant recall rather than relying on retrospective recall.

Structure. The study found that the perspectives of both supervisees and supervisors were complementary regarding the role of supervision structure in developing or facilitating reflective practice. According to the supervisees, they were deliberate in bringing up specific topics during their supervision sessions. On the other hand, the supervisors reported that they responded to their supervisees' needs and did not have a specific agenda for the session. This approach aligns with Guiffrida's (2015) supervision model, which emphasizes the significance of incorporating learning theory in the supervision process. In Guiffrida's (2015) model, the

supervisor serves as a travel companion, encouraging the supervisee to take the lead and direct the learning that unfolds during the supervision session. This supervision structure aligns with what the participants in this study identified as their supervision structure. The supervisees taking the lead for being responsible for the topics they discussed in supervision and the supervisors following positively contributed to the supervisees developing reflective practice as supervisees had to reflect on pertinent clinical issues.

In summary, the superordinate theme of the reflective space encompassed the meaning and purpose that supervisees and their supervisors assigned to reflective practice, along with the various organizational elements the supervisors and supervisees used to develop reflective practice. Within this superordinate theme, the supervisor and supervisee emergent themes of the description of the reflective space, competencies developed, interventions and structure were found to have the same components or to be complimentary with each other. Further, themes of description of the reflective space, competencies developed, interventions and structure from both the supervisees and supervisors align with the supervision literature. The divergence in the effectiveness of the writing interventions used to facilitate reflective practice in supervision was explained by the difference in participants and methods of the studies being compared. Most notably, the current study offered an additional intervention of validation that facilitates reflective practice. The reflective practice in supervision literature does not mention validation as a supervisor intervention that facilitates supervisee reflective practice. The supervisees of this contribute to the literature through their emphasis on how facilitative supervisor validation was to their development of reflective practice.

Creating the Reflective Space

The superordinate theme of creating the reflective space was articulated by both the supervisee and supervisor participants, who expressed the supervisors' contributions to creating the reflective practice. In this way, both seemed to recognize the supervisor's responsibility in creating an environment that could facilitate reflective practice. Both supervisees and supervisors identified the emergent theme of the supervisor's style. The supervisors identified an additional emergent theme of the supervisor's role.

Supervisor's Style. The supervisees and supervisors of this study articulated various qualities that were then captured in the emergent themes of the supervisor's style. For the supervisee participants, these qualities included collaboration, compassion, good-natured, and supportive. Similarly, for the supervisors, these qualities included collaboration, compassion, transparency, and good-natured. The overlap between the perspectives of the supervisee and supervisor is clear. Both perceived that a collaborative, compassionate, and good-natured supervisory style helped develop reflective practice.

The literature on supervision and reflective practice tend to focus more on the factors related to the supervisee rather than the supervisor. However, there has been some discussion on the impact of the supervisor's style on the development of reflective practice. For instance, a study by Wong-Wylie (2007) found that supervisees perceived that supervisors' unwillingness to collaborate with supervisees had a negative effect on the development of reflective practice. This finding indicated that a collaborative supervisor would be facilitative in developing reflective practice, which aligns with the perspective of this study's supervisee and supervisor participants. Additionally, Wong-Wylie (2007) found that unsupportive and jarring feedback can hinder supervisee reflective practice, which suggests that a supervisor needs to be supportive, especially when delivering feedback.

Aligning with the current study's list of supervisor qualities, Ward and House (1998) suggest that supervisors should be nonjudgmental, supportive, and validating. They explain how these qualities aid in developing a good supervisory relationship, which is foundational for reflective practice. Finally, Caroll (2009) has emphasized that the supervisor's qualities of humility, transparency, and honesty are important for effective learning. Therefore, the supervisor's qualities of collaboration, compassion, support, and transparency are important contributions to reflective practice in both the current study's findings and the supervision literature.

Supervisor's Role. Only the supervisors of this study highlighted various aspects that captured what they felt was their role in aiding the development of reflective practice in supervision. Primarily, the supervisors discussed that their role was to initiate and lead supervisees through the reflective process. The various reflective supervision approaches implicitly reflect the supervisor's role of leading supervisees through the reflective process (Neufeldt et al., 1996; Senediak & Bowden, 2007; Ward & house, 1998). They implicitly explored the supervisor's role through the various interventions and questions supervisors would use with their supervisees.

The supervisors observed that the supervisees were new to the field and may not be fully aware of the importance of reflective practice. As a result, the supervisors discussed their responsibility to explicitly name and ask about reflective practice in supervision and to provide structure and direction for novice supervisees. This aligns with Orchowski et al.'s (2017) hypothesis that new supervisees may require more guidance on how to engage in reflective practice. The role that the supervisors identified in this study would also support the suggestion

made by Neufeldt et al.'s (1996) participants that supervisors provide role induction to supervisees on how to incorporate reflective practice into the supervision process.

Lastly, the supervisors of this study explained how reflective practice in supervision should be customized for each supervisee, taking into consideration their level of development and the supervisory alliance. This customization aspect of supervision is discussed throughout the learning and supervision literature. Caroll's (2009) transformational learning principles include supervisors facilitating supervisee learning, and supervision is customized for each supervisee. In discussing learning interventions, both Goodyear (2014) and Johnston and Milne (2012) encouraged supervisors to take a developmentally aware approach when applying learning interventions. They found supervisees appreciated a different approach and tone of supervision as they developed their skills (Johnston & Milne, 2012). Furthermore, Watkins and Scaturo (2013) emphasized the crucial role of supervisors in effective supervisory processes and outcomes, stating that the supervisors' skill in addressing and facilitating learning is vital for mastery of the supervisor role.

Within this superordinate theme, the supervisees and supervisors shared the same emergent theme of the supervisor's style. They described the same supervisor style qualities of collaborative, compassionate and good-natured. The different qualities that they mentioned, supportive (supervisees) and transparency (supervisors), are complementary. The participant description of the supervisor's qualities that facilitate reflective practice are similar to the qualities of supportive, collaborative, transparent and non-judgmental that were identified in the reflective practice and learning literature. One notable difference is that the supervisor participants of this study noted their role and responsibility in leading and customizing reflective

practice in supervision; the supervisor's role and responsibility are not captured within the supervision and reflective practice literature.

Engaging in the Reflective Space

This study's supervisee and supervisor participants also explored the supervisees' contributions to their development of reflective practice. This exploration created the superordinate theme of engaging in the reflective space as the participants captured the supervisee's role in engaging in the reflective space through their sharing of their clinical work and experiences.

Supervisee's Qualities. Both the supervisees and supervisors of this study identified the supervisees' qualities, such as their self-esteem and personal factors (experiences and characteristics) which they felt potentially impacted the supervisees' development of reflective practice. The supervisees acknowledged how the interplay of these qualities, along with those of the supervisors, could create a complicated, difficult, or challenging supervisory dynamic. This seemed to be expressed separately from the quality of the relationship, as some of the supervisees expressing this difficult interplay also characterized their supervisory relationship as a good one. The reflective practice or learning supervision literature does not discuss the interplay of personalities.

Supervisees and supervisors listed how supervisees' self-esteem can impact their engagement and openness in the process of learning reflective practice in supervision. The impact of the supervisee's self-esteem is captured and discussed in the reflective practice and learning supervision literature. In the reflective practice and supervision literature, Evangelista and Probst (2010) discussed how supervisee anxiety and self-esteem may result in a lack of openness in supervision and that, instead, the supervisee may become more passive within

supervision. The participants in Wong-Wylie's (2007) study discussed how their ability to self-trust could impact their ability to engage in reflective practice. Within the learning and supervision literature, Watkins (2015) lists the learner's self-concept as a principle that could impact effective learning. Interestingly, the supervisees in this study captured how the supervisor's compassion, validation, and trust in their abilities seemed to mitigate their self-esteem and its impact on their perceived skill development and reflective practice.

Supervisee Supervision History. This study's supervisees reflected how their previous supervision experiences impacted their current supervision experience. They perceived this as relevant to their development and as a factor contributing to their current learning needs. Only one supervisor discussed this, and this was linked to the fact that their supervisee had been transferred to them from a different supervisor. The other participating supervisors did not identify their supervisee's previous history in supervision. Likewise, the reflective practice and supervision literature does not discuss supervision history. It is, however, discussed in the learning and supervision literature. The adult learning principle articles by Watkins (2015) and Borders (2019) discuss how past experiences and knowledge can impact learning. Watkins (2015) applied the adult learning principle of "the learner's past experience" in supervision and how supervisors could use it to add value and enhance a supervisee's learning and development. Borders (2019) explores how a learner's prior knowledge can help them make connections between prior knowledge and new experiences, ultimately facilitating their learning. However, they explain that if the learner's knowledge is insufficient or inaccurate, the connection with the new experiences may be distorted and ultimately hinder the learning. These principles also connect with what the supervisors noted as impacting the supervisee's reflective practice, which was the supervisee's personal experiences and life situations. When the supervisors discussed

this, they referred to the supervisee's developmental age, previous work experience, and current life situations (e.g., caretaking). In this way, the supervisors' reflections aligned with the learning principles in that previous experience and knowledge could impact their supervisee's ability to engage in reflective practice (Borders, 2019; Watkins, 2015). However, supervisory-specific past experiences were less considered. Additionally, the supervisees in Wong-Wylie's (2007) study discussed that personal stressors or events were barriers to them engaging in reflective practice which links to the current study's supervisors' discussion of how supervisee's personal life factors could influence their ability to engage in the reflective supervision space.

Supervisee's Role. The supervisors explored the supervisee's role of engaging in supervision. Supervisees were expected to arrive at supervision with important content to discuss. The supervisees were treated autonomously in that they were provided with the responsibility for deciding what they deemed worthy of discussing in supervision. With regards specifically to the supervisee's qualities, the supervisors reflected on how the supervisee's level of openness, ability to trust and courage could impact their ability to engage in reflective practice. Surprisingly, these qualities of the supervisee are not discussed in the reflective practice and learning in supervision literature with the exception of Neufeldt et al. (1996), who discussed that the supervisee's "ability to tolerate ambiguity" could impact their ability to engage in reflective practice. Supervisee's engagement in learning is more heavily discussed in the learning and supervision literature, as the supervisee's motivation and engagement are central principles that facilitate learning.

In summary, the superordinate theme of engaging in the reflective space captured the supervisee's contributions to developing reflective practice. Within this superordinate theme, the supervisor and supervisee shared the emergent theme of supervisee qualities. The supervisors

identified the additional theme of the supervisees' role, and supervisees identified additional themes of supervision history. The emergent theme of supervisee qualities of self-esteem, personal experiences, and personal characteristics are also qualities that the reflective practice literature explores as qualities that can hinder the development of reflective practice. The supervisee-identified emergent theme of supervision history is not discussed in the reflective practice literature, but is discussed within the learning literature. Similar to this study, the learning literature noted how supervisee's prior knowledge and experiences can be helpful or hindering to learning. The supervisor identified the theme of the supervisee's role of being open and courageous in engaging in reflective practice was surprisingly not discussed in the reflective practice literature.

The Quality of the Supervisory Relationship

This study's supervisees and supervisors discussed the qualities of the supervisory relationship and how those specific qualities facilitated reflective practice. The supervisees of this study frequently discussed the relationship in terms of what they felt, whereas the supervisors discussed the relationship in terms of what they were doing or noticing. The supervisees listed the qualities of a felt sense of safety, a perception of the supervisor's competence, and a sense of the supervisor's emotional investment. In comparison, the supervisors listed the qualities of empathy for supervisees, trust, and belief in the supervisees' skills and attunement. Both the supervisees and supervisors emphasized the quality of the supervisory relationship as contributing to the learning development of reflective practice in supervisees. The supervisees felt that the supervisory relationship was the foundational piece needing to be in place before anything else could happen. This finding echoes the supervision literature, and it also echoes the literature on reflective practice in supervision. The importance

and quality of the supervisory relationship and its impact on the supervisee are well documented in the supervision literature. This study recognizes that there are many qualities and influences that impact the supervisory relationship (Beinart & Clohessy, 2017; Bernard & Goodyear, 2018). This study specifically examined the qualities in the supervisory relationship that the participants perceived as influential to supervisee reflective practice development.

Felt Sense of Safety. The supervisees of this study identified that having a felt sense of safety with their supervisor is an essential aspect of developing reflective practice. The supervisees with strong and safe relationships with their supervisors were perceived to have more confidence in their clinical skills as therapists. This finding that supervisees articulated the importance of a safe learning environment aligns with the existing supervision literature. It is well-documented that safety is a major component of the quality of the supervisory relationship (Beinart & Clohessy, 2017; Watkins, 2014). Further, it is uniformly agreed that the relationship is fundamental for the effectiveness of the supervision process and outcome (Watkins & Scaturo, 2013).

More specifically, within the reflective practice and supervision literature, a safe relationship is fundamental to developing reflective practice (Neufeldt et al.; Watkins and Scaturo, 2013). The doctoral counselling students in Wong-Wylie's study identified that safe relationships are facilitative and unsafe ones hinder reflective practice. Moreover, the doctoral students also noted that a safe relationship opened them up to being challenged. Safe space provided by a supervisor allows supervisees to wonder about their work and be thoughtful about their reactions (Priddis & Rogers, 2018). They state, "the most common method for developing reflective capacity in professionals occurs in the context of a regular, collaborative and secure

reflective supervisory relationship" (p90). Our results, therefore, highlight further the facilitative impact that a safe supervisory relationship has on supervisee reflective practice.

Perception of Supervisor Competence. The supervisees of this study also articulated that their perception of their supervisor's competence was an important quality of the supervisory relationship that impacted their reflective practice. The supervisees who perceived their supervisors as competent were more willing to be open to their supervisors' reflections, feedback, and suggestions. The supervisee's recognition of the supervisor as highly competent is an important common factor in the supervision literature (Watkins, 2017a). Within the supervision and learning literature, Goodyear articulated that modelling can only happen when a supervisee views their supervisor as highly competent. Therefore, the supervisees of this current study's discussion of how their respect for their supervisor's skills is an important quality of the relationship that can impact their development of reflective practice is aligned with the supervision literature.

Felt Sense of Supervisor's Emotional Investment. This study's supervisees discussed how they felt a sense of their supervisor's emotional investment and how that positively impacted their development of reflective practice. They noted this in aspects where their supervisors were invested in helping them understand difficult client situations and different interventions and develop their overall skills. Moreover, they discussed how they felt their supervisors were invested in the supervision process and cared about them and their development. While the quality of emotional investment wasn't discussed in the reflective practice and supervision literature, it is discussed in the supervisory relationship literature. Watkins (2017a) discusses that the supervisor's engagement/ investment is a common factor

contributing to the supervisory relationship. Similarly, the supervisor's interest and investments are an important contribution to the SR (Beinart and Clohessy, 2017).

Empathy for Supervisees. The supervisors of this study discussed their empathy toward their supervisees in various ways, such as understanding that therapeutic work is difficult, that reflecting can be vulnerable, and toward the general feelings that emerged from their work. Empathy from the study's supervisors was discussed as an important quality contributing to the relationship. The importance of empathy is discussed throughout the literature. The literature regarding the supervisory relationship discusses how the relationship develops through the supervisor's use of therapeutic qualities, such as empathy, respect, genuineness, and acceptance (Beinart & Clohessy, 2017; Watkins, 2017a). The supervision and reflective practice literature describes how supervisors' warm and supportive qualities contribute to developing a strong relationship (Orchowski, 2010). Finally, in the learning and supervision literature, Watkins and Scaturo (2013) list that empathy, genuineness, and positive regard are central qualities that need to be displayed to develop a secure base from which learning happens. Therefore, this study's findings and the supervision literature aligned in the importance of the quality of supervisor's empathy for the supervisory relationship.

Trust and Belief in Supervisee's Skills. All supervisors who discussed having a good supervisory relationship also discussed how they trusted and believed in their supervisee's skills and work. While not specifically belief and trust, a common factor in the supervisory relationship literature is that supervisors contribute their positive expectations and hope (Watkins, 2017a). In that way, it could be viewed that positive expectations and hope would imply that supervisors believe their supervisees are capable of growth and development. This implication would

connect to this study's supervisors, emphasizing the importance of trusting and believing in their supervisee's skills.

More specifically aligned with the results of this study, it has been found that supervisors need to trust their supervisees are being honest about the clinical material they share in supervision and the skills they have (Bernard & Goodyear, 2018). It is recommended that supervisors develop this trust through direct observation of their supervisee's work as directly observing the supervisees work would provide direct evidence that would either align or misalign with what the supervisees have previously discussed in supervision (Bernard & Goodyear, 2018). The supervisors of this study may not have felt the need to discuss proving their supervisees skills because a common practice of the counselling program where participants were recruited is viewing videotaped client sessions. Therefore, at the time of this study, supervisors would have had several weeks of directly observing their supervisee's work, which may have been enough time for these supervisors to develop trust in their supervisee's skills.

Attunement. The supervisors of this study discussed how they noticed emotional shifts in their supervisees during the supervision sessions and adjusted their interventions accordingly. In this way, they were attuned to the fluctuations of emotions in their supervisees. Moreover, the supervisors were attuned with their supervisees when they discussed the needs they felt their supervisees were requesting from them in supervision. Supervisor attunement is mentioned in the supervisory relationship literature. Watkins (2014) discussed that a requisite for building a good supervisory relationship was for supervisors to demonstrate psychological conditions, such as emotional attunement. Further, Beinart's model of the supervisory relationship developed from the supervisee's perspective captures the quality of supervisors' sensitivity to their needs as an important aspect of the supervisory relationship (Beinart, 2014). The supervisors of this study

discussed being attuned and sensitive to their supervisee's needs. In that way, the supervisor's discussion of attunement aligns with the literature.

The superordinate theme of the quality of the supervisory relationship was explored by both supervisees and supervisors of this study. The participants expressed the importance of having a quality supervisory relationship for facilitating the development of reflective practice. Specifically, the supervisees noted how a felt sense of safety, perception of the supervisor's competence and the supervisor's emotional investment characterized a good quality supervisory relationship. Complimenting the supervisee identified qualities of the supervisory relationship, supervisors identified the qualities of empathy for supervisees, trust, and belief in their supervisee's skills and attunement as important qualities of the supervisory relationship. The importance of the supervisory relationship for the development of supervisee reflective practice is thoroughly discussed in the reflective practice literature. However, the reflective practice does not specify the qualities that inform a safe and good supervisory relationship. In that way, this discussion compared the qualities listed by the supervisees and supervisors to the supervisory relationship literature. It was found that all the qualities listed by the supervisees and supervisors as important to the supervisory relationship were found to be qualities that the supervisory literature also discussed.

Summary. This section explored the superordinate themes of the merged supervisee and supervisor themes in relation to the literature. It merged the semi-structured and IPR superordinate themes into four main superordinate themes of the reflective space, creating the reflective space, engaging in the reflective space and the quality of the supervisory relationship. It highlighted how most of the supervisor and supervisee emergent themes were the same or complimentary to each other.

Further, it discussed how this study's findings were similar to and different from those in the supervision literature. Notably, this study confirms the reflective practice literature's emphasis on the importance of having a safe supervisory relationship for the development of reflective practice. This study furthered the emphasis by explicitly labelling the qualities of perception of supervisor competence, felt supervisor emotional investment, supervisor empathy, supervisor's belief and trust in supervisees skills and supervisor attunement as important qualities that define a safe and quality supervisory relationship that facilitates the development of reflective practice.

Similar to other studies on the strategies that can aid in the development of reflective practice, this study noted how modelling, supervisor questions, and direct instruction can be facilitative for reflective practice. This study's participants did not mention writing exercises as an intervention that facilitated reflective practice, which is a divergence from the theoretically based reflective practice articles but confirms Calvert et al.'s (2017) finding that writing exercises were the least used and facilitative for reflective practice. This confirms that while writing exercises may be facilitative in theory, in reality, they are not used, which may speak to the practicality of writing exercises in supervision. Intriguingly, this study's participants noted that validation is a facilitative intervention for developing reflective practice. It was found to be facilitative for not only supervisee's engagement but also as a way for supervisees to trust their clinical intuition. It was believed that trust and confidence in their clinical instincts would better inform their reflective practice in future difficult situations.

Additionally, this study's participants clearly outlined the role, responsibility, and impact that the supervisee and supervisor have in facilitating reflective practice. The role, responsibility, and impact that the supervisee and supervisor can have on the process of developing reflective

practice are not given significant attention in the reflective practice literature. Unlike the literature, this study clearly outlines that the supervisors' role is to create the reflective space through their supervisory style and that their role is to lead and customize the process for supervisees. This study also clearly outlines that the supervisees' role is to engage in the reflective space and how various aspects, such as self-esteem, personal factors, and supervision history can impact their engagement. The reflective practice literature only mentions how a supervisor's collaborative and supportive nature can facilitate reflective practice. Likewise, the reflective practice literature only mentions how supervisee's self-esteem and ability to tolerate ambiguity can impact their openness and engagement in reflective practice. Therefore, the literature failed to mention the other aspects of role, responsibility and impact that this study's participants found to be significant in developing reflective practice.

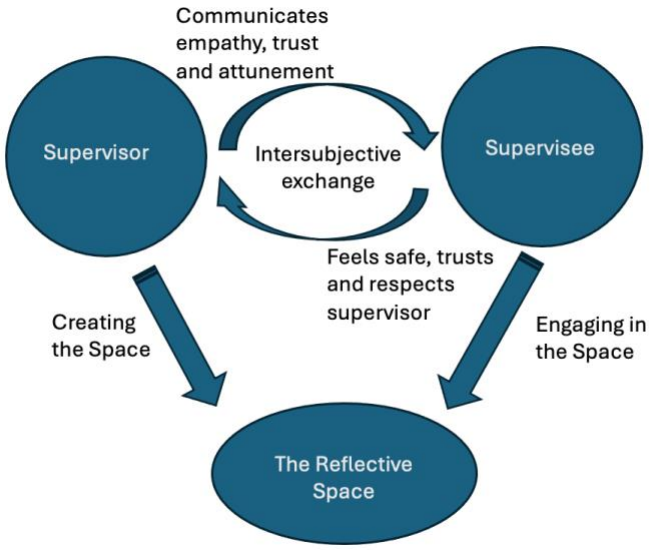
The next section will present a model developed from the superordinate themes that showcase how reflective practice is developed in supervision. This model will then be discussed in relation to the current models of developing reflective practice.

Reflective Model

The following reflective model attempts to capture this study's findings by presenting a reflective practice model. It displays the connection between the superordinate theme created from the supervisee and supervisor participants. This model reflects how the participants perceived that the competency of reflective practice was developed within supervision.

Figure 1

Model of the Development of Reflective Practice in Supervision



The model presented above depicts the relationship between supervisors and supervisees and the individual contributions they bring to the relationship. The supervisor bubble represents the individual contributions that the supervisors bring into the relationship that impact the development of reflective practice such as, their supervision style, which includes characteristics such as compassion, collaboration, investment, good nature, and transparency. When communicated effectively to the supervisee, these qualities create a sense of safety and emotional investment, leading to increased trust and respect from the supervisee. The curved arrow coming from the supervisors illustrates the supervisor's contributions and the communication of empathy, belief in the supervisees, and attunement toward the supervisee. The supervisee receives the supervisor’s communication and, as a result, feels a sense of safety, trust, and respect for their supervisor.

The supervisee bubble indicates the individual contributions that supervisees bring into the relationship that impact their development and engagement in reflective practice. These

contributions were identified as their personal qualities, supervision history, and personal experiences/situations. The interplay between the supervisee and supervisor captures the theme that acknowledges that personalities and the power differential can influence the supervisory dynamic. The supervisee's and supervisor's personalities within the relationship may not be a good fit or render communication more difficult. For example, in dyad 3 between Robin and Alex, it was communicated that Alex tended to be more of a cautious person and that Robin tended to be more of a risk taker, which, according to the supervisee, contributed to the difficulty in developing safety and trust between them. Additionally, the inherent power differential and evaluative component created some hesitation on the supervisee's part to fully engage in supervision. For example, Jamie discussed having a safe and trusting relationship but acknowledged that their lack of assertiveness and the inherent power difference made it difficult to express their learning needs. In this case, the supervisee not being able to express their learning needs made engaging in reflective practice more difficult as they couldn't specify to their supervisor what they needed from them. Unsurprisingly, the supervisor and supervisee bring personal qualities that may impact the learning dynamic. However, it was found that the impact of those personal qualities seemed to be mitigated by the supervisor's communication of relational qualities such as empathy, trust and belief in their supervisees and attunement which creates the felt sense of safety and trust. For example, the supervisors' communication of empathy and trust to supervisees was perceived by supervisees to increase their self-confidence. While increased confidence did not necessarily diminish supervisee self-doubt (lack of self-esteem), it did provide encouragement to venture into attempting novel and personally challenging interventions with clients.

The downward arrows stemming from the supervisee and supervisor bubbles reflect the responsibility that each dyad member has in the reflective space. The supervisor's responsibility primarily includes creating the space. Specifically, the responsibility of the supervisor is to take the lead in initiating reflective practice, making reflective practice explicit, customizing it, and using facilitative interventions. Taking the lead in inviting the supervisee to engage in reflective practice is the supervisor's responsibility, as they are the more experienced dyad member and cannot assume that supervisees will know how to engage in reflective practice without having been taught. This prompts the next responsibility of the supervisor, which is to make reflective practice explicit. This can include educating supervisees about what reflective practice is, why it is important, and how it can be addressed in supervision. Additionally, supervisors are responsible for offering strategies or ways of reflective practice customized to the supervisee's uniqueness. For example, offering strategies such as journaling or reflective questions. Lastly, the supervisor's responsibility includes providing the various interventions that facilitate learning reflective practice, such as reflective questions, modelling, and direct instructions.

On the other side of the figure is the supervisee's responsibility to engage in the reflective space. The supervisee's primary responsibility is to provide the content of what the supervisee and supervisor will discuss in supervision. This content should be intentional and relevant to the supervisee's clinical work. Often, this study's supervisees brought in clinical experiences that they were challenged by or experiences that they needed to process further. It is also the responsibility of the supervisee to express their learning needs. In bringing in the content, supervisees need to direct their supervisors to what they seek from supervision. For example, "I would like your direction about what to do with a client file who is not returning my calls" or "I need to unpack this emotional client session."

The bubble at the bottom of the figure depicts the outcome of reflective practice. It captures how all the qualities, dynamics, and responsibilities mentioned above contribute to the development of reflective practice. This bubble represents the description of reflective practice as being a curious and creative exploration of clinical work and the self of the therapist. Further, it captures the competencies that reflective practices help to develop, such as confidence, broadening, and skills.

Only three articles in the reflective practice and supervision literature discussed a reflective approach to supervision (Neufeldt et al., 1996; Senediak & Bowden, 2007; Ward & House, 1998). These models outline a supervisory process that helps develop reflective practice. They provide concrete and structural guidance for supervisors. The approaches of Senediak and Bowden (2007) and Ward and House (1998) are theoretically based. The approach developed by Neufeldt et al. (1996) was created from the interviews of 5 reflective practice or supervision experts.

The model by Senediak and Bowden (2007) is brief, with three main stages of the supervision process. It was primarily created for the context of child psychiatry trainees. In the first stage, they emphasize the importance of establishing a supervisory relationship and a working alliance. They discuss how this can be accomplished through a mutually acceptable contract that explores the responsibilities of both the supervisee and supervisor. They proposed a list of topics that should be discussed and included in the contract, including the supervisee's training and supervision history, the supervisee's expectations and goals, and the evaluative component of the relationship. Secondly, the supervisee and supervisor discuss the use of a supervision diary. A supervision diary entails the supervisee keeping track of any issues in their clinical work. The supervisee is invited to keep track of all issues that arise in their training,

including interactions with faculty members. The purpose of the diary is that it creates a comprehensive record that allows them to examine areas such as skills that need to be developed, problem areas, or experiences that they are continually not discussing in supervision. Thirdly, the supervisee brings their diary into supervision, and the supervisor asks various reflective questions. The model provides a list of 13 examples of reflective questioning that supervisors can use to unpack the experiences contained in the diary. For example, "7. What was the emotional flavour of the interactions? Was it similar or different from your usual experience with this client and other clients? 9. What theories do you use to understand what is going on?" (Senediak & Bowden, 2007, p. 279).

There are a few similarities between this model and the one being proposed, primarily in the supervisory relationship, as being the starting point for reflective practice. The model by Senediak and Bowden (2007) recognizes the importance of a collaborative supervisory relationship. However, it failed to depict any important qualities of the relationship that are important for the model. They listed various topics that the supervisee and supervisor should discuss, including the supervisee's supervision history, which the proposed study recognizes as an aspect that the supervisee contributes to developing reflective practice. They also list how the supervisee and supervisor should discuss the roles and expectations, but do not provide any examples of what those roles and expectations may be, other than the diary, as a way for supervisees to track their clinical experiences.

In contrast, the proposed model does not specify the use of a diary. Rather, supervisees are responsible for bringing in relevant clinical material in whatever format works best for them. The clinical material that the supervisees choose to share in supervision may have been planned by them ahead of time or may unfold organically as the session happens. The use of a diary may

not have been found to be relevant in this study because the participants had videotape access to the supervisee's client sessions and, therefore, could rely on the videotapes to recall important experiences. Lastly, the model by Senediak and Bowden (2007) only includes reflective questions as an intervention to unpack the clinical experiences rather than a multitude of interventions that the proposed model lists, such as validation, modelling, teaching and reframing. One aspect that the model by Senediak and Bowden (2007) includes that the proposed model doesn't include is the explicit discussion of various topics, such as the history of the supervisee, goals and expectations, and the discussion of the evaluative component. This importance may not have emerged from this study's data, as a supervision contract is required and provided by the university. The contract includes the expectations of supervision and asks the supervisees to establish goals for supervision.

The theory by Neufeldt et al. (1996) was developed through the interviews with 5 supervision or reflective practice experts. The opinions of these 5 experts were combined to develop a theory of the reflective process in supervision. This theory includes 4 sequences that supervisees go through in supervision: 1) Causal conditions, 2) intervening conditions, 3) Process, and 4) Consequences. The causal condition is the triggering event or problem that starts the reflective sequence. The intervening conditions refer to the supervisee's personality, cognitive capabilities, and environment. The supervisory relationship is captured within the condition of the environment. The process captures the exploratory and reflective process that supervisees go through in supervision. Lastly, consequences capture the outcomes of changes experienced through the reflective process.

The reflective process theory shares some similarities and differences with our proposed model. The theory starts with a triggering event, while the proposed model does not start with a

triggering event. Instead, it articulates that the role of the supervisee is to bring clinically relevant content to supervision. The reflective process theory limits their conditions to the supervisee and the environment. The proposed study includes both aspects and adds the supervisor's contributions, such as their supervisory style and responsibilities, which are important for developing supervisee reflective practice. The process sequence of the reflective process theory describes the properties of the reflective process. Still, it failed to recognize or include any relational properties or specific interventions that guide the process. Contrastingly, the proposed model outlines the relational qualities of empathy, belief in the supervisees and attunement and interventions such as validation, modelling, questioning and teaching that guide reflective practice in supervision. Lastly, the two share how the consequence of reflective practice is change. However, the proposed model specifies the type of change in supervisees to the competencies of confidence, broadening, and skill development. Whereas, the reflective process theory articulates that the supervisee changes in their understanding of therapy and their work with clients along with the long-term growth of expanding one's capacity to make meaning.

The final approach is the model of reflective counseling supervision (Ward & House, 1998). This theoretical model explores a reflective learning cycle that is happening alongside the development of the supervisee and the supervisory relationship. The reflective learning cycle starts with a disorienting experience, then moves to the supervision relationship where the supervisor is supportive and validating, then to supervisor interventions and finally to new learning in the supervisee. Alongside the reflective learning cycle is the development of both the supervisee and the supervisory relationship, which includes the phases 1) contextual orientation, 2) establishing trust, 3) conceptual development, and 4) clinical independence. Contextual orientation refers to the beginning of the supervision process and the time it takes for the

supervisee to adjust to clinical practice; they noted that this time can be filled with anxiety, perfectionism and confusion. Establishing trust refers to the phase of creating a positive learning environment. They explained that the supervisor's support develops trust, allowing the supervisees to willingly share and reflect in supervision. The development then moves to a deeper level of reflection, where supervision addresses any conceptual dissonance in the supervisee. Addressing the supervisee's conceptual dissonance happens through reflective dialogue. They suggested some characteristics of the reflective dialogue, such as focusing on thematic content, keeping it open-ended and asking self-assessing questions such as "What hypotheses are possible for explaining the client/family needs?" (Ward & House, 1998, p. 29). They argued that the self-assessment questions foster the supervisee's autonomy. The final phase of clinical independence is when the supervisee has developed more autonomy and professional growth.

The model of reflective counseling supervision and the proposed model share many similarities. Both models place the supervisory relationship as a central piece in supervisee development. Moreover, they both explain how the supervisor establishes trust through support and validation. The proposed model adds the importance of establishing safety and that these factors are also established through the supervisor's compassion and collaboration. Additionally, both models explore reflective questioning that leads to the supervisee's autonomy.

The model of reflective counseling supervision and the proposed model differ in similar ways to the other models discussed. The main difference is that the model of reflective counseling supervision failed to detail and provide specifics for the roles and responsibilities of the supervisee and supervisor. Unlike the proposed model, the model of reflective counseling

supervision does not specify the role and responsibility of the supervisee, nor does it acknowledge the dynamics that can happen between the supervisee and supervisor.

Summary. This section compared and contrasted the proposed model of the development of reflective practice in supervision with the three other supervision approaches to developing reflective practice. The proposed model significantly contributes to the literature as it is empirically based, with both perspectives of the supervisory relationship being examined. In this way, it deepened the understanding of the process that unfolds when developing reflective practice in supervision. The proposed model captures this depth in comparison to the other approaches by being specific and prescriptive in the role and responsibilities of the supervisee and supervisor. Additionally, the proposed model outlines specific interventions that can facilitate reflective practice. The proposed model agrees with the other models, with the emphasis on the safety of the supervisory relationship being a priority for reflective practice. However, the proposed model further contributes by detailing the specific relational qualities that the participants found to be facilitative for reflective practice. Therefore, the proposed model outlines a clear dual perspective approach to how reflective practice can be developed within supervision.

Implications for Developing Supervisee Reflective Practice in Supervision

The implications for developing reflective practice in supervision are informed by the supervisors' and supervisees' perspectives of reflective practice in supervision. The implications are for both the supervisee and the supervisor.

One overall practice of this study is the usefulness of reviewing the supervision session. Viewing the supervision session can help stimulate reflection about the supervision process itself and what the supervisee and supervisor may need to adjust to better the development of

reflective practice. For example, supervisee Sloan realized that they needed to slow down in supervision. From watching the tape in the interview, they realized they were moving too quickly and, therefore, were not able to hear and absorb their supervisor's interventions.

Implications for Supervisors. Given the importance of the supervisory relationship and the need for safety and trust expressed throughout, it would be a failure not to include that as a recommendation for supervisors to focus on. A major implication of this study is for supervisors to not lose sight of the importance of the supervisory relationship. While supervisees may be keen to jump into client material, it may be the supervisor's responsibility to slow down and focus on developing rapport and the supervisory relationship. Both supervisees and supervisors will likely experience positive outcomes if they take some time to focus on establishing a safe, trusting and collaborative relationship. For supervisees, the positive outcomes of establishing a safe and trusting supervisory relationship would be an increase in confidence in their clinical abilities, the ability to engage in reflective practice and, therefore, the ability to self-supervise. Similarly, those outcomes that the supervisee would experience would benefit the supervisor by having a more competent supervisee and, therefore, move roles from gatekeeping to collegial. Additionally, supervisors would experience a more engaged and receptive supervisee.

Additionally, the importance of validation for the development of the supervisory relationship and learning was emphasized throughout this study. Therefore, providing validation to their supervisees is an important implication for supervisors. Supervisors are encouraged to provide validation about their supervisee's various clinical thought processes and clinical instincts. For example, providing validation when a supervisee offers an accurate conceptualization or creative intervention that aligns with the treatment plan. It is important for supervisors to remember that when supervisees are learning something new or challenging, it is

essential to provide validation before providing feedback. Validation could take the form of validating how challenging and vulnerable this learning is, or it could be validating positive aspects of the learning. For example, supervisors can acknowledge how examining countertransference can be emotional and vulnerable work.

This study found that supervisees often came to sessions with specific questions or needs in mind and didn't always express those needs or questions. There were various reasons why supervisees did not explicitly express their needs or questions; some didn't feel safe enough, one personally struggled with being assertive, and another didn't feel the need to express it. An important question that comes to mind is how supervisors can contribute to the supervisee's ease and facilitate expressing their questions and needs. One way supervisors could elicit the need or question from their supervisees is by using starting questions such as "What questions do you have for supervision today?" or "What do you need from supervision today?" Once the material is presented, the supervisors can either ask the supervisee what they would like from the material just presented or offer some ways that they could approach the material, for example, "Based on what you just presented, would it be helpful to process your thoughts about it, brainstorm next steps with this client or case conceptualize this client?" This study recognizes that supervisors may ask these questions and still may not receive a direct answer from their supervisees. Asking questions and assessing the needs may be part of the supervisor's role, but stating the need is the supervisee's role in the supervision exchange.

The supervisees of this study often discussed reflective practice as reflecting on countertransference aspects of their clinical work or self-therapist work. In that way, when starting to encourage reflective practice, it may be prudent for supervisors to start by asking reflective questions about countertransference responses.

The supervisees of this study often referred to previous supervision experiences. They did this to help provide context for some of the learning needs and/ or struggles they were having. Therefore, supervisors are encouraged to ask their supervisees about their supervision history and prior experiences in supervision. Pertinent information about their past experiences may be about areas of safety, helpful supervisory interventions, and aspects of supervision they felt were missing.

Implications for Supervisees. This research highlighted that it is the supervisee's responsibility to fully engage in supervision. Several themes emerged that may be helpful for supervisees to consider and intentionally attend to as they navigate their learning and development. Those areas include expressing their learning needs, discussing their supervision history, discussing their personality, and asking their supervisor questions.

The research suggests that it is crucial for supervisees to communicate their needs clearly to their supervisor in order to develop the capacity for self-reflection. Supervisors rely on their supervisees to guide them in responding effectively to the material discussed during supervision. Expressing specific needs explicitly is the best way for supervisees to ensure their needs are met. For instance, they could say something like, "I need to process my thoughts and feelings about this clinical scenario," "I would appreciate some feedback on the way I implemented this intervention," or "I am struggling with this intervention and need your support with it." When there is mutual trust and safety in the relationship, it is vital for supervisees to articulate their needs clearly. Doing so will enable the supervisor to provide better support and discuss why they cannot meet a particular need.

Along with supervisees expressing learning needs, it may be prudent to explore their supervision history with their supervisor. This allows supervisees to explore the type of

environment they previously experienced and what they may or may not have found helpful. In this way, it can better inform what the current supervision environment or structure needs to include. For example, “my previous supervisor was very warm and validating. I felt like I was able to internalize their confidence in me. With that in mind, I would appreciate being challenged.” Expressing this had a twofold purpose: to help supervisees reflect on their current learning experiences while also informing the current supervisor about what may be helpful.

Another way that supervisees can better engage in the supervision process is to be open and transparent about their personality and anxiety about supervisory aspects (evaluations). The study acknowledges how this suggestion may be best reserved once the supervisory relationship has been established. Having an open discussion about personalities and anxiety about supervision can lend itself to again supervisors adjusting supervision to this. This could also elicit some validation from supervisors, which may help decrease the impact of personalities and anxiety on learning. Additionally, these types of discussions in supervision can assist in modelling how to have process-oriented discussions, which supervisees can then transfer to their work with clients.

While all of these suggestions on how supervisees can be more open and engaged in supervision may be beneficial for their learning, the study acknowledges that a safe and trustworthy relationship between the supervisor and supervisee is necessary for the supervisee to express these areas. The last suggestion is about how supervisees can contribute to the creation of safety and trust in the supervisory relationship. An aspect of safety and trust for supervisees in this study was knowing their supervisors and feeling as though they were predictable. In this way, it may be helpful for supervisees to get to know their supervisors by asking supervisors

questions about themselves, their clinical work, and their supervisory process. Asking questions could also help supervisees assess whether the supervisor would be a good fit for them.

Limitations

Although this study offered valuable insights into the dynamics of five supervision dyads, it is important to note that there are some limitations to the study and its design. One limitation is that the dyads were all recruited from the same program. The program could have specific values that it espouses for its students and supervisors, which may have influenced the responses and findings of this study. For example, within this counselling program, the participants engage in group supervision. This creates a context where supervisees and supervisors are exposed to how each member interacts with other group members, and they also spend more time together than dyads that only meet individually. These additional context factors likely would have influenced the nature of the supervisory relationship. A study that included dyads from various counselling programs may have produced different or more varied responses.

Due to the size of the counselling program, the researcher had previous interactions and relationships with some of the supervisors and supervisees. While in reflexive TA, researcher subjectivity is generally used to propel results forward, prior knowledge of participants created an extra layer of researcher reflexivity that the researcher had to engage in (Braun & Clarke, 2022). Further, it is possible that the participants' previous relationships with the researcher, who was also the interviewer, may have created responses influenced by social desirability and impression management (Elliot, 1986).

Participant recruiting of self-selection may have shaped the sample’s characteristics. The participants may be those who have a keen interest in reflective practice. Additionally, because

supervisees needed to recruit their supervisors to participate, it is likely that the supervisory dyads already had a good working relationship.

Participants were informed of which supervision session would be video recorded and used for this research study. This had some supervisees wondering whether their supervisors may have performed better. As a result, the data collected may not have been entirely representative of a natural supervision session. Additionally, participants may have been conscious of their behaviour being recorded, which could have caused them to filter their behaviour, leading to potential differences in the recorded results.

Based on the research questions and design, the study assumed that the supervisors and supervisees had reflective capacities and cognitive maturity. In this way, it did not assess the supervisees' or supervisors' reflective capacities or cognitive maturity. It relied on subjective understanding and the subjective perspective that supervisees learned through reflective practice. Moreover, reflective practice could have been developed through other methods that this study did not capture, such as in the supervisee's classes or other supervision relationships that they had. Moreover, the study included supervisees from various ages. Therefore, it would be difficult to discern whether age and life experience influenced the responses the supervisees provided. In that way, this study is limited in that it only provides a glimpse of the development of reflective practice by focusing on supervision experience rather than capturing the numerous elements that might influence its development.

Strengths

It has been widely suggested that more research is required to gain a deeper understanding of the fundamental processes involved in supervision. It is suggested that this be completed through a more diverse multi-method approach and with a dyadic perspective

(Watkins, 2014). Further, the supervision and reflective practice literature has emphasized future directions that include dyadic perspectives of the strategies for reflective practice and how the supervisory relationship may influence the use of those strategies (Calvert et al., 2017).

This current study answered both requests. It implemented a multi-method approach using both Interpersonal Process Recall and semi-structured interviews. The research gathered two types of data through interviews. The IPR interviews obtained information related to the process, while the semi-structured interviews obtained information related to the content. Therefore, combining these two approaches led to a stronger understanding of the learning and development of reflective practice in supervision.

Additionally, the current study recruited supervisees and supervisors from the same supervisory relationship, providing a dyadic perspective on the development of relationship practice and the nature of the supervisory relationship. This aspect of the study's design allowed for comparing the process and content data gathered through the two interview methods.

The combination of the IPR and dyadic perspective enabled a rich understanding of the process of developing reflective practice to emerge. The study's design enabled a comparison of moments during supervision where supervisees talked about specific moments with their supervisor or particular aspects of supervision and when supervisors talked about their supervisees. This comparison helped to understand how these overlapping moments impact the development of reflective practice. Therefore, the current study's design is a strength and advances the research in clinical supervision.

Future Research

There are several ways in which future research in this field could be improved. One approach would be to conduct more process-oriented supervision research that focuses on

uncovering the unspoken dynamics that occur during supervision. Additionally, to enhance the diversity and generalizability of the findings, future studies could include more dyads, participants, and sites.

Another interesting avenue for future research would be to have a third party review the supervision tapes to determine if their observations align with those of the supervisee and supervisor. This could provide a more objective perspective on the dynamics at play during supervision.

Finally, a mixed-method study that utilizes both the supervisory relationship and a competencies assessment could be a useful tool for assessing the strength of the relationship and the competencies of the supervisee. By combining different assessment methods, researchers could gain a more comprehensive understanding of the dynamics involved in supervision.

Conclusion

Reflective practice is the creative process of a professional reflecting on their experiences, thoughts, and beliefs (Dewey, 1980; Schön, 1983). It requires that a professional be aware of what is happening internally and externally in their work. It is the primary method by which professionals navigate difficult decisions in their clinical work (Schön, 1983). Within the field of psychotherapy, reflective practice has been found to have a positive impact on the development of professional competencies. This includes increased self-awareness, critical thinking skills, practical abilities, and an enhanced ability to provide patient care (Cooper & Wieckowski, 2017). However, little is empirically known about how the competency is developed.

This study revealed many important aspects of clinical supervision that impact a supervisee's development of reflective practice. The reflective space, creating the reflective

space (supervisor contributions), engaging in the reflective space (supervisee contributions) and the supervisory relationship were found to be key aspects of clinical supervision that contributed to developing supervisee reflective practice. The reflective space was defined as a creative and curious place where supervisees could discuss their previously noted clinical experiences that focus on countertransference and the self of the therapist. Structural pieces, such as the supervisee's learning needs and the supervisor's interventions, were found to be important aspects of the supervision sessions for developing reflective practice.

The participants articulated that it was the supervisor's role to create the reflective space, which was accomplished through the supervisor's collaborative and compassionate style, along with their leading and customization of reflective practice. On the other hand, the supervisee's role was to engage in the reflective space; their open and courageous engagement could be impacted by their supervision history and personal qualities.

Similar to other professional competencies, it was found that the supervisory relationship plays a crucial role in developing reflective practice (Watkins, 2014). The supervisees noted how a safe, trusting supervisory relationship where they respect their supervisor and feel a sense of their supervisor's emotional investment were key qualities of the supervisory relationship that impacted their development of reflective practice. Supervisors felt that they accomplished this quality of a supervisory relationship through their communication of empathy, trust and belief in their supervisee's skills and their emotional attunement.

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Appendix A

IPR Interview Guide

This interview will involve the viewing of your most recent supervision session. The two of us will view the video and as we watch, I invite you to feel free to stop the tape at any part where you felt you were a) learning/ teaching something and b) developing reflective practice. This is not a critique of how well the session went but rather an opportunity to reflect on what you are viewing in the session. These reflections can be about any part of the supervision session. Please feel free to stop the video at any time and to share your reflections with me. My role will be to listen and encourage your reflections, and perhaps facilitate the reflection with some process questions. Do you have any questions about how this will work? Ok, let's begin!

Process questions may include:

- You stopped the tape here, what is happening in this moment?
- What was going on (thoughts, feelings) for you in this moment?
- What do you imagine the supervisor/student was experiencing in this moment?
- Is there anything that was left unattended and if so, what was that?
- Was there anything you were looking for? What was it?
- How did this moment contribute to your growth?
- What did your supervisor do to enhance your learning? Or Was there anything specific that your supervisee did to elicit this response from you, and if so, what was it?
- What suggestions do you have where they could have improved?
- Is there anything else you would like to add about your experiences?

Appendix B1

Supervisee Semi-structured Interview Guide

(With each question, the researcher may follow up with "Can you give me a specific example to illustrate your response?" to elicit fuller and richer qualitative data.

Exploratory Questions:

Tell me about your most recent experience in supervision.

How would you describe your relationship with that supervisor?

What role has the relationship you have with your supervisor played in your development in as a therapist?

What do you feel you have learned about yourself as a counsellor in this supervision experience?

At this point I would like to specifically ask about reflective practice in supervision. Reflective practice can be defined as a process of thinking analytically about what we are doing, and/or feeling, both as we are doing it and later in review. The following questions will be asking you about how reflective practice may have been incorporated in supervision.

What in supervision has been most helpful to your learning of reflective practice?

What in supervision has been least helpful to your learning of reflective practice?

How have these experiences influenced your actions or interventions with clients?

How has your supervisor promoted or thwarted your ability to reflect on your work with clients?

What specific things or interventions has your supervisor utilized that has influenced your self-reflection/ self-awareness?

Is there anything that your supervisor could do, that they currently are not doing, that would help with your development of self-awareness?

Has one aspect of supervision influenced your learning more than others?

Closing Questions:
Do you have anything that you would like to add to what we have covered? Or that you feel is important to add?

Do you have any questions for me at this point?

Closing statement:

Thank you for contributing your time and energy to my study. Please feel free to contact me at any time with any concerns or questions through email or phone. Thank you once again for your participation in this study.

Appendix B2

Supervisor Semi-structured Initial Interview Guide

(With each question the researcher may follow up with "Can you give me a specific example to illustrate your response?" to illicit fuller and richer qualitative data.

Exploratory Questions:

What do you think is most important in helping students learn in supervision?

What areas of development do you feel are addressed the most in supervision?

How do you see supervision's role in the development of students' skills, role as counsellor, self-reflection etc.?

At this point I would like to specifically ask about reflective practice in supervision. Reflective practice can be defined as a process of thinking analytically about what we are doing, and/or feeling, both as we are doing it and later in review. The following questions will be asking you about how reflective practice may have been incorporated in supervision.

What is your role in helping students become more self-reflective/ self- aware?

What kind of things do you do to help students become more self reflective/ self-aware? Please give an example. Tell me about your experiences in encouraging supervisee development in supervision.

Can you describe an experience that has contributed to your supervisee's development of self-awareness and reflection?

What do you feel is the value of encouraging reflection/ self-awareness in supervision?

What type of things do you take into consideration when encouraging self-awareness in supervision?

What factors do you feel hinder supervisees' development of reflective practice?

How would you describe your relationship with your supervisee?

What role might the relationship you have with your supervisee play in your supervisee's development of reflective practice?

Are there specific things or interventions that you utilize that have influenced your supervisee's development of reflective practice?

Based on your experience, what are your recommendations for how to encourage self-awareness in supervision?

How do you approach a student when you feel that they are not very self-aware? What works? What doesn't?

Closing Questions:
Do you have anything that you would like to add to what we have covered? Or that you feel is important to add?

Do you have any questions for me at this point?

Closing statement:

Thank you for contributing your time and energy to my study. Please feel free to contact me at any time with any concerns or questions through email or phone. Thank you once again for your participation in this study.

Appendix B3

Supervisor Semi-structured Follow up Interview Guide

(With each question the researcher may follow up with "Can you give me a specific example to illustrate your response?" to illicit fuller and richer qualitative data.

Exploratory Questions:

How would you describe your relationship with your supervisee?

How do you feel your relationship with your supervisee has impacted their development of being a therapist?

What do you feel you have learned about yourself as a supervisor in this supervision experience?

What do you feel your supervisee learned about themselves during the supervision experience?

How do you define reflective practice?

At this point I would like to specifically ask about reflective practice in supervision. Reflective practice can be defined as a process of thinking analytically about what we are doing, and/or feeling, both as we are doing it and later in review. The follow questions will be asking you about how reflective practice may have been incorporated in supervision.

What in supervision do you think has been most helpful for your supervisee's learning of reflective practice?

What in supervision do you think has been least helpful for your supervisee's learning of reflective practice?

How do you think these experiences influenced your supervisee's actions or interventions with clients?

How do you think you have promoted or thwarted your supervisee's ability to reflect on their work with clients?

Are there specific things or interventions that you utilize that has influenced your supervisee's development of reflective practice?

What specific interventions or actions have you done that you think have influenced your supervisee's reflective practice?

Is there anything that you could do that you are currently not doing that you think would help your supervisee in the development of self-awareness?

Closing Questions:
Do you have anything that you would like to add to what we have covered? Or that you feel is important to add?

Do you have any questions for me at this point?

Appendix C1

Supervisee Demographic Questionnaire

This information will allow us to know you better and will remain confidential at all times. Please answer the following questions.

1. **Pronouns: _____**

2. **Age**: _____ years

3. **Mother tongue**: _____ French _____ English _____ Other :_____

4. **Language most frequently used** : _____ French _____ English _____ Other: _____ _____

5. **How many semesters of practicum have you completed?_____**

6. **How many years and months in total have you been providing clinical services prior to your practicum?_____**

7. **What is the theoretical orientation you <u>most</u> identify with?_____**

Thank you for your precious collaboration!

Appendix C2

Supervisor Demographic Questionnaire

This information will allow us to know you better and will remain confidential at all times. Please answer the following questions.

8. **Pronouns: _____**

9. **Supervision theory or model most commonly used? _____**

10. **Did you receive any training for supervision? If so what? _____**

11. **How long have you been supervising students? _____**

12. **How many years and months in total have you been providing clinical services to clients? _____**

13. **What is the highest degree you have attained? _____**

14. **What is the theoretical orientation do you <u>most</u> identify with? _____**

Thank you for your precious collaboration!

Appendix D

Consent Form

Title of research project: Developing Reflective Practice in Supervisees: A Qualitative Examination of the Supervision Process

Description of the research project

The purpose of the proposed study is to examine the learning experiences in supervision and understand whether those experiences have been perceived to impact supervisee's reflexivity. The Saint Paul University research ethics board (reference number 1360.6/19) has approved this research.

Participation in the research project:
Your participation will consist of two hour-long interviews during which you will be asked to answer various research questions. The interviews will take place at Saint Paul University. The first interview will entail the use of your video-taped supervision session. At the end of the interview the video will be transferred to a research Vault account.

Confidentiality

We assure you that all your answers will be strictly confidential. Anonymity and confidentiality will be assured throughout the study. Only members of the research team (Cynthia Bilodeau and Samantha Kosierb) will know who participated in the research and only they will have access to the results. Data will be kept under lock and key at the office of professor Bilodeau, located at Saint Paul University and only the research team will have access. Data will only be analyzed to inform **this research project**. Results of the study will be disseminated through the researcher's dissertation, articles and conference presentations. The data will be retained for 5 years. After 5 years, the raw data will be shredded or disposed of in a confidential manner.

Possible advantages and disadvantages of this research:

Your participation in this research will not be paid. However, if a summary of the results of the study becomes available, it will be emailed to you if that is your wish. Your participation in this study will provide you with the opportunity to share you experiences and further your reflexive practice. Your participation in this study will contribute to the advancement of understanding of how reflective

practice is developed in supervision. If participation in this study generates in you a psychological discomfort, which is unlikely, and you would like to further explore this discomfort, we recommend that you contact the Student Counselling Services at Saint Paul University (613) 317-2179. Note participation in this study poses minimal risk.

Your participation in this research:

Your participation in this research is completely voluntary and you are free to withdraw from the research at any time or refuse to answer certain questions. The results will be reported in a comprehensive manner and no names will appear in papers published from this study. If you choose to withdraw from the study, all data gathered until the time of withdrawal will be kept and will be included in the data analysis.

Your questions:

If you have any questions, concerns or comments about this study, please contact the principal investigator, Cynthia Bilodeau, at the following address: cbilodeau@ustpaul.ca. For information about your rights as a participant, you can contact Dr. Louis Perron, Director of the Ethics Committee for Research at Saint Paul University, to the following email address: lperron@ustpaul.ca

There are two copies of the consent form, one is to be kept for your records and the other is for the research team.

Thank you for your attention, and please accept our warmest regards,

Cynthia Bilodeau, Ph.D.
Assistant Professor
Saint-Paul University
Faculty of Human Sciences and Philosophy
Tel: (613) 236-1393 ext. 2455

Samantha Kosierb, Ph.D. Candidate
Saint-Paul University
Faculty of Human Sciences and Philosophy

Consent

I _____, agree to participate as a volunteer in this study. I have read the information provided in the consent form and have been given the opportunity to ask all the questions that I have about the study and all such questions and inquiries have been answered to my satisfaction. I understand that I am free to withdraw my consent and terminate my participation at any time. I have received a copy of this signed form.

_____ _____

Participant signature Date

_____ _____

Investigator's signature Date

I would like to be notified by email once the results are made available or published:_____

Appendix E

Researcher's Bracketing Interview

What does reflective practice mean to you?
I value reflective practice. I think it is an essential part of our work as therapists and that it creates better, more ethical practitioners. I think reflective practice requires vulnerability and curiosity. It is about taking a hard look at ourselves and how we are impacting the process with clients. At a more surface level, I think it can include examining the process of therapy and the client's responses to see if we can change or fine-tune anything to better the therapeutic impact.

What has been your experience of developing reflective practice?
I think I have always been a pretty reflective person. My personal reflection deepened during my own therapy. I think that was when I learned to be more curious about many different things. And I think curious in a compassionate understanding stance. It deepened again once I started to learn more about the theory of intersubjectivity. This new learning fundamentally changed how I think and reflect on things and has had a major impact on my work. Lastly, finding a supervisor with whom I was able to explore all of the various aspects has radically impacted my therapy work. She helped me sort through all of these reflections and added specific questions to ask during the reflection process, which allowed me to apply the reflections in a practical and informative way.

What changes did you experience from your development of reflective practice?
As a clinician, I think reflective practice has deepened my work with clients. It allows me to look beyond the surface and see some of the relational dynamics that are happening in the room. I can also better tease out those dynamics and the contributions that each person is making.
If I am being honest, it likely hindered my initial development as a therapist. I think I was too overwhelmed by the reflection to focus on developing my basic counselling skills… it was kind of like putting the cart before the horse.

How do you incorporate reflective practice in your work as a therapist?
I would really like to move toward being more intentional about my reflective practice. I'd like to move toward carving out specific time and creating specific questions to reflect on at the end of a week of clients.
Currently, it happens naturally or unintentionally. I'll notice after a session or the week if there is anything still lingering for me or how I am feeling, and I just am curious about those things. Once I notice something that I can't quite wrap my head around or feel needs more exploration, I book a supervision session to do so. Or if it's more of a broader topic that needs to be reflected on, then I speak with colleagues about it.

How do you understand reflective practice in supervision?
I think reflective practice in supervision just makes sense. Supervision is a requirement and a place that is solely focussed on the clinician – unlike workshops or courses. I know I have also placed a big value on supervision and sought out more than was required. Given my value of

reflective practice, it seems like a no-brainer that supervision would be the place where that is fostered and developed.
I think early on I struggled to incorporate it in supervision. Likely because of the evaluative component and because of a lack of fit with the supervisor. Once I found a supervisor who understood my process and with whom I felt safe with, the reflective practice flourished. Early on I think having a consistent supervision schedule with someone with similar values and thought processes was helpful. Now it is helpful to have someone with whom I have been working with for a long time, she knows me. Having her know me allows her to ask the relevant questions and to bring in pieces that I may have missed.

What are some ways that you develop reflective practice with your supervisees?
As a new supervisor, this is something I am still trying to figure out how to do. At the moment I am only supervising first-year students and so the reflective practice piece is not something that I am emphasizing. Instead, the focus has been on basic counselling skills. I still think there is room to plant the seeds of reflection and to start their development. I think I try to do this through reflective questions, to model what I am noticing and how I think about certain things.