Contextual variables of the counselor internship experiences from the perceptions of the interns: Contributions to their psychological development

Teresa B. Ancellotti
College of William & Mary - School of Education

Follow this and additional works at: https://scholarworks.wm.edu/etd

Part of the Cognitive Psychology Commons, and the Student Counseling and Personnel Services Commons

Recommended Citation
Ancellotti, Teresa B., "Contextual variables of the counselor internship experiences from the perceptions of the interns: Contributions to their psychological development" (1999). Dissertations, Theses, and Masters Projects. Paper 1539618506.
https://dx.doi.org/doi:10.25774/w4-4man-7x21

This Dissertation is brought to you for free and open access by the Theses, Dissertations, & Master Projects at W&M ScholarWorks. It has been accepted for inclusion in Dissertations, Theses, and Masters Projects by an authorized administrator of W&M ScholarWorks. For more information, please contact scholarworks@wm.edu.
INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

UMI®

Bell & Howell Information and Learning
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
800-521-0600

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
CONTEXTUAL VARIABLES OF THE COUNSELOR INTERNSHIP EXPERIENCE
FROM THE PERCEPTIONS OF THE INTERNS: CONTRIBUTIONS TO THEIR
PSYCHOLOGICAL DEVELOPMENT

A Dissertation
Presented to
The Faculty of the School of Education
The College of William and Mary in Virginia

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Philosophy

by
Teresa B. Ancellotti
June 1999
CONTEXTUAL VARIABLES OF THE COUNSELOR INTERNSHIP EXPERIENCE
FROM THE PERCEPTIONS OF THE INTERNS: CONTRIBUTIONS TO THEIR
PSYCHOLOGICAL DEVELOPMENT

by

Teresa B. Ancellotti

Approved June 1998 by

Jill D. Burruss, Ph.D.
Co-Chairperson of Doctoral Committee

Victoria A. Foster, Ed.D.
Co-Chairperson of Doctoral Committee

Charles R. McAdams, III, Ed.D.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATIONS</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>viii</td>
</tr>
<tr>
<td><strong>CHAPTER ONE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>2</td>
</tr>
<tr>
<td>Description of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Challenges of the Internship Experience</td>
<td>5</td>
</tr>
<tr>
<td>Contextual Variables of Supervision</td>
<td>5</td>
</tr>
<tr>
<td>Individual Differences in Counselor Development</td>
<td>6</td>
</tr>
<tr>
<td>Other Contextual Variables of Internship Setting</td>
<td>7</td>
</tr>
<tr>
<td>Cognitive-Developmental Theory's Contribution to Counselor Development</td>
<td>8</td>
</tr>
<tr>
<td>Cognitive Developmental Theory's Contribution to Counselor Supervision</td>
<td>13</td>
</tr>
<tr>
<td>Issues in Counselor Education Research</td>
<td>14</td>
</tr>
<tr>
<td>Call for Methodological Diversity</td>
<td>16</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>17</td>
</tr>
<tr>
<td>Qualitative Research Interview</td>
<td>18</td>
</tr>
<tr>
<td>Limitations of Study</td>
<td>19</td>
</tr>
<tr>
<td>Ethical Considerations</td>
<td>20</td>
</tr>
<tr>
<td>Definitions</td>
<td>21</td>
</tr>
<tr>
<td><strong>CHAPTER TWO</strong></td>
<td></td>
</tr>
<tr>
<td>REVIEW OF LITERATURE</td>
<td>22</td>
</tr>
<tr>
<td>Cognitive Developmental Theory</td>
<td>22</td>
</tr>
<tr>
<td>John Dewey</td>
<td>23</td>
</tr>
<tr>
<td>Jean Piaget</td>
<td>24</td>
</tr>
<tr>
<td>Major Postulates of Cognitive Developmental Theory</td>
<td>26</td>
</tr>
<tr>
<td>Critique of Cognitive Developmental Theory</td>
<td>27</td>
</tr>
<tr>
<td>Stage Theory Debate</td>
<td>28</td>
</tr>
<tr>
<td>Sociological Debate</td>
<td>28</td>
</tr>
<tr>
<td>Application of Cognitive Developmental Theory</td>
<td>28</td>
</tr>
<tr>
<td>William Perry</td>
<td>29</td>
</tr>
<tr>
<td>Sex Differences in Cognitive Development</td>
<td>34</td>
</tr>
<tr>
<td>Constructive Developmental Theory</td>
<td>38</td>
</tr>
<tr>
<td>Cognitive Developmental Theory Related to Counselor Development</td>
<td>40</td>
</tr>
<tr>
<td>Cognitive Developmental Theory Related to Counselor Supervision</td>
<td>45</td>
</tr>
<tr>
<td>Stoltenberg's Counselor Complexity Model</td>
<td>45</td>
</tr>
<tr>
<td>Loganbill, Hardy and Delworth's Model</td>
<td>47</td>
</tr>
<tr>
<td>Blocher's Model</td>
<td>48</td>
</tr>
</tbody>
</table>
**CHAPTER FIVE**

**INTERPRETATIONS AND IMPLICATIONS** ............................... 175
Introduction .......................................................................................... 175
Age of interns ....................................................................................... 175
Positions of Epistemological Development ..................................... 177
Type of Clientele ................................................................................... 184
Supervision ........................................................................................... 184
Case Conceptualization ....................................................................... 189
Summary .............................................................................................. 195
Implications for Future Research ....................................................... 198
Implications for Counselor Education ............................................... 199
The Importance of the Internship...................................................... 199
Self-Reflection ....................................................................................... 200
Case Conceptualization ........................................................................ 203
Supervision ............................................................................................. 215
Personal Growth Statement .................................................................. 208

**APPENDICES**
Introductory Letter to Interns ............................................................... 213
Student Consent Form ......................................................................... 215
Course Objectives ................................................................................ 217
Sample Description of Student Essay of Internship Goals ............ 222
Interview Questions ............................................................................. 224
Flanders Interactional Analysis Scale Adapted for Counseling .... 228
Matrices of Level I, II, and III Analysis of Each Intern ............... 230

**REFERENCES**
DEDICATIONS

This research is dedicated to all of the master's degree students who allowed me to witness their vulnerability as they journeyed down a frightening yet exciting path of professional growth during their year of counseling internship. They allowed me to witness and experience their challenges, pains, and joys. They unselfishly gave me hours of their time for interviews and encouraged me as to the importance that this research provided to the field of counselor education.

This research is also dedicated to all of the other counseling students who may come after this group who dedicate their professional lives to helping others and to the counselor educators and supervisors all over the world who assist them in this worthwhile professional goal.
ACKNOWLEDGEMENTS

This has been one of the most challenging undertakings of my life. I have not accomplished this alone. Without the assistance and support of many others, this formidable task could not have been completed.

To John, my husband, best friend, and most enthusiastic supporter. This project would never have been possible without his encouragement and willingness to make numerous sacrifices. His love has been my strength.

To my daughters, Blair and Lindsay, who sacrificed time with their mother, home-cooked meals, bedtime hugs and reading time, in order that I had the time to push forward with the tremendous time commitment required for completion of this project.

To my sister, Johnna, who convinced me that time temporarily lost with my children was achieving the long-term goal of helping them to see that women can do anything they set their minds to.

To my friends, too numerous to mention by name, who provided more than their share of car pools to swim meets and ball games, opened their homes up to my children when I could not be there, took me to lunch when I needed a break, and never allowed me to doubt that the completion of this project would happen.

To Jill, who opened up the world of qualitative research to me and who always provided the time for support and encouragement, plus a vision of how to push me to maintain high quality to the research and utmost respect to the participants who give so much of themselves in qualitative research.

To Victoria and Rip, who believed in me and provided encouragement to pursue my professional goals and dreams.
The purpose of this phenomenological investigation was to explore the counseling internship experience and gain knowledge of the variables that counselor interns perceived impacted their psychological growth. The interns who volunteered for the study were participating in a counseling internship to complete their requirements for a master's degree from a CACREP accredited institution. This qualitative study was chronicled for phenomenological analysis by conducting four interviews with each intern during their counseling internship. Further items for data analysis included a record of observations made by the researcher's attendance of their weekly internship class, analysis of videotaped counseling sessions presented in the internship class by use of the Flanders Interactional Analysis for Counseling and written essays of internship goals produced by the interns at the beginning of the internship experience. Cognitive developmental theory was used as a framework for discussion of how knowledge was assimilated and accommodated as interns faced the challenges of counseling clients independently for the first time. Internship sites included substance abuse and family therapy clinics. This phenomenological analysis found the following issues critical to the interns' psychological development: age of the intern, type of clientele at the internship site, supervision, need for sense of personal power (defined as self-reliance, viewing oneself as capable of producing knowledge, and insight into one's own life experiences) to overcome their desire to be authority figure in counseling relationships, and the
process of learning case conceptualizations especially with reference to the interns’ conceptualization of client-counselor relationships.

TERI B. ANCELLOTTI

DEPARTMENT OF COUNSELOR EDUCATION

SCHOOL OF EDUCATION

THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA
CONTEXTUAL VARIABLES OF THE INTERNSHIP EXPERIENCE FROM THE PERCEPTIONS OF INTERNS: CONTRIBUTIONS TO COUNSELORS' PSYCHOLOGICAL DEVELOPMENT
Chapter One

Introduction

Description of Problem

Everyday, thousands of counselors around the world quietly conduct the process of listening to people in pain and attempting to help them improve their lives. A significant amount of counseling research has focused on identifying specific attributes that are required for effective counseling behaviors. Laboratory settings have been used to break down the counselor-client relationship in order to identify variables that are deemed important for counselor efficacy (Benack, 1988; Haves, 1991; Worthington, 1987). Textbooks have been written in order to provide a structured approach for attaining these skills and techniques (Carkcuff, 1969; Egan, 1991; Ivey, 1986).

Counseling students are also taught various counseling theories, which represent the “expert knowledge” from the counseling field, with regard how unhealthy behavior develops and how it can be changed. These theories are discussed in most counselor training programs as providing a basis for conceptual understanding of human development and as an organizing framework for explaining behavioral and cognitive functioning (Ivey, 1986). Theories can also provide counselors with counseling strategies.

The counseling internship is the culmination of the academic experience of graduate school for counseling students. The counseling internship provides the medium for counseling interns to put into practice the skills and theoretical knowledge they have developed throughout their counseling program (Sweitzer & King, 1999). The major goal of the counseling internship is to provide counselor trainees with the opportunity to
supervised professional counseling setting (Student manual for supervised internship in community counseling, College of William and Mary, 1998-1999).

Supervision is assumed to be a crucial aspect of this internship experience. As counseling trainees try out their counseling behaviors, the supervisor provides feedback on performance and promotes personal and professional development. Also, supervision provides a safety system so that these new skills are practiced within an appropriate framework for the client to receive ethical and safe treatment (Borders, 1989).

Research from adult cognitive-developmental theory, based on Piagetian principles, proposes that individuals pass through predictable sequences of development in which more complex levels of understanding are built upon earlier, less complex cognitive structures (Blocher, 1983). These models tend to describe stage-like movement in an individual's thinking in which the developing person moves from concreteness and rigidity toward abstractness, flexibility, and relativism (Belenky, Clinchy, Goldberger, & Tarule, 1986; Kegan, 1982, Perry, 1970). Research also suggests that higher conceptual levels are positively associated with variables considered to be crucial components of overall effectiveness in counseling (Goldberg, 1974). Higher stage conceptual levels have been associated with more complex hypothesis formation (Holloway & Wolleat, 1980), greater empathy with disabled clients (Strohmer, Biggs, Haas, & Purcell, 1983), and greater appropriation of personal responsibility for their role in counseling sessions, plus greater interest in improving skills (Winter, 1990). Essentially, adult cognitive-developmental theory and research on development of counselor related skills suggests that as counselors progress from concrete, simple, and externally focused ways of processing information to ways that are more abstract, complex, and internally focused;
there is a greater ability to integrate discordant or inconsistent information about the behavior of others (Loganbill, Hardy, & Delworth, 1982). This capability is relevant to a counselor’s ability to understand the counseling process, and acceptance of personal responsibility for being a vital participant in this relationship.

There is a need to explore the experience of counselor trainees during internships, with an emphasis on the contextual variables of the internship setting as they relate to the psychological development of counselors (Skovholt & Ronnestad, 1992). All the theories on cognitive growth equate growth with an increase in consciousness of self plus the emergence of an understanding and appreciation of the roles and obligations to other people in one’s life (Hayes, 1991). Cognitive-developmental theories suggest that as individuals reach higher stages of intellectual growth there is expanded interpersonal horizons and a growing understanding and appreciation of the concept of interdependence (Kegan, 1982).

If the proper conditions of support and challenge occur within the structure of the counseling internship, with its focus on developing human relationships and increasing one’s ability to be empathetic with others in need of assistance, there would be provided ample opportunity for emerging psychological growth (Sprinthall, 1994). However, research has not substantiated this concept nor even begun to examine which of the many contextual variables of the internship contribute to this growth process (Worthington, 1987). Is supervision as outlined by the major cognitive-developmental supervision theories (Blocher, 1983; Loganbill et al., 1982; and Stoltenberg, 1981) the most important factor of a successful internship experience or is it the type of internship setting (university clinic or public agency), or a combination of the many other variables such as
type of clients, age, culture, or gender of the interns that represents the most important variable in determining the psychological growth that hopefully occurs during this most important time in an emerging professional's career?

**Challenges of the Internship Experience**

**Contextual variables of supervision**

The challenges and demands of the internship experience are what make it the best environment for psychological development and intellectual growth to take place. Counseling research proposes that it is through the experience of supervision that counselors explore the content of the counseling sessions and process cognitive and technical skills to encourage professional growth in counselor trainees. It is therefore assumed that the theoretical orientation and communication style of the supervisor is an important variable for exploration. Even such variables as age, gender, and ethnicity of the supervisor in combination with the age, gender, and ethnicity of the supervisees provide important data for study (Holloway, 1995).

Students have learned basic theories and techniques but may not have assimilated them into a comprehensive approach to counseling clients (Biggs, 1988). For this to occur one needs the challenges provided by the environmental experiences of internship and the support and structure provided by supervision. The supposition is that supervision will provide the necessary support, encouragement, and structure that counselors need while experiencing this cognitive disequilibrium (Sprinthall, 1994). Supervision provides the "support" in the support and challenge framework defined by Blocher (1983) as necessary for cognitive growth to occur. Sprinthall (1994) provided further emphasis for the use of an environment that provides both support and challenge, plus a guided reflection.
component in order to promote growth while counselors are experiencing cognitive
disequilibrium from learning complex human relationship skills.

**Individual differences in counselor development**

During internship, counselors may differ in their ability to select the appropriate
theory from a repertoire of approaches rather than adhere to a single approach for all
clients. They may also have to give up the external controls of authority provided by
direct, live supervision in the counseling practicum. The task then is to develop internal
controls to provide guidance to select the skills necessary for particular counseling

There may be emerging challenges to the individual’s current intellectual structure
during internship. Counselors may realize that the way they interpret and organize
knowledge and experiences may need to be changed in order to make the process of
counseling more understandable. The resulting cognitive disequilibrium is presumed to
initiate a potential developmental response. The counselor’s growing awareness of the
complexity of the counseling experience and also the cognitive readiness for change
might constitute a developmental trigger for growth during the internship process
(Skovholt & Ronnestad, 1992).

Empathy is defined as the capacity for detachment from self (Benack, 1988). The
counseling research strongly supports a need for higher cognitive-developmental levels
for empathy to develop. The ability to separate from self and empathize with others, to
put oneself in the place of another, and to adopt another’s point of view, represents a
major determinant of higher-level individual development. It would be presumed the
capacity for empathy would lead to a better understanding of oneself as well as a wider
appreciation of the ideas and rights of others (Benack, 1988). Therefore, the development of empathetic understanding, which is stressed in counselor development, may also encourage the psychological development of counselor interns.

**Other contextual variables within the internship setting**

Other potentially important contextual variables included in the counseling internship, in addition to the supervision and counselor variables already discussed, are the internship setting, the counselor-client relationship, and individual characteristics of the clients. Any or all of these variables may influence the outcome of the internship experience. For example, the training program or agency provides the general context within which supervision occurs (Holloway, 1995). Training programs differ in both theoretical approach and in organizational structure (hospital, community agency, university setting). Rules may differ on how many sessions allowed, clientele served, and professional standards (Holloway, 1995).

As mentioned earlier, the supervisors’ age, gender, ethnicity, life experiences, professional training, theoretical orientation and professional experiences as therapists and supervisors influence their responses to trainees (Holloway, 1995). Likewise, the counselors’ age, gender, culture, prior life experiences, professional training, and theoretical orientation prior to internship influence both the interactions of the client-counselor relationship and the supervisor-supervisee relationship. Any multicultural influences among supervisor, supervisee, and client may also affect the outcome of the supervision experience and client-counselor interactions (Holloway, 1995).

Additionally, clients bring to the internship experience unique variables for examination. As mentioned earlier, the age, gender, ethnicity, and prior life experiences...
of the clients interact with these same variables with the counselor intern and the supervisor. In addition, the severity and/or chronic nature of the clients' problems as well as whether they present for individual, couple, or family therapy adds to the dynamics of the client-counselor relationship. The details of these interactions remain unexamined in the counseling literature (Holloway, 1995).

**Cognitive-developmental theory's contribution to adult development**

Sweitzer and King (1999) stressed the concept that the counseling internship offers a setting in which the impetus and opportunities for change are substantial and perhaps unsurpassed by those of any other academic environment. Cognitive developmental theories offer a useful backdrop for understanding the influences of internship on counselors' intellectual change.

Although William Perry's theory (1970) of intellectual development was particularly oriented toward the development of male undergraduate college students, it has been extended to research with other populations (Lowe, 1998). The “Perry scheme”, as it is known, describes epistemological movement through three stages. In the first stage, “Dualism”, students view truth categorically, as right or wrong, and have little tolerance for ambiguity. Challenges to the adequacy of such certainty bring on “Multiplicity” (a transition period), in which a beginning recognition of the limits of authorities occurs. In the next stage, “Relativism”, students are able to think more abstractly, allowing for their different opinions. In Relativism, students come to understand that there may be more ways of constructing reality and of defining truth. In the final stage, “Commitment”, individuals have the capacity to maintain their relativistic
Belenky et al.'s (1986) interest in the Perry model of intellectual development and concern that women were not sampled in his theoretical development, led to an attempt to use his model to describe the intellectual development of women. Their research influenced the belief that women establish different perspectives from which to view reality and draw conclusions about truth, knowledge, and authority. Belenky et al. (1986) explored "women's ways of knowing", which emphasized how women's self-concepts and ways of knowing intertwine. Women use silence in developing their "ways of knowing" and tend to listen more and lecture less than men. This leads to a more subjective way of knowing in which they came to know truth by leaving the view of dualistic thinking and beginning to become their own authorities. Women rely on their own intuitive processes and this developmental transition to a subjective way of knowing is closely tied to women's self-concept and self-esteem. Connected knowing occurs when women combine their own subjective knowledge with the voice of reason. Belenky et al.'s research (1986) suggested that women achieved this level primarily with college experience and the assistance of a teacher or mentor. The last stage of "women's ways of knowing" was constructed reasoning which is an effort to integrate knowledge that women felt was intuitively important with knowledge they had learned from others. Thus, this model extended Perry's work to include a more comprehensive framework for understanding intellectual development (Clinchy, 1996).

The constructive developmental theory of Robert Kegan (1982) offers an explanation of how the self constructs meaning across the affective, cognitive, and moral outlook while also committing themselves to specific behaviors and values to guide them (Perry, 1970).
domains. Kegan (1982) described development as a function of the “process of evolution as a meaning-constitutive activity”, and suggested that “as individuals move through stages they achieve increasingly more expansive, open, inclusive understandings of themselves and the world” (p. 42). These stages are identified as the Interpersonal Balance (individuals are embedded in their relationships with others), the Institutional Self (expressing oneself through institutions such as work), and finally to the Interindividual Balance (allowing individuals to balance themselves with relationships and other needs such as the professional identities of their lives).

Loganbill et al. (1982) emphasized learning the professional role of a counselor as a complex cognitive/affective/behavioral task and made the assumption that there is a professional identity attached to the meaning of this development “because the use of one’s whole personality is a tool of the trade” (p. 15). Although we do not know the exact process for developing this “professional identity,” a hypothesis can be made based on counseling research that the counseling internship is the setting in which this development occurs (Sweitzer & King, 1999).

Neukrug, Lovell, and Parker (1996) related the professional role of a counselor one of integrating ethical guidelines from simple, rote memorization to a meaningful concept of “learning to integrate ethical guidelines with personal and professional values and identity” (p.102). The professional standards of the counseling profession (CACREP, 1994) dictate learning ethical guidelines of practice and an assumption is made that encouraging the psychological development of counselor interns would enhance the process of making these ethical guidelines part of the counselor’s meaning-making schema.
The theoretical implications of cognitive-developmental theory will be used as a background for which to examine the contextual variables affecting psychological development of counselors. Kegan's definition of development at the Institutional Self Stage is "to find a center in oneself, a place where the self can first be discovered, and then expressed, through opinions, ideologies, and career goals" (1982, p. 204). This concept may express a stage of counselor development. Kegan's (1982, p. 204) definition of the Institutional Self as "a self-authored voice allowing one to speak from one's own center, to discover new and old needs, value, and interests, and ultimately identify their purposes into an articulate position of autonomy" may also emerge as a conceptualization of counselor growth. In a study of women and men's levels of self-evolvement, Bar-Yam (1991) discovered that 40% of the adults she interviewed on Kegan's Subject-Object Interview were at the Institutional Stage.

Lovell and McAuliffe (1997) have begun some research to attempt to understand the epistemological reasoning of counseling students within the framework of Kegan's constructive development theory. Their preliminary evidence shows regular progression in cognitive development in counselor trainees and they have labeled these "ways of knowing" as "epistemic orientations" (Lovell & McAuliffe, 1997). In this research with graduate counseling students, they have identified key shifts from a "non-constructivist" to a "constructivist" counseling orientation; from the "authority constructing" counselor who believes counseling is known by experts and the job is to replicate the knowledge to a higher level ability which allows counselors to co-construct reality through ongoing dialogue with clients (Lovell & McAuliffe, 1997).

Belenky et al.'s (1986) conceptualization of intellectual development may be
useful in remembering that all of the participants in their study needed teachers and mentors to transition to higher stages of development. It also serves as a reminder that women and men may differ in how they come to make meaning of their experiences. Women in this study spoke often of an intuitive knowledge that was closely tied to women's self-concept and self-esteem. This emphasis on subjective knowledge became one of the important differences in Belenky et al's (1986) stages of epistemological development from the "Perry scheme" of intellectual development.

For Perry (1970), recognition of alternative, differentiated ideas or beliefs is one of the major steps in his conception of intellectual development. This theory is relative to counselor growth since the perception of the relativity of knowledge and values is required before choices can be discerned and initial commitments made in areas such as ethical issues, theoretical orientation, and treatment choices. Some of these students may not have reached Perry's stage of Relativism and may find these choices overwhelming (Biggs, 1988). Therefore, examining how counselors make choices and initial commitments may be important in researching their psychological development.

A large degree of similarity exists across developmental theories at the highest stages of development. For all mentioned in this section, the higher stages of growth mark a progression toward self-definition and integration. Higher levels of development are evidenced by greater differentiation and complexity (Peace, 1992). Within the similarities of the theories, a number of progressive developmental sequences can take place: from cognitive and affective simplicity to complexity, from external influence of authority to reliance on internal influences on reasoning, from instinctual subjectively influence of knowledge to allowing voice of reason to influence knowledge, and from self-
interestedness in relationships to a need for interdependence among relationships and the need for autonomy (Belenky et al, 1986; Kegan, 1982; Perry, 1970). The counseling internship seems to be a natural setting for examining the progression of stage growth in counselor development according to the cognitive development theories of Perry (1970), Belenky et al. (1986), and Kegan (1982).

**Cognitive-Developmental Theory’s Contribution to Counselor Supervision**

The developmental theorists of counselor supervision (Blocher, 1983; Loganbill et al., 1982; and Stoltenberg, 1981) borrow their assumption of hierarchical or stage sequences to counselor growth from cognitive developmental theorists such as Harvey, Hunt, & Schroder (1961), Piaget (1961), and Perry (1970). Stoltenberg’s (1981) developmental model of supervision employed Conceptual Systems Theory as one of its foundational bases. According to this model, beginning supervisees are more likely to function at low conceptual levels and therefore, demand more structured learning environments. As they progress through their training programs, supervisees move to higher conceptual levels and require less structured environments (Stoltenberg, 1981).

Loganbill et al. (1982) developed a theory of counselor supervision with three stages of counselor development similar to the ones proposed by Stoltenberg (1981). However, these theorists suggested that in addition to passing through three stages of development, there are eight issues that a counselor needs to resolve before reaching the stage of master counselor. Supervisees could have different areas of strengths and weaknesses, such that a supervisee could be in Stage One with a few of the issues and in Stage Two or Three with other issues.
Blocher (1983) drew a different conclusion with the use of cognitive developmental theory in the development of his model of counselor supervision. Whereas Stoltenberg (1981) maintained that the environment should be deliberately matched with the supervisees' level of cognitive functioning, Blocher (1983) argued for an intentional mismatch intended to facilitate growth to grow to a higher level of functioning.

Cognitive development seems to be associated with a counselor’s ability to express empathy and other desirable counselor traits such as open-mindedness and flexibility in relating to others (Strohmer, et al., 1983). Developmental models of counselor supervision have been advanced in an attempt to encourage the cognitive growth of counselor trainees and thus enhance effective counseling abilities. What is left to be understood from these supervision models is a need for an examination of what internship sites can do to increase the optimal learning environment.

Issues in Counselor Education Research

Loganbill et al. (1982) specified a need to study specific populations such as women and ethnic minorities and admitted it was beyond the scope of their research in developing a model for counselor supervision. Ponterotto and Casas (1991) offered perspectives on racial/ethnic research needs in counseling research and stressed the need for researchers to be more open to non-traditional research approaches in order to adequately gain more knowledge on multicultural issues in the real world of counseling. Bergin and Garfield (1994) furthered this concept by encouraging the counseling field to not assume that scientific results from studies with Caucasian populations correctly
identify subgroup characteristics of minority groups, and suggested that we need to also be examining individual differences within a particular ethnic sub-group is also needed.

Holloway and Hosford (1983) suggested that research with supervisees in off-site settings have been largely ignored due to the difficulty in sampling large numbers in such settings. However, one survey of 151 APA-approved off-site internship sites across the United States found fundamental differences in supervisory practices ranging from amount of time spent in supervision (1 to 4 hours weekly), experience level of supervisor (0 to 10 years), and supervisory practices (structured seminars, audiotapes, videotapes, in vivo observation, and individual and group supervision) (Hess & Hess, 1983). More research is needed to qualify the type and effectiveness of supervisory practices from the perception of the supervisee in off-site and on-site internship settings.

Another serious shortcoming noted by Holloway and Hosford (1983) was the lack of study of the phenomenon of supervision in its natural setting. They argued that until specific variables can be identified through this qualitative process, experimental studies are not recommended. A proposal by Holloway and Hosford (1983) was for applying exploratory, descriptive techniques to scientific inquiry rather than using experimental methods with chosen variables that may not be appropriate. Since phase one exploratory research has not been completed, there is no informed knowledge base for choosing independent and dependent variables for phase two experimental investigations.

Borders (1989) noted there is a need for descriptions of thoughts, feelings, and behaviors of supervisees. “After ten years of theoretical discussion and empirical reports we know little of the day-to-day activities of supervisees during internships and we need to know this information for wherever the supervision takes place” (p.22). Similarly,
Holloway (1987), in a review on developmental models of supervision, reported there has been a lack of information on intraindividual changes across the course of a training program. She warned that a group change does not necessarily represent a change for that individual and does not describe the pattern of change experienced by that individual.

**The Call for Methodological Diversity**

The call for descriptive research in counseling studies presents a methodological question of how to access information to understand the meaning-making process of counselor trainees from the complex set of events and interrelationships occurring during their internships and how this meaning-making contributes to their professional growth. The qualitative interview is one of many methodologies that falls under the domain of qualitative research that could adequately examine this question.

There has been a growing summons for and acceptance of alternative research strategies (Hoshmand, 1989; Jacob 1988; Keeley, Shemberg, & Zaynor, 1988; Kvale, 1983; and Moon, Dillon, & Sprenkle, 1990). Qualitative research has been characterized as: emphasizing the importance of conducting research in a natural setting, assuming the importance of understanding participants' perspectives, and assuming that it is important for researchers subjectively and empathetically to know the perspectives of the participants (Creswell, 1998). Qualitative research questions are open ended and exploratory, and used to focus the data collection and analysis phase of the research, but it is anticipated that these questions may change during the course of the study (Lincoln and Guba, 1985).
Two issues of *The Counseling Psychologist* (1979, 1982), one issue of the *Journal of Counseling Psychology* (1984), and one issue of the *Journal of Marital and Family Therapy* (1990) have highlighted the need for increased paradigmatic diversity. There is a growing dissatisfaction with the inability of natural science methodologies to address important dimensions of human experience and a shifting of assumptions about how we should be seeking knowledge with the systems of inquiry that are available (Goldman, 1989; Guba & Lincoln, 1990; Hoshmand & Polkinghorne, 1992). More than two decades ago, Geergen (1973) asserted, “the continued attempt to build general laws of social theory seems misdirected, and the associated belief that knowledge of social interaction can be accumulated in a manner similar to that of natural science appears unjustified” (p.316).

**Purpose of the Study**

The purpose of this study was to explore the process of meaning making for counselor trainees during their internship experience and to comprehend what variables during internship impacted their psychological growth. This study included both men and women and ethnic diversity in order to give multiple voices to the individuals’ internship experiences. Rather than try to control for the tremendous amount of variables occurring in the context of internship (differences in clients, supervisors, counselors, internship settings) attention was given to all these differences as a means for exploring emerging thoughts, feelings and behaviors of supervisees during internship. There was a focus on intraindividual differences, as well as interindividual differences within the variety of contextual environments.
It is important to examine more rigorously the complex effects of the interaction of contextual variables such as supervision, internship setting, and the age, gender, and culture of supervisor, counselor, and client on various dimensions of professional development (Holloway, 1995). Understanding the process of the internship experience from the perspective of counselor interns is important, since this experience, good or bad, is what interns take with them into professional counseling positions after graduation (Worthington, 1987). Loganbill et al. (1982) stated that “the development of a counselor is more than an incremental build-up of skills, and is, in fact, the integrated formulation of a therapist with an identity” (p. 15). Understanding the components of the supervision process as perceived by supervisees may influence the development and modification of supervision theory. A clearer understanding of what is expected in counseling supervision by the view of supervisees can inform our decisions about the actual process of supervision. Also, allowing interns to describe their process of meaning making may provide support for the existing constructivist developmental paradigm and provide evidence of stage theory by examining their complexity of meaning-making experiences. The three theoretical frameworks selected as the “lens” through which the participants responses will be viewed in Perry’s (1970) stages of intellectual development, Belenky et al’s (1986) positions of woman’s cognitive development, and Kegan’s (1982) stages of development.

**The Qualitative Research Interview**

Because of its emphasis on understanding experience, qualitative research is well suited to the task of pursuing the nature of meaning that individuals associate with particular life experiences such as a year long professional internship. A qualitative
approach to investigation embraces the concept of emergence, which suggests that as a culture evolves, old structures no longer apply, and new, more complex structures emerge (Polkinghorne, 1989).

Kvale stated that “the interview makes it possible for subjects to organize their own descriptions, emphasizing what they themselves find important and report in their own life-world”, (1983, p.174). This would make the interview an appropriate means for gathering information on the meaning-making experiences of the counseling internship. Kvale (1988) outlined twelve main aspects of the qualitative interview and suggests that it is: (a) centered on the interviewee’s life-world, (b) seeks to understand the meaning phenomenon in their life-world, (c) it is qualitative, (d) descriptive, (e) specific, (f) it is presumptuous, (g) focused on certain themes, (h) it is open for ambiguities and changes, (i) it depends on the sensitivity of the interviewer, (j) it takes place in an interpersonal interaction, (k) and it may be a positive experience (p. 176).

Limitations of the study

Lincoln and Guba (1985) proposed that in qualitative research, questions of internal validity are really issues of credibility while questions of external validity become questions of transferability. Polkinghorne (1989) suggested that the following doubts need to be addressed: (a) did the interviewer influence the contents of the co-investigators’ descriptions or were the descriptions accurate reflections of the co-investigators’ experience, (b) is the transcription of the tape-recorded interview accurate, (c) are there other alternative conclusions that could have been derived from the data which the researcher did not address or did the researcher identify possible alternative interpretations of the data and show why his or her conclusions were “best” in light of the
data, (d) can the reader see how the structural descriptions emerge from the data and when the structural descriptions are applied back to the data that there is support for the structural descriptions, and (e) how general or specific is the structural description? (p. 57). By following these above practices, the trustworthiness of the findings may be enhanced.

A common criticism of the qualitative research approach has been that the uniqueness of the style of the researcher as well as the interactional contexts in a given time period makes it difficult for naturalistic studies to be replicated. The form of data analysis has been questioned as being subjective, especially in view of the lack of well tested guidelines (Miles, 1983). Transcribed data do not capture the full experience of a living text or live narrative (Kvale, 1987). The process of data reduction may compromise the richness of narrative data. Those who practice this methodology are aware of the criticisms and Le Compte and Goetz (1982) suggested it is the fidelity of description rather than in external validity that is the strength of this research.

**Ethical Considerations**

First and foremost, the researcher has an obligation to respect the rights, needs, values, and desires of the informants. Sensitive information is frequently revealed during the interview process. The following safeguards were employed to protect the informant’s rights: (a) the research questions were submitted to Human Subjects Review Board for review and approval, (b) the research objectives were articulated verbally and in writing so that they are clearly understood by the informants including a description of how the data will be used, (c) written permission to proceed with the study was received from the informant (d) the informants were informed of the data collection techniques, (e)
verbatim transcriptions and written interpretations and reports were made available to the informants for member checking process, (f) the informant’s rights, interests, and wishes was considered first when choices are made in regard to reporting the data, and (g) steps were taken to insure the anonymity of informants.

**Definitions**

*case conceptualization*- It is a way of learning counseling theory that should result in awareness of strengths and weaknesses of certain approaches. It involves the central task of using counseling theories and techniques by selecting appropriate ones for clients, with awareness of the fit of theory for the counselor and the client personally (Murdock, 1991).

*contextual variable*- It relates to all of the possible factors that could affect the experience of the internship such as age, gender, and ethnicity of interns, clients, and supervisors, type of supervision received, factors related to the internship site itself, etc. (Holloway, 1995).

*meaning-making*- For the purposes of this study, this term refers to the use of life experiences to produce knowledge, with particular reference to how they use assimilation and accommodation to incorporate new experiences into their internal organization of knowledge (Kegan, 1982).

*personal power*- It is defined by the researcher to be a way of relating to others that includes the concepts of self-reliance, seeing themselves as capable of constructing knowledge, self-confidence, awareness and insight into one’s own life experiences, and a sense of self as a professional Skovholt & Ronnestad, 1992).
**supervision** - It is used to mean an intensive, interpersonally focused relationship where the supervisor facilitates the development of competence in the trainee (CACREP, 1992).
Chapter Two

Review of the Literature

Introduction

In the preceding chapter, it was established that the counseling internship provides the counselor trainee with the environment to practice the skills and theoretical knowledge they have acquired throughout their counseling program. There is an postulation that this cognitively demanding experience changes the counselor and may provide her/him with new meaning-making experiences, which will assist her/him in psychological growth. Cognitive developmental theory, specifically related to intellectual and conceptual development, was identified as a framework within which to examine opportunities for growth among the counselor trainees. In addition, developmental models of counselor supervision were identified as a paradigm for examining the process of supervision as it occurs.

This chapter will present relevant literature related to major cognitive developmental theorists, with particular attention to the application of cognitive developmental theory to counseling literature. Studies related to how higher cognitive development related to gains in counselor skill development will be highlighted. Also, the use of cognitive developmental theory to explain the expansion of theories of counselor supervision will be explained.

Cognitive Developmental theory

Cognitive developmental theory provides a unique framework for examining the facilitation of growth in individuals and such qualities as how they develop, their way of
thinking, and their approach to problem-solving. Miller (1981) did an extensive review of
cognitive developmental theory, which indicated that individuals at more complex levels
of development were more flexible and responsive to other's needs. Miller (1981)
described the cognitive developmental paradigm as the most comprehensive and coherent
personality theory available. Sprinthall (1994) suggested that the cognitive structural
growth could be enhanced for adults through designing models for adult psychological
growth based on placing adults in role-taking positions such as teachers or counselors and
offering adequate amounts of support, challenge and a guided self-reflection.

**Cognitive Developmental Theorists**

**John Dewey**

Dewey is considered the originator of the cognitive-developmental approach in
education (Perry, 1970; Piaget, 1969, Sprinthall, 1994). Dewey’s (1963) early cognitive-
developmental approach stressed the cognitive reorganization of experience through
successively higher levels as the basic aim of education. He proposed the
conceptualization that children and teenagers move through stages of development, and
this growth and development occurs in a series of qualitatively distinct stages. Each stage
of development is unique and separate, yet each
succeeding stage builds upon and is dependent upon the prior stage. Dewey (1963) also
proposed that the direction of such a developmental sequence is both invariant and
irreversible. A critical aspect of Dewey’s philosophy on education as it relates to his
theory on development is whether movement from one stage to the next sequential stage
depends on the kind and quality of the person’s interaction with the environment. Growth
does not take place automatically but a person needs a series of significant experiences
(i.e. interactions with the environment) at particular times, and it is these experiences that promote a shift from a lower stage of development to a next higher stage of development. Without such significant experiences at certain critical times, a person will cease psychological growth, and, prematurely, stabilize at some stage below their potential (Sprinthall & Mosher, 1978).

Dewey (1963) postulated a position on what education should be composed of and it has been called progressivism. He suggested a democratic education process whereby the democratic educational end for all human beings must be the "development of a free and powerful character". The democratic education must be guided by a set of psychological and ethical principles in which the teacher openly presents to their students, inviting criticism as well as understanding. Dewey thought that education should operate with a principal of applying methods of stimulation through a sequence of stages that he promoted as being universal for all children. He called this process one of "natural learning" because his theory encouraged the individuals' natural interaction with his environment (Dewey, 1963).

**Jean Piaget**

Piaget furthered Dewey's concept of cognitive developmental theory. Piaget's theory explained that people are active seekers and interpreters of their experiences (Peace, 1992). Piaget (1969) postulated that information from interacting with the environment is processed through a system representing unique, distinctive, and consistent cognitive structures, called a stage. At any given time a stage of development is the person's current preferred method of problem solving or system of thinking. Piaget used an assimilation-accommodation model to describe how this cognitive system
interacts with its environment to undergo developmental change (Skovholt & Ronnestad, 1992). Assimilation occurs when individuals interpret or construe external data in terms of its existing cognitive system (Piaget, 1969). What is encountered is cognitively transformed to fit what the system knows and how it thinks. Accommodation refers to the process of taking into account the structure of the external data. According to Piaget's model, the cognitive system simultaneously adapts reality to its own structure (assimilation) and adapts itself to the structure of the environment (accommodation). Cognitive development takes place by repeatedly attempting to accommodate to and assimilate previously unassimilated environmental elements (Reisling & Daniels, 1983).

In recent years, several neo-Piagetian cognitive-developmental theorists (Belenky, Clenchy, Goldberger, & Torule, 1986; Gilligan, 1982; Hunt, 1975; Kegan, 1982; Kitchener & King, 1981; Loevinger, 1976) have used the essential Piagetian paradigm to describe adult development as an individual's increasing ability to incorporate new experiences into their awareness; that is, to accommodate to new experiences. These theories have been proposed in order to try to preserve the strengths of Piaget's theory while attempting to eliminate its weaknesses. They assume there are hierarchical sequences to growth and provide stages to their theories. Yet they distinguished themselves from Piaget by suggesting that individuals can have stage adjacent cognitive reasoning or cognitive growth along a continuum of stages as opposed to a whole stage functioning theory. In other words, an individual may not leap from one stage to another yet could have aspects of two adjacent stages simultaneously.
Major Postulates of Cognitive-developmental Theory

Cognitive-developmental theory encompasses a variety of domains that provide specific understanding about development. These domains include such areas as moral reasoning (Kohlberg, 1987), intellectual development (Perry, 1970), interpersonal development (Selman, 1980), emotional development (Dupont, 1978), ego development (Loevinger, 1966), and faith development (Fowler, 1974).

Cognitive-developmental theories have several things in common. Cognitive-developmental theorists seek to describe the process of change, concentrating on the cognitive structures individuals construct in order to give meaning to their worlds. They all posit a series of stages through which an individual passes in the developmental process (Kohlberg, 1969; Perry, 1970; Piaget, 1969; Selman, 1980). In most theories, these stages are hierarchical, the successful attainment of one being a prerequisite to movement on to the next, and in most the progression is irreversible. There is an presumption one would not regress in how one gives meaning to one’s world because the present way is fundamentally different and preferable from what it was at earlier stages (Hayes, 1991).

Cognitive-developmental theories assume that developmental change involves a chain of stimulus (challenge) and response. As individuals develop, they encounter new information or experiences that conflict with or challenge the validity of their current cognitive structure. Adaptive responses to conflict and challenge may involve either of two processes that are borrowed from Piaget’s original cognitive-developmental theory: assimilation or accommodation. In assimilation, the individual perceptually reorders or reinterprets the source of conflict to make it consistent with current knowledge, belief, or
value structures. In accommodation, the individual changes presently held cognitive core belief structures to admit or be consistent with the new experiences presenting the conflict (Peace, 1992).

**Critique of Cognitive-developmental Theory**

Two major criticisms of cognitive developmental theory are disclosed through the review of the literature. The substantiation of whether Piaget’s theory represents a stage theory is one of the debated issues and the other is whether or not individuals need equal access to social resources in order for necessary cognitive growth to occur.

**The stage theory debate**

The debate centers around the issue of whether or not the structures represent true separate stages or are simply task descriptions of behavior (Brainerd, 1978). Brainerd (1978) argues that the structural description of behavior does not explain how these behaviors originate and may not be unique to the stage for which they are posited. According to Brainerd (1978), Piaget’s cognitive-developmental theory merely describes age-related changes in behavior and this is descriptive rather than an explanatory construct.

Fischer (1977) disputed the position that Brainard’s (1978) argument was entirely true and added his own concept that even though the data concerning Piaget’s theory does not support the traditional view of stage as an abrupt, discontinuous change in performance at a particular age, there is evidence to suggest the presence of some type of stage concept. He qualified his concept of stages by saying that development does seem to lead to qualitatively changes in behavior and the acquisition of new types of skills (Fischer, 1977).
The sociopolitical debate

Cognitive-developmental theory has also been criticized from a sociopolitical perspective (Fischer, 1977). These criticisms are fueled by the idea that the theory fails to examine the social and political structures they support and that are required to support them. These criticisms surround the debate of whether or not developmental theory is associated with the rise of capitalism and the fact that social relations are characterized by hierarchy and the oppression of groups according to their race, sex, and class (Broughton, 1981). Thus, there is little opportunity for people to develop an ability to see the general perspective of others.

Giarelli (1982) cites the example that although third world villagers may exhibit delayed cognitive development on Piagetian tests; we must take into account the fact they exist in subordinated social roles with limited opportunities for genuine participation or communication free from domination. The postulation is that social and educational reform may be needed in order for individuals to develop higher order level cognitive skills (Giarelli, 1982). Sprinthall (1994) cited examples of using social role-taking models and a ‘higher is better approach’ and promoted training varying populations to use higher cognitive skills in relating to others. He cited this approach as a way “to give psychology away to anyone” who desires a different way of thinking and doing and suggested not keeping these techniques just within the “halls of universities” (Sprinthall, 1994, p. 97).

Application of Cognitive-developmental Theory to this Proposed Study

For this proposed study, the theories of Perry (1970), Belenky et al. (1986), and Kegan (1982) were chosen to represent the constructs or theoretical background from which to examine cognitive growth as it relates to the psychological growth of counselor
trainees. Perry was chosen because of his prominence in the research literature conceptualizing intellectual development with college students. Belenky et al. (1986) is assumed to be important due to their expansion of the Perry scheme with women and the fact they found gender differences in how women conceptualize their learning experiences. Kegan was included in the theoretical scheme of this research study because of his constructivist development views which include a cognitive development scheme for adults which outlines meaning-making structures which adults can use to frame individual approaches to problem-solving.

**The Perry Scheme of Intellectual Development**

Perry (1970) studied the development of students at Harvard University throughout their four years at the University. His team used open-ended interviews and over the years a pattern of development emerged that could be distinguished among the varied responses of the students (Perry, 1970). Perry then used this pattern of development to rate another group of students and this replication indicated that the scheme was reproducible, at least for the men at Harvard University. This pattern has come to be called the “Perry scheme” and repeated studies since that time have confirmed its usefulness in conceptualizing intellectual development (Crawford, 1989; Erwin, 1983; Kloss, 1994, Magolda, 1987; Magolda & Porterfield, 1985).

Perry's scheme described nine qualitatively different cognitive structures that define how people make meaning of their experiences. Individuals move from one structure to the next when they encounter experiences that are discrepant with their current structure. This cognitive conflict provides the stimulus to reorganize the structure to reduce the discrepancy. Three negative factors, termed “temporizing” (a pause on
growth), “retreat” (regressing to a previous position), and “escape” (fatalistic acceptance) may cause students to regress or remain at a given level for a year or more (Perry, 1970).

The nine positions are organized into three categories: the dualistic structure, the relativistic structure, and the commitment phase. The dualistic structure represents a dichotomous view of the world. The relativistic structure replaces the dualistic dichotomy as individuals recognize numerous possibilities and uncertainties. This recognition eventually allows individuals to view knowledge as relative to a context in which judgments of better or worse become possible on the basis of supportive evidence in the context. The commitment phase of the schemes focuses on making initial commitments, choosing how to implement the commitments, and realizing the ongoing nature of commitments (Perry, 1970).

A review of the literature cited several studies (Erwin, 1983; Magolda, 1987; Magolda & Porterfield, 1985) that attempted to develop objectively scored instruments to measure the Perry scheme. While these studies cite the need for more research to validate their instruments, the studies are helpful in providing validation of the three stages of intellectual development Perry proposed. In the first study, Erwin (1983) developed the Scale of Intellectual development (SID), containing 119 items that was proposed to differentiate between the three Perry stages: Dualism, Relativism, and Commitment. The SID was administered to 3,321 entering freshman during summer orientation at a large public university. Reliability estimates using Cronbach’s alpha coefficient of internal reliability reduced the items from 119 to 86, with coefficients of .81 for Dualism, .70 for Relativism and .73 for Commitment. A person high on any one of these three subscales was low on the other two. Construct validity was provided by satisfactory correlation of
the sub-scales of the SID to two other student developmental instruments and comparing
groups of students who participated at varying degrees in extracurricular activities
(assuming students with high commitment to extra curricular activities would score
higher in commitment phase). The results of this study provided evidence that this
instrument may measure the Perry levels of intellectual development, but the researcher
suggested additional validation studies need to be done. This study was limited by using a
homogeneous group. One would expect freshman to be at the dualistic phase and so it
was difficult to validate the scale of relativistic and commitment scales. Also, the
variables used for construct validity were not directly related to Perry’s theory of
intellectual development. Future research should provide a cross sectional sample of
various age groups.

Magolda and Porterfield (1985) described the development of the Measure of
Epistemological Reflection (MER), an instrument designed as a standard scoring
procedure for the Perry scheme. Magolda and Porterfield (1985) stated there was a need
for a new instrument to measure Perry’s scheme because Erwin’s (1983) Scale of
Intellectual Development provided maximum practicality in administration and scoring
but did not address production or justification of the response. Their hope with the MER
was that it would be an instrument that would solicit justification for reasoning as it
maintained the production of the response and would provide a scoring process that
would clarify qualitative differences across the Perry scheme for each aspect of
development while still focusing on justification of response (Magolda & Porterfield,
1985).
To measure development with the Perry scheme these researchers (Magolda & Porterfield, 1985) used a broader sample than Erwin (1983) with their randomly selected sample including college freshmen, seniors, graduates students under age 30, and graduate students over age 30. Reliability of the MER was assessed through internal consistency using the Cronbach’s alpha coefficient and interrater agreement, while concurrent validity was evaluated by comparison of the MER to the Erwin’s (1983) Scale of Intellectual development (SID) and construct validity was evaluated through analysis of scores by level of education. This study provided initial support for the MER as a reliable measure of intellectual development, which provided further verification that Perry’s scheme of intellectual development does describe a true range of intellectual development and provides further refinement of the Perry scheme (Magolda & Porterfield, 1985).

Magolda (1987) attempted to provide further refinement of the Measure of Epistemological Reflection (MER) and its ability to measure development of the Perry scheme by assessing the accuracy of the seminars and workbooks with the MER for training raters for assessing the Perry levels within the instrument. Magolda (1987) proposed the view that written instruments can not assess intellectual development as well as the complex techniques of Perry’s unstructured interview and that complex techniques are best for research and simplified techniques are best for practice. The first format for teaching the MER included eight graduate students who participated in a 10 week three credit course and the second format was a independent study format which initially included 21 participants, but only 12 completed the program. Although the focus of the study was providing justification that the MER can be taught through a workbook

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
and seminar approach, this study as well as the other two studies provided further justification that the Perry model of intellectual development can be categorized into sequential stages (Magolda, 1987).

An English professor advanced one further exploration piece concerning Perry’s scheme of development. Kloss (1994) provided a wealth of qualitative examples from his classroom of examples of Perry’s different stages of growth. These examples are cited as examples of the usefulness in describing what the researcher has witnessed in his classroom in the last ten years. Kloss (1994) provided many examples of how well fiction and poetry serve as examples of subject matter that can be used to probe intellectual development. Suggestions were given such as challenging the authority of the editor of a text by responding to their work critically or discussing paradoxical points of view and accepting them as legitimate but mutually exclusive ideas (Kloss, 1994).

Most of the research using the Perry scheme of intellectual development pertains to undergraduate college student development. One research study did explore the relationship among levels of cognitive development (measured by the MER), empathy (measured by Carkuff’s Empathy Scale), dogmatism (measured by Rokeach’s Dogmatism Scale), internality (measured by the Internal-External Locus of control Scale, age, and GPA among undergraduate human service majors and a comparison group of graduate students. The results of these measurements among a sample of 86 undergraduate students and 112 graduate students indicate that most undergraduate human service majors perceive knowledge from the late dualistic position, while graduate counselor trainees have reached the stage of relativism (Neukrug & McAuliffe, 1991). The results from this study indicated that ‘dogmatism’ and ‘externality’ significantly
distinguish Dualists from Relativists and is assumed by the researchers to mean that a nondogmatic worldview and an internal frame of reference would be associated with greater counselor effectiveness (Neukrug & McAuliffe, 1991).

**Sex Differences in Intellectual Development**

Perry’s (1970) interviews with college students in the mid-1950’s were unstructured in order to gain a comprehensive picture of intellectual development. Perry began by asking students what stood out for them in their experiences in the last year. Students were free to respond as they wished and received minimal guidance from the interviewer. Belenky et al. (1986) study of women used a similar semi-structured interview that began with Perry’s initial question but also used four prepared statements to elicit epistemological assumptions. The interviewer extensively probed the response to the first statement and used additional statements only if further clarification was needed. Difficulties matching the data to Perry’s coding scheme prompted Belencky et al. (1986) to categorize the data into five epistemological perspectives. The first position, “silence”, was a position in which women experienced themselves as mindless and voiceless and subject to whims of external authority. The ability to learn from the voice of others appeared in the next perspective of “received knowledge” in which listening to authorities is the main learning method. The third perspective, “subjective knowledge”, is a perspective from which truth and knowledge are conceived of as personal, private, and subjectively known. The fourth perspective entails two methods of knowing: “separate and connected”. An impersonal, objective process to think about knowledge characterizes separate knowledge. “Connected knowing” includes personal feelings and empathy in an attempt to share others’ experiences to further understanding. Both focus
on a way to think about knowledge without judging it critically. “Constructed knowledge” is the fifth perspective and it is a position in which individuals integrate objective and subjective knowledge and view all knowledge as contextual and most importantly experience themselves as creators of knowledge.

Magolda (1987) conducted a study to examine whether or not there are gender differences in intellectual development with a comparison of a quantitative and a qualitative method. Magolda’s hypothesis was that there were more similarities than differences when comparing five women’s perspectives to Perry’s first five positions, with the exception of the third perspective. “The subjective knower’s reliance on first hand experience and intuition could be interpreted as a Perry position with hesitancy being interpreted as a Perry position three process for finding the truth. The focus of uncertainty, seemingly incongruent with Perry’s Position Three, could be the results of the hesitancy to express opinions masking the certainty that still exists” (Magolda, 1987, p. 356). In other words, a parallel process exists of structural distinctions but just with differences in the transition from uncertainty to certainty.

One hundred and one college freshmen, 50 men and 51 women, were randomly selected from a large midwestern university and were given the MER and a semi-structured interview (Magolda, 1987). Analysis of variance of MER total protocol ratings by gender revealed no significant differences. Qualitative analysis suggested the men’s responses corresponded closely with Perry’s original scheme across domains. With the small sample conclusions would be limited because there would not be a wide range of discrepancy in intellectual development expected among college freshmen. The women placed in position two by the study matched Belenky’s study of women in the received knowledge
position with their focus on the correct and easiest way to learn and their hesitancy to speak in class. The position three women in this study sounded very much like the subjective knowers in Belenky et al.\'s (1986) study in their insistence that no idea is wrong and the importance of sharing to gain exposure to new ideas. This data is used by the researcher to justify the position that the MER does not conceal gender differences and provides preliminary evidence that qualitative gender differences exist within parallel cognitive structures. The problem with this study was the limited differences represented by the college freshmen, which limited the analysis of the Perry scheme. There was a question as to whether the data collection was really qualitative in format since the interview seemed very limited and the researcher had a preconceived notion about what she seemed to wanted to find out (justify parallel process and justify the MER) which may have influenced the data collection).

Buczynski (1993) developed a paper-and-pencil measure that assessed the Belenky et al. (1986) model of intellectual development. Her rationale for needing such an instrument was that if there are differences in the way women develop intellectually, an easier method is needed for assessing these differences because higher educational professionals use scores from intellectual development scales to make decisions about women\'s college futures. “Because women tend to score lower on measures based on male models, perceptions based on artificially low scores may have a negative impact on women\'s perceptions of their own intellectual abilities” (Buczynski, 1993, p. 38). The sample for this study was comprised of 348 undergraduate women attending a medium-sized institution. Students ranges in age from 18 to 25, with 41 % being freshmen, 9% sophomores, 21% juniors, and 27 % seniors. Participants were predominantly Caucasian.
The Ways-of-Knowing Instrument (WOKI) was developed with questions based on the Belenky et al. (1986) interviews and each item was written to represent one of the five general categories of this model (Silence, Received Knowledge, Subjective Knowledge, Procedural Knowledge, and Constructed Knowledge). The questionnaire consisted of 48 Likert-type items. A factor analysis suggested the presence of the five factors represented in the Belenky et al. (1986) model and reliability estimates ranged from .69 for Silence and Subjective Knowledge to .80 for Procedural Knowledge (Buczynski, 1994).

Buczynski (1994) acknowledged that this study represents preliminary data on the WOKI, and that limitations are presented by the sample size and the lack of ethnic diversity in the sample. However, future research on the instrument could add to the research base on female intellectual development. If there are true differences in the way women intellectualize, there is a need for a method of assessment that will prevent women from being forced into a pattern of intellectual development which is different from their own unique pattern (Buczynski, 1994).

Crawford (1989) used a combination of the Perry scheme and Belenky’s concepts of intellectual development and used both frameworks to describe a model for an art history course with the goal to increase growth for men and women. The aims of the course would be to respect the creative attempts of individuals, cultivation of the imagination, awareness of art as an unifying or divisive factor among people and also the awareness of art as a process of self-definition and development. Biographies of artists from diverse backgrounds would be required reading and studio projects in various media would be required for all students. Crawford suggested paralleling the experiences of creation of art work to further self-definition and suggested revealing gradually to...
students the levels of growth by Perry and Belenky so they may be aware of these potential area of development (Crawford, 1989).

**Constructive-developmental Theory**

Kegan (1982) used the Piagetian theory of cognitive development to suggest a theory for how individuals make meaning and construct knowledge. The constructive developmental theory of Kegan (1982) offers an explanation of how the self constructs meaning across the affective, cognitive, and moral domains. Kegan (1982) described development as a function of the “process of evolution as a meaning-constitutive activity and suggested that as individuals move through stages they achieve increasingly more expansive, open, inclusive understandings of themselves and the world” (p. 42).

A comparative study of women’s and men’s levels of self evolvement based on Kegan’s constructive-development theory indicated that there were no gender differences in levels of self-evolvement (Bar-Yam, 1991). A sample of 40 women and 20 men who served in the military forces, their dependents, and civilians employed by the military in Europe ranging in age from mid-twenties to the mid-fifties participated in the study. The participants were interviewed using the Kegan Subject-Object Interview and chi-square analysis resulted in the conclusion that men expressed just as many concerns as women about issues of interpersonal relationships and the women were equally concerned about issues of autonomy and individuation as men are assumed to be (Bar-Yam, 1991). Women and men were not found to have distinctly different ways of making meaning of their worlds. Bar-Yam (1991) suggested the next stage of research development in this area should be an examination of individuals differences in “meaning-making with
emphasis on inquiry into societal and cultural factors on various dimensions of human development” (p. 257).

Kegan’s constructive-developmental theory has been proposed as an aid to career counselors in assessing the interplay between career transition and developmental transformation. McAuliffe (1993) proposed the concept that the ability to effectively manage career transitions may be related to individuals’ meaning-making framework. In this exploratory article, McAuliffe (1993) proposed a method for how career counselors can assess a client’s level of development and how to assist the client in seeking viable career options, possibly undergoing developmental transformation.

The first stage, Interpersonal Balance (typical of most adolescents and some adults), includes individuals who make meaning from their relationships with others and a goal at this stage could be promoting activities that would challenge the client to discover and act on information about oneself. In these ways, assumptions about who is in charge of one’s career may be challenged (Kegan, 1982).

The next stage in Kegan’s stage of adult development is called Institutional Self and is characterized by individuals’ embeddedness in a particular life role and they may exhibit rigidity in response to new ideas. The challenge to a career counselor with a client at this particular stage would be to assist them in embracing newness in interpersonal relationships while still making commitments (Kegan, 1982).

The highest stage in constructive developmental theory is Interindividual Balance and is characterized by McAuliffe (1993) as an openness to new information that may challenge the present occupation. It would represent the ability for negotiating life choices
and transitions by responding to both internal needs and the external environment (Kegan, 1982).

**Cognitive-developmental Theory Related to Counselor Development**

Research indicates that higher conceptual levels are positively associated with variables that are theoretically considered crucial components of overall effectiveness in counseling (Worthington, 1987). For counselors, higher stage conceptual levels have been associated with more complex hypothesis formation (Holloway & Wolleat, 1980). In a study involving 37 counseling students who were given the Paragraph Completion Method to assess conceptual level, Holloway and Wolleat (1980) provided further support for the concept that more cognitively advanced counselors exhibit different types of verbal behavior. This was analyzed in the present study during interviews in which counselors were asked to complete the Clinical Assessment Questionnaire in response to a videotaped counseling session. High conceptual level counselors sought more different types of information and asked more divergent questions in making clinical assessments (Holloway & Wolleat, 1980). The strengths of this study were the use of an adequate number of subjects and careful analysis of the data. The study used the videotape of an actual counseling session rather than a role-play by actors or written counseling scenario, which adds to the ability to generalize these findings to actual counseling sessions.

Goldberg (1974) used the four sequential and hierarchical conceptual stages developed by Harvey, Hunt, & Schroeder (1961) to provide support for the relationship between conceptual level and style of verbal behavior with 86 counseling students during a role-play counseling session. The stages Goldberg (1974) refers to are:
1. First Stage Thinking is concrete, categorical, externally oriented, and authority bound. Counselors at this level tend to prescribe courses of action and focus on how clients ought to behave.

2. System two thinking is still in categorical terms, but the focus now is on opposition to external control and authority. While the interview behaviors of system two counselors are similar to their system 1 colleagues, system 2 counselors are less predictable in their expectations of clients.

3. System 3 thinking is more conditional and cognitively complex with relationships developed on the basis of mutuality rather than authority. System 3 counselors are characterized by “as if” functioning and increased concern for understanding interactions, wishes, and viewpoints of other people. Their interview behavior tends to encourage divergent thinking through reflective responding and open-ended questioning.

4. System 4 represents the most abstract and cognitively complex level of conceptual development. At this stage, individuals view knowledge as tentative, are open to new experiences and can view people, events, or situations simultaneously from various viewpoints. Consequently, system 4 counselors display greater acceptance of the client’s perspective and alternative modes of behavior and experiencing. (p. 364).

Analysis of the Verbal Counselor Response Scale indicated significant differences among the dimensions of this scale and conceptual levels, with System 1 or 2 subjects tending to be more information seeking while system 3 and 4 subjects were less controlling and asked more open-ended questions (Goldberg, 1974). This study provided
a good description of how the verbal behavior of counselors at more complex levels of
cognitive thinking appears and provided an important rationale for establishing counselor
education programs that promote higher levels of conceptual development. This research
provided good external validity due to the high subject numbers and a strong theoretical
framework (Goldberg, 1974).

Much of the research on counseling skills and conceptual levels focus on the
accurate empathy level of the counselor. A study by Strohmer et al. (1983) employed
analysis of variance to examine the relationship between cognitive complexity (assessed
by Hunt's Paragraph Completion Method), counselor anxiety (measured by Dibner's cue
count), and client disability condition (measured by viewing 4 videotaped sessions with
disabled clients and 4 without) to empathy skills (measured by Carkhuff's Accurate
Empathy Scales), in a sample of 28 graduate students in counseling. The only significant
main effect on empathy ratings was with students measuring high in cognitive complexity
who scored significantly higher empathy ratings than those students with lower cognitive
complexity (Strohmer et al., 1983). The main drawback of the study was the low sample
numbers, especially when they are subdivided from the original 28 to subgroups of 4 and
6 by high and low complexity and high and low anxiety. The positive aspect of this study
was that it added to the support of previous research suggesting that cognitive complexity
is significantly related to the ability to relate in empathic manner with clients.

Research by Heck and Davis (1973) further supported the theory that more
cognitively complex counselors express significantly higher empathy levels. In a study
involving 40 counseling students who reviewed two counseling analogues, a two way
analysis of variance also found a significant interactional effect between empathy levels
and client differences (Heck & Davis, 1973). The limitation of this study was lack of
generalizability because these two paper and pencil counseling analogies may not
translate to a counselor’s empathy level in an actual counseling situation. Hunt’s
Paragraph Completion Test and Carkhuff’s Accurate Empathy Scale were the two
assessment measurements in this study.

Kimberlin and Friesen (1977) randomly assigned 20 high conceptual level and 20
low conceptual level undergraduate psychology majors to two different empathy training
groups. The results of the study indicated that both conceptual level groups increased
their empathy level (with no mean differences between the two training groups) on the
Paragraph Completion Method and Carkhuff’s Empathy Scale. However, the high
conceptual level group was significantly more empathetic during ambivalent affect
statements. This study further supported other research indicating that higher conceptual
levels are related to empathic ability and support for the fact that training can increase
empathy levels for low and high conceptual level individuals. The researchers
hypothesized that the superiority of high conceptual level subjects to respond
empathetically to ambivalent statements may indicate that although training works, low
conceptual level persons may be limited in how well training will increase their ability to
empathize (Kimberlin & Friesen, 1977).

Benack’s (1988) research produced one of the more persuasive arguments toward
the relationship between relativistic knowledge (according to Perry) and counselors’
empathetic ability. In the first of a three part study, 20 graduate students studying client-
centered counseling techniques focusing on expression of empathetic understanding were
categorized as dualistic or relativistic and then assessed on the quality of their empathetic
understanding as counselors on several tape-recorded role-played counseling sessions (Benack, 1988). T-tests indicated highly significant differences, as relativistic scores were much higher for full and empathetic understanding.

Two subsequent studies examined whether or not dualists and relativists differ in their capacity for empathy when they are not trying to give a helpful response and whether or not they differ on their choice of counseling techniques. In the second study, 18 undergraduates were coded on epistemological thought and were instructed to read a description of a counseling situation and write a brief essay describing the client's inner experience and dualists exclusively focused on the problem situation, whereas relativists addressed the client's experience. In the third study, a group of 24 undergraduates coded as dualists or relativists chose counseling strategies and 50% of the relativistic thinkers gave predominately nondirective responses (tries to follow the client's line of conversation) in comparison to 11% of the dualists, who mostly suggested directive responses (tries to change direction of conversation toward counselor's agenda).

The limitation of Benack's study (1988) was the use of small samples, in particular, the smaller number of relativists in the undergraduate student samples. Of course, this gives credence to the epistemological stages of Perry's theory of intellectual development and suggests that the relationship between relativism and empathy may be quite powerful because it appeared consistently and with statistical significance in all three studies despite the lower power of the statistics used. One additional critique of the research design was in asking undergraduates with no counseling experience to choose counseling techniques. Research (Reiman, 1991; Theis-Sprinthall 1984) clearly indicates that more than empathy is needed to make the correct choice. The educating of
counseling techniques can be a miseducative experience without guided reflection followed by individualized feedback from supervision in addition putting them in this role-taking situation of learning empathy for others.

**Cognitive-developmental Theory Related to Counselor Supervision**

Three major theories of counselor supervision have incorporated concepts from cognitive developmental theories to describe the development of counselor trainees. These three models were developed by Stoltenberg, 1981; Loganbill, et al., 1982; and Blocher, 1983. This section of the review of literature will present and examine research on the history and current research on developmental models of counselor supervision.

**Stoltenberg’s Counselor Complexity Model**

Stoltenberg (1981) developed a model of counselor supervision that incorporated Hogan’s (1964) four stages of trainee growth and integrated Hunt’s (1971) Conceptual Systems Theory to describe the appropriate supervision environments that encourage trainee growth at each stage of development. According the Stoltenberg’s Counselor Complexity Model, Hogan’s (1964) beginning counselor trainee (or Level One counselors) are characterized as being dependent on supervisor for advice and direction and appear insecure and lacking insight regarding the impact he or she has with clients in the counseling session. Extending Hunt’s (1971) description on the developmental work that must be done at this stage, the supervisor should use structure, instruction, interpretation, support, and awareness training. Counselors at the Level Two stage of development are characterized by a dependency-autonomy conflict that presents an increasing self-awareness, striving for independence, and more self-assertive and less imitative behavior. Supervisors should use support and ambivalence clarification, with
less structure. Level Three counselors demonstrate a conditional dependency as more personal identity formation takes place, along with more motivation and increased empathy. The supervisor may begin to treat the trainee more as a peer with more sharing, mutual exemplification, and confrontation. Stoltenberg’s final stage of counselor development is the Level Four counselor or master counselor, who has attained adequate self- and other awareness, along with gaining insightfulness into their own strengths and weaknesses, as well as integrating the standards of the profession with personal counselor identity. Supervision for the Level Four counselor now becomes collegial (Stoltenberg, 1981).

A meta-analysis by Holloway and Wampold (1986) investigated the matching of conceptual levels to environmental structure and validated the overall potency of the matching model in counselor education. Lower conceptual level counselor trainees benefited from more structured training conditions. Counselors functioning at higher levels of cognitive development were more autonomous in developing flexible counseling methods and responded to supervision with fewer dichotomies (Holloway & Wampold, 1986).

In a critique of developmental theories of supervision, Holloway (1987) suggested that Stoltenberg has oversimplified Hunt’s theory by suggesting that counselors begin at lower conceptual levels and upon entry to training pass through the four stages just by gaining counseling experience. Holloway postulated that graduate students may not have low conceptual levels upon beginning graduate school and that they will not “abandon previous acquired cognitive structures and resort to elementary levels of information processing on entry to counselor training” (Holloway, 1987, p. 210). The implication of
this critique is that researchers need to remember there are many other variables associated with counselor growth such as age, life experiences, and previous education.

**Loganbill, Hardy, and Delworth’s Model**

Loganbill, et al. (1982) identified three stages of counselor development: stagnation, confusion, and integration. Stage One is characterized by the simplistic thinking there is only one narrow way to define a problem and only one possible format for the solution. There is often a strong dependency on the supervisor which reflects the attitude that any new learning must come from an outside source rather than from within him or herself. A marked shift occurs between Stage One and Stage Two of counselor development marked by instability, disorganization, disruption, confusion, and conflict. As the simplistic view of the world no longer works for the Stage Two counselor, they are left searching for a more accurate view of the world. Their relationship towards the supervisor at Stage Two development may still be seen as dependent or may take on a tone of disappointment and anger as they realize the supervisor doesn’t hold the magical answers after all. Stage Three development may be described as an opportunity to assimilate the intense emotional factors, which were the focus of Stage Two and integrate them with a new cognitive understanding (Loganbill et al., 1982).

Loganbill et al. (1982) proposed that in addition to these three stages of counselor development there are eight issues that a counselor needs to resolve before reaching the stage of master counselor: competence, emotional awareness, autonomy, theoretical identity, respect for individual differences, purpose and direction, personal motivation, and professional ethics. Supervisees could have different areas of strengths and
weaknesses so a supervisee could be in Stage One with a few of the issues, in Stage Two with other issues and at Stage Three with the remaining issues.

In Holloway’s (1987) critique of developmental supervision theories, she suggested that Loganbill’s et. al (1982) theory contradicted itself by suggesting the theory fits the cognitive developmental theory framework (which suggest stages are distinct, sequential, and hierarchical) and yet the model proposes an individual may cycle and recycle through the system on each of the eight key issues at different times. “The model’s expansion of the developmental paradigm has resulted in such specificity that any behavioral change is equated with a developmental change. Thus the value of the developmental paradigm has been lost” (Holloway, 1987, p. 211).

**Blocher’s Developmental Model**

Blocher (1983) sets forth his developmental model on the assumption that if advanced graduate school education is required for the preparation of professional counselors, the counseling profession is assuming that the counseling process requires a high level of cognitive functioning. He further postulated “this functioning includes the ability to take multiple perspectives in order to achieve empathetic understanding with people who hold a variety of world views, value systems, and personal constructs” (Blocher, 1983, p. 28). Blocher (1983) built his cognitive developmental model of counselor supervision on his postulation that the counseling situation offers significant possibilities for cognitive growth if facilitated by optimal supervision.

Blocher (1983) conceptualized seven dynamics involving the learner and the supervision environment that need to be addressed for optimal supervision to take place. The characteristics needed for optimal person-environment interaction are: challenge,
involvement, support, structure, feedback, innovation, and integration. Blocher (1983) made the assumption that students come into graduate programs with their own unique learning styles and past developmental histories and that these should be taken into account when considering incorporation of the above seven environmental characteristics into their program of supervision.

The major difference between Blocher's model of supervision and the one developed by Stoltenberg ((1981) and Loganbill et al. (1982) is that Blocher used the knowledge of Perry (1970) and his theory of intellectual development in designing his learning environment. His goal was assist the trainee in developing a more complex and comprehensive cognitive schema in a global sense of cognitive development and anticipated each trainee would have differing levels of cognitive development at the beginning of supervision. Stoltenberg (1981) and Loganbill et al. (1982) assumed each trainee would progress through more concrete and recognizable stages of trainee growth that would take them from lower to higher stages of cognitive growth.

**Studies Supporting Developmental Models of Supervision**

A study by Hill, Charles, and Reed (1981) examined counselor growth by following twelve students longitudinally through three years of training in a doctoral counseling program. The twelve students (7 female, 5 male, 10 Caucasian, 2 African-American, ranging in age from 22 to 36 years) were asked to counsel two undergraduate students who had volunteered as clients for three 15 minute sessions, with counselors being instructed to be as helpful as possible. These 72 counseling sessions were examined using a Counselor Verbal Response Scale organized along hierarchical groupings from minimal responses to complex responses such as interpretation or confrontation. These
sessions were further analyzed by measuring the counselor activity level (percentage of
words spoken by counselor divided by total number of words spoken the entire session)
and counselor anxiety (as measured by Mahl’s Non-Ah Speech Disturbance Ratio), and
an in-depth interview assessing the graduate students’ opinions regarding changes they
had made during graduate school, both personally and professionally.

Effects for year in graduate school (first, second, or third) and experience level at
entrance (low, high) on the seven dependent variables (minimal encouragers, directives,
questions, complex responses, activity level, anxiety level, and qualitative ratings) were
tested with repeated measures of analyses of variance. Results showed a significant main
effect for time in the category of minimal encouragers with students increasing their
usage in this response category over the course of three years. In the category of
questions, a significant main effect for time was found, such that students steadily
decreased their usage of these over time. This is seen in this study as desirable as the
assumption is that if counselors are asking less direct questions and providing more
minimal encouragers, the client is being encouraged to communicate more. No effects
were found for initial experience level on any of the seven variables. An examination of
the data indicated that even in the first year, students functioned at an acceptable level on
these variables. Post-hoc interviews indicated that students felt that although graduate
school was extremely stressful, it was also growth producing. They reported that most
changes had been in higher-order counseling abilities (such as timing, appropriateness of
intervention, client dynamics, and self-confidence) rather than basic counseling skills
Even though the researchers interviewed students for exploratory purposes only, they used this data to present a conceptual framework drawing upon Hogan's (1964) theory of development in supervision and Perry's (1970) cognitive-developmental theory as a way of summarizing the changes discussed by the students. They presented four stages through which the students progressed. The progression moved from the first stage involving self-consciousness about their internal experiences to the exclusion of understanding the clients' experiences, to a second stage when they adopted a standard approach to counseling, to a third stage of rejecting their original theory in favor of eclecticism, and to a final stage where they could reasonably articulate a consistent personal theory of counseling practice (Hill et al., 1981).

Hill et al. (1981) concluded in their examination of students' acquisition of counseling skills, concluded that previous counseling experience did not accelerate students' progression through the training program. This conclusion provided a justification that their research supported a developmental model of supervision, including stages of developmental growth for counselors. However, it could be that these results were due to measuring growth from within a rigidly defined environment, where students were encouraged to progress in a specific fashion through a sequence of stages as defined by most counselor developmental models.

The validity of the above study needs to be considered in relation to its design limitations. Samples were non-randomly selected and sample size was small. Only one institution was studied, therefore limiting generalizability. Another limitation was the use of brief counseling sessions with volunteer clients. Students reported that these sessions of fifteen minutes in length were not representative and did not elicit the entire range of
their abilities. Due to the longitudinal design, other threats included mortality, interaction of history and selection, maturation and selection, and history and testing (Hill et al., 1981).

Despite these limitations, these studies bear significance of the development of counselors in a supervised internship situation. The intense anxiety recorded by students in the interview would support Perry's contention that growth can be anxiety producing and extreme discomfort may be felt during these stages. Three years is a long period of training and counselors are exposed to many new orientations, clients and supervisors. There is a disruption when skills learned at a previous stage do not work. Students may become atheoretical and just adopt a stance of doing whatever works or feels good at the time. Perry (1970) warned educators that they should be aware of the anxiety produced by developing to a new higher stage of intellectual development. The researchers (Hill et al., 1981) concluded that since this study indicated counselors did not need much work on basic counseling skills at this level of training counseling programs should concentrate on teaching higher-order skills.

Heppner and Roehlke (1984) examined differences in supervision across three levels of counselor training (beginning practicum, advanced practicum, and doctoral interns) in order to find substantiation for a developmental model of supervision. Three separate studies were investigated over a two year time period with Study One examining interpersonal influence process in supervision, Study Two examined whether supervisees at different training levels perceive the same of different types of supervisor behaviors, and Study Three investigated types of events that were perceived critical incidents within the supervision process (Heppner & Roehlke, 1984).
In Study One, 25 beginning practicum students, 19 advanced practicum students, and 12 doctoral interns were given the Rotter Internal-External Locus of Control, Supervisory Expectation Scale, Supervisor Rating Form, and the Supervision Perception Form to test several variables related to the interpersonal influence process. Supervisees completed the Supervisory Expectation Form prior to the first supervisory session and the other forms were completed after the first, eighth, and last supervisory session of the semester. Results suggested that neither supervisee differences in expectations (tested by MANOVA’s), nor the supervisee’s locus of control (tested by one way ANOVA), nor supervisee’s initial perceptions of supervisor characteristics such as expertness, attractiveness, and trustworthiness (tested by three one way ANOVA’s) differed across trainee levels. Significant correlations were found for trainee ratings of supervisory impact and supervisory characteristics (trustworthiness, attractiveness, and expertness) for the beginning and advanced practica students, but not for doctoral interns (Heppner & Roehlke, 1984).

Study Two focused on the research question of whether supervisees at different training levels perceive the same or different supervisory behaviors as contributing to supervisory effectiveness. Significant correlations were found among the 45 supervising behaviors on the Supervisory Perception Scale with significant differences across the 3 different training levels ranging from developing intake skills (beginning practica students), to alternative conceptualization skills (for advanced practica students), to examining personal issues affecting theory (doctoral interns) (Heppner & Roehlke, 1984).

In Study Three, The Critical Incidents Questionnaire was administered to the three training levels and supervisees were asked to describe events related to major turning
points, within the supervisory process, which resulted in change in the supervisees effectiveness as a counselor. Two advanced counseling doctoral students not involved in the study categorized the descriptions of these critical incidents along the categories of issues identified by Loganbill et. al. (1982): competence, emotional awareness, autonomy, theoretical identity, respect for individual differences, purpose and direction in therapy work, and professional ethics. Frequency ratings reported beginning and advanced practica students related critical incidents around issues of self-awareness, whereas doctoral interns tended to report more critical incidents relating to personal issues affecting therapy.

Generalizability was limited due to sampling methodology. Samples are still relatively small, especially for the intern group. In addition, although three separate studies were conducted, the data can not be treated wholly as independent, since there was some overlap of trainees and supervisors across the investigations. A positive aspect of the study was the use of actual supervisory relationships, which does enhance the generalizability of the findings. The researchers suggested interpretations need to be restricted to the variables identified in the study. The difficulty with this suggestion is that the conceptualization of supervision was restricted to the variables they deemed important to study, which are just a small few of the total that could have been chosen (Heppner & Roehlke, 1984).

The researchers suggested there is a need for an instrument based on a broader conceptualization of supervision, but any standardized instrument will place limits and restrictions on what developmental models have defined as a broad and encompassing relationship. Although the study lends support to the framework of developmental models
of supervision it partially does so partially because it puts that framework into the design (i.e. restricting the placement of critical incidents into Loganbill's (1982) set of issues).

Reising and Daniels (1983) developed a research study to provide knowledge on the construct validity and developmental structure of Hogan's (1964) model of counselor development using a sample of 141 students practicum students and interns and professional staff from 24 different counseling centers. A Counselor Development Questionnaire was designed for this study to reflect the various issues subsumed in Hogan's model (Hogan, 1964). Five judges familiar with Hogan's model independently classified each item into one of Hogan's first three levels and items were retained if four of five judges agreed on their level classifications. The questionnaire items were developed into two arrangements; one based on Hogan's concepts as he organized them into levels, and another derived empirically using discriminant function analysis. Each empirical factor was also examined for relationship with experience by means of one-way analysis of variance with preplanned comparisons (Reising and Daniels, 1983).

Results indicated the empirical arrangement was found superior which would support the complex model of counselor development, not a simple model where counselors go through each stage only once and in a clean and neat progression (Reising & Daniels, 1983). Construct for Hogan's theory was supported as eight factors emerged: anxiety/doubt, independence, commitment ambivalence, skills methods, self-understanding, work validation, criticism readiness, and supervision comfort (Reising & Daniels, 1983). Support was not found for Hogan's (1964) supervisory recommendations on the Supervisor Needs Subtest. This was a well-designed study with good empirical
analysis. Implications for this study are that trainees may not exhibit simple stage-to-stage transitions but rather a gradual process of resolution of some issues while others emerge and become salient (Reising & Daniels, 1983). According to these researchers, there remains a critical need to examine overall training environment in counselor development with a variety of trainee profiles (Reising and Daniels, 1983).

In another study seeking to substantiate evidence of a stage model for counselor development, researchers studied the structure of 95 practicum counselor-supervisor pairs (final master’s level practicum or advanced doctoral practica), specifically examining the variables of supervisee level, supervisor status, gender of each, and whether supervisor-supervisee pairs were matched for gender (Worthington & Stern, 1985). Researchers hypothesized that master’s level counselors would be more influenced by their supervisors than supervisees at the doctoral level, post-Ph.D. supervisors were expected to be perceived as more competent, and lastly, supervisory relationships would be rated more positively for female than male counselors.

At the beginning, middle and end of the semester supervisors rated on a 6 point Likert scale their supervision relationship on six items: (a) How well do you know your supervisee, (b) How well do you get along with each other, (c) How close a personal relationship exists between you, (d) How much you think you contribute to your supervisee’s improved counseling, (e) How satisfied are you with the supervision you have given this semester, (f) How competent a counselor is your supervisee. Supervisees rated their responses to similar questions written for evaluating supervisors. In addition, at the end of the semester the supervisees completed the Supervision Questionnaire,
which has typically been used in a retrospective self-report rating of supervisor behaviors at the end of the supervisory relationship (Worthington & Stern, 1985).

MANOVA'S were performed using knowledge, getting along, closeness, and contribution to improvement as dependent variables for each independent variable (supervisees' degree level, supervisor status, supervisor and supervisee gender, and gender supervision match) over time. In each of the five analyses of supervisor and supervisee ratings, a main effect for time was computed. A stepwise multiple regression was performed using as independent variables the 11 variables from the Supervision Questionnaire and the 5 other independent variables. The first dependent variable investigated was relationship quality (knowledge of the supervisor's acts and feelings, how well the two got along, and how close the relationship was) and the second step-wise multiple regression analysis used the same 16 independent variables to predict evaluation of supervision (Worthington & Stern, 1985).

Analysis of the data indicated that master's level students got along with their supervisors better than did doctoral students while supervisors did not rate one group higher than the other. This gives credence to the assumption that the difference lies within the perception of the supervisee and according to developmental model of supervision the difference would be due to a desire of master's level students to please their supervisor to lower their anxiety. However, there is no difference in ratings of supervisor relationship according to whether supervisor was faculty member or doctoral student. Another surprising finding was that male supervisees thought they had better relationships with their supervisors, regardless of gender, than female supervisees did and male supervisors thought they had better relationships with their supervisees, regardless of gender, than
female supervisors did. The researchers had based their original hypotheses on gender and supervisory relationships on the assumption that females are more relationship focused and men seem to be more task oriented, which led them to suggest supervision may be more of a task oriented activity than they had originally thought. Concerning supervisor-supervisee gender matching, dyads that were matched for gender were expected to form closer relationships than dyads unmatched for gender. This was not found to be true for supervisory ratings, but was found to be true when supervisees made the ratings (Worthington & Stern, 1985).

The researchers had chosen to focus on the structural variables of supervision, not the events of supervision, "not because one is more important than another but because structure is the lump of clay from which the events of supervision are molded" (Worthington & Stern, 1985, p. 252). However, the analysis indicated that structural variables were not important in supervisees' evaluations of the benefit of supervision nor in their rating of the competence of their supervisors. Instead, the evaluation depended on the events of supervision that the researchers clustered into a constellation that included encouraging independence while giving assistance. The researchers compared this to Reising and Daniel's, 1983 factors of independence and work validation, and the second grouping of supervisor openness and ability to deal with supervisee defensiveness was paralleled to the Reising and Daniel area called "respectful confrontation". They suggested these parallels lend additional support to theories by Hogan and Stoltenberg concerning a complex developmental conceptualization of supervision (Worthington & Stern, 1985).
Positive aspects of this research design were adequate sample size and the measuring of the chosen variables across time (beginning, middle, and end of semester). The researchers chose what appeared to be appropriate variables for studying the structure of the supervisory relationship. However, since these variables were not seen as significant it is interesting to note their discussion section used what they called "event" variables or relationship variables to justify Stoltenberg's (1981) developmental model. Even though the present study tested for a main effect of time among all the variables studied, little time was spent on a discussion of these effects, possibly because the analysis revealed few significant effects for time, or they appeared inconsistent. A main effect for time was revealed when supervisees and supervisors of master's level students rated the supervisory relationships as continually improving throughout the semester, whereas supervisors viewed their relationships as stable over time with doctoral students. This data does not appear to increase knowledge as to what occurs during the stages of growth that Stoltenberg identifies in his model of counselor supervision.

A research study was designed by Wiley and Ray (1986) in an attempt to provide support for Stoltenberg's Counselor Complexity Model by answering the following research questions: (a) To what extent are supervisees at various points in their training different, (b) To what extent do supervisors perceive themselves as providing different supervision environments for supervisees at different developmental levels, and (c) To what extent do supervisor dyads with a more congruent-person-environment match on developmental level report higher satisfaction and learning than those with a less congruent match? The sample consisted of 107 supervisory dyads enrolled in doctoral or
master's degrees programs at nine different university counseling centers in various parts of the country, with supervisors either doctoral students or faculty.

The Supervision Level scale (SLS) was designed to classify predominant developmental level of supervisees and supervision environments, thereby avoiding the use of training level as a determinant for developmental level. This scale was given to supervisors two-third’s the way through the semester and at end of semester and the self-report data on satisfaction and learning were collected from both supervisees and supervisors.

All of the hypotheses were tested using ANOVA, followed by post-hoc Scheffe tests when warranted. The existence of several empty cells prevented a two-way ANOVA from being used to assess both person and environment effects, so four one-way ANOVA’s were used plus Pearson Correlations were calculated between each of the four variables and congruency. The relationship between congruency and supervisor satisfaction, supervisee reported learning, and supervisor reported learning were all nonsignificant, suggesting that satisfaction and learning as perceived by both supervisees and supervisors were not related to the degree of congruency between the person and the environment.

Significant differences were found in the description supervisors gave of themselves providing different levels of supervision for supervisees between Levels One and Four. The researchers suggest this is an important finding because the Supervision Level Scale allowed them to give a truer response since it did not ask leading questions such as how they may differ in behavior at different levels. However, this scale is still a
self-report without objective verification as to whether supervisor behavior was really appropriate for a Level One or a Level Four counselor.

The research found significant differences between supervisees and their developmental level between Levels One and Levels Four and Levels Two and Four. Researchers suggest the important of this study is that by establishing a developmental level that was different than training level they could establish that the two are not interchangeable. This design factor led them to be able to distinguish a high percentage of Level 4 counselors (29%) that most studies have not indicated to be found (Wiley and Ray, 1986).

The results of this study are only as valid as the instrument used to report the data and the instrument is one of the serious limitations of this study. The outcome measure may have reliability and validity problems and need further testing. They did conduct a pilot study on this instrument and the seven trained raters sorted each of the items into the correct level at least fifty per cent of the time. This could leave a lot of variation on the answers due to flaws in rating (Wiley and Ray, 1986).

Rabinowitz, Heppner, and Roehlke (1986) studied process and outcome variables by gathering data from supervisees on a session-by-session basis over a 12-week semester. Supervisees included 22 beginning practicum students, 9 advanced practicum students, and 14 doctoral interns, with equal representation from males and females. Supervisors were doctoral students and faculty. The process instrument for this study consisted of a questionnaire patterned after the 12 issues of critical incidents developed by Heppner and Roehlke (1984). Students were also asked to choose the most important
intervention (out of a possible 7 categories derived from Loganbill’s conceptualization of the supervision process) that their supervisor had made with them during that week.

Chi-square analysis of the data between trainee levels and within trainee groups found significant the “importance of supervisor support” and “client-treatment planning” to be important at for levels of trainees. Across trainee levels, “dealing with transference and counter transference issues” and “understanding a theoretical framework” was more important for the intern group than the others. “Clarifying my relationship with supervisor” was important across all trainee levels for the first week but received little endorsement after that (Rabinowitz et al., 1986).

A series of ANOVA’s on the final ratings of the 12 critical incidents indicated significant differences between the trainee groups on “being nonjudgmental”, “believing I have sufficient skills”, and “getting support from my supervisor” (with interns rating these as less important) and ANOVA’s on the final ratings of supervisory interventions determined two statistically significant differences between groups—”supporting, reassuring, and nurturing”, and “restating, summarizing, and clarifying” (advance practica students rating these as more important) (Rabinowitz et al., 1986).

Despite the limitations of this study presented by small non-randomly selected sample numbers, the design of the study allowing for weekly data collection merits future research study with this design. A recollection of information can be different than gathering the data weekly as it occurs. The results do offer support for the developmental model concept that trainees needs change over time.
Importance of internship in counselor education programs

A twenty five year longitudinal study by Hollis and Wantz (1994) related the integral part that the counseling internship is for counselor preparation programs. Internships are required on counselor preparation programs and accrediting associations clarify the field experience requirements for the internship experience (CACREP, 1994). Accreditation of counselor preparation programs has become increasingly important in the last several years, and the accreditation process has made more stringent requirements for meeting the requirements of the internship process (Hollis & Wantz, 1994). The internship experience for all community counseling degree programs requires 600 hours of internship with 240 hours of direct service to clients and a minimum of one hour of non-interpreted individual supervision per week with a supervisor with at least two years of counseling experience.

Summary

The preceding review of literature was an endeavor to explain current counselor development literature in reference to the need for counselors to gain conceptual complexity in order to function in an environment requiring complex hypothesis formations, understanding of another’s viewpoints, and analysis of their own power in the counseling relationship. The overarching framework of cognitive developmental theory was presented as an introductory understanding of the processes of adult intellectual development, particularly in its relationship to professional internships Skovholt & Ronnestad, 1992. Cognitive developmental theory was also used as a framework for a theory of counselor supervision (Logenbill et al., 1982). Cognitive developmental
Theories of counselor supervision have dominated the counseling supervision research literature for the past twenty years. The supervision relationship was described as a basis for which to produce and measure cognitive growth (Logenbill et al., 1982). It was also presented as the structure for which counselor trainees receive support, feedback and encouragement in order to deal with the complexity of their beginning counseling experiences within the structure of the counseling internship.

It was established that higher levels of cognitive development, specifically, intellectual growth, conceptual complexity, and constructive meaning-making, provide a more adequate level of functioning for the complex intellectual and emotional experience of counseling individuals who need of a professional counseling relationship (Benack, 1988). The hypothesis of cognitive developmental theory in relation to the professional development of counselors is that higher levels of epistemological thought provides a cognitive base for the development of professional growth described in the counseling literature as being desirable for counselors (Holloway & Wampold, 1986). These include such traits as recognition of multiple systems of thought, active interpretation of reality, and an understanding of others' framework of beliefs, values, and feelings.
Chapter Three

Research Design and Methodology

Introduction

This chapter will present the research design chosen for this study. It will include a justification for the chosen research design and the relevance of qualitative methodology to the research study. A full description of the setting and the participants chosen for this qualitative research study will be presented and explained in detail.

General Characteristics of the Qualitative Research Paradigm

Qualitative research is a process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. This process of inquiry leads the researcher to seek a depth of understanding by exploring the broader implications of the knowledge received from the research and placing it in an historical and social context. The purpose is to unravel complicated relationships and slowly evolving events with an emphasis on the complexity of human life (Creswell, 1998).

This research tradition represents an emergent design in its negotiated outcomes. Meanings and interpretations are negotiated with human data sources because it is the subjects' realities that the researcher attempts to reconstruct (Lincoln & Guba, 1985). The focus of qualitative research is on participants' perceptions and experiences, and the way they make sense of their lives. Therefore, the attempt is to understand not one, but multiple realities (Lincoln & Guba, 1985). The qualitative researcher is the primary instrument for data collection and analysis. The process of qualitative research is inductive in that the researcher builds concepts, hypotheses, and theories from details.
The data that emerge from a qualitative study are descriptive. Data are reported in words or pictures, rather than in numbers (Creswell, 1998).

This study was particularly well suited to the qualitative research paradigm because of the reported deficit in counseling literature of internship experiences from the perceptions of the interns themselves. There has been documentation of various contextual variables influencing the internship experience, such as multicultural issues among clients, counselors, and their supervisors, or environmental issues such as the setting the counseling takes place. However, it is difficult to quantify the importance of each of these contextual variables. Therefore, a qualitative research design fits well with the need to explore and describe the phenomena of internship experiences as related to the development of counselors.

**Phenomenological Research Design**

The call for descriptive research in the counseling literature presents a methodological question of how to access the phenomena of the counselors' internship experience in order to obtain detailed and informative descriptive information. Phenomenological research strategies are well designed for gathering comprehensive and detailed descriptions of personal experience. Phenomenological research is one of many methodologies that fall under the domain of qualitative research.

Phenomenological methodologies emphasize the importance of human experience. Husserl (1970), a phenomenological philosopher, proposed that the realm for phenomenological inquiry should be direct and immediate experience. This direct experience is "the world as lived by the person" (Valle, King, & Halling, 1989, p.9). Valle et al (1989) also expressed that "the purpose of phenomenological research is to
produce clear, precise, and systematic descriptions of the meaning that constitutes the activity of consciousness” (p.10). These two statements express the main themes of phenomenological psychology, which include a focus on human experience and meaning and an emphasis on conscious activity. The purpose of phenomenological research is to elicit the essence or meaning of human experience through qualitative descriptions. Giorgi (1985) stated that the phenomenological approach to research is exemplified by a somewhat paradoxical stance, which consist of “rigorous attitude toward a soft phenomena” (p. VII).

The purpose of phenomenological inquiry is to describe and illuminate the meanings of human consciousness and experience (Hoshmand, 1989). It deals primarily with linguistic data as a means of access to consciousness and experience. The quest is for the researcher to immerse himself or herself into the subject’s reported experience in order to examine their lived world.

Phenomenological methodology enhances sensitivity to the context of the experience of the research participants in which the acquired data comes from. The nuances of the phenomena such as sequence, hierarchy, external influences, and other factors are considered critical in understanding the phenomena and are the focus of attention. It is also an inductive method of arriving at knowledge, leading from specific observations to identifying general patterns (Patton, 1990). The outcome generated is the detection of naturally existing patterns that inform the researcher about the nature of the phenomena.

The discovery-oriented nature of phenomenological inquiry made the use of this methodology a logical choice. Most interns have a personal investment in their
counseling internship and the development of their therapeutic skills. Therefore, they are likely to be willing to participate actively in describing their internship experiences. Also, phenomenological inquiry is similar to the interviewing techniques that counselors use daily for gathering clients’ personal history and so this inquiry into the experiences of internship is a natural extension of a counselor’s work.

The phenomenological methodology enters into the examination of the phenomena without predetermined categories for examination. Without setting up predetermined hypotheses, this design allows for an awareness of discovery oriented emergent findings. Phenomenological methods try to understand the phenomena through the perspective of the participants in the study. Descriptions are open-ended and participants are encouraged to be thorough and comprehensive in their descriptions and an openness is maintained to whatever is revealed in the descriptions. This allows the researcher to ask questions about personal meaning and to access phenomena that may have no observable behaviors. The essence of discovery oriented research is the ability to see the depth and intricacies of the phenomenon within individual cases.

Another unique advantage of phenomenological methods is the flexibility to tease out descriptive data and to explore emergent themes. Since data is most often collected in the form of experiential descriptions in a face-to-face interview, the “research dialogue” offers the opportunity for immediate clarification and further elaboration and probing. As new findings emerge, the researcher can pursue those lines of inquiry, since the goal of the investigation is to understand the experienced phenomena as fully as possible.
Finally, in the study of counseling internships little has been done to examine the contextual variables of the internship from the phenomenological perspective of counseling interns. What does the experience of supervision consist of for supervisees? Are there any central factors that must be present for a good internship experience to occur? Does the experience of internship change the intern’s perspective of how they gain knowledge and view the counselor-client relationship? These are questions that lend themselves naturally to a phenomenological method.

The Interview

The major data-gathering procedure in phenomenological research is the qualitative interview. Polkinghorne (1983) stated that “the face-to-face encounter provides the richest data source for the human science researcher seeking to understand human structures of experience” (p.267). For this research study, the interviews were also one of the major sources of data collection.

The qualitative research interview is seen as a “construction site for knowledge”. An interview is literally an “inter view”, seen as knowledge that is constructed “inter the views of the interviewer and the interviewee” (Kvale, 1996, p. 14). The research interview is a specific form of conversation with the purpose of understanding themes of the lived daily world from the subjects’ own perspectives (Kvale, 1996). The structure of the research interview comes close to an everyday conversation, but due to the semi-structured approach, it is not considered an open conversation. The interview is a specific conversational technique for obtaining knowledge of the subjects’ lived worlds, the conversation representing the context within which this knowledge can be obtained and understood. “Interview inquiry leads neither to a subjective relativity of interpretations,
nor to an absolute objective knowledge, but to knowledge produced and tested intersubjectively through conversation" (Kvale, 1996, p. 297). The term objective applies to the research technique of interviewing the “objects” (or subjects) and giving voice to their understanding of an interpersonally negotiated social world. “The qualitative research interviewer is in a privileged position to create objective knowledge of a conversational world” (Kvale, 1996, p. 298).

The term “semi-structured” means the interview is structured in terms of the research problem but it is not fixed by predetermined questions. It is designed to provide the informant with freedom to introduce materials that are not anticipated by the interviewer (Burgess, 1991). The semi-structured interview may appear to be without a significant structure, but the researcher has to establish a framework within which the interview can be conducted, so the researcher can keep the informant relating experiences and attitudes that are relevant to the research topic (Burgess, 1991).

The topic of qualitative research interviews is the lived world of the subjects and their relation to it. The purpose is to describe and understand the central themes the subject’s experience as related to the context of the research questions. The qualitative research interview is theme oriented. The qualitative research interview seeks to describe and understand the meanings or central themes in the life world of the subjects (Kvale, 1987).

**Participants**

Participants for phenomenological research are generally selected on the basis of whether they had had a recent experience with the phenomena and whether they could report their experiences clearly, concretely, and richly, being sensitive to their
experiencing of the phenomenon (Creswell, 1998). The participants for this study were master's degree counseling students who participated in a two semester counseling internship at a state university in a midatlantic state. This twenty hour per week internship was part of the degree requirements for the master's degree in community counseling. There were eight students who completed this internship.

The participants for the study were initially solicited during a meeting held during the semester prior to them beginning their internship. It is a general meeting held with the faculty advisor for their internship to discuss the guidelines for choosing internship sites and other general information the interns would need prior to choosing their internships site. The research project was introduced and endorsed by the faculty advisor and the interns were notified that they would be contacted at the end of the summer by mail with a written request asking for their participation and a written description of the study. Both the researcher and the faculty advisor assured the group that participation in the research was voluntary and that the faculty would not know who was in the study as a way to reassure the interns of protection of their confidentiality. There was also reassurance provided that there would be no impact on grades in regards to participation or non-participation in the study. Six of the eight interns agreed to participate in the study, with the six participants including both female and male participants, with a range of ethnic diversity.

Setting

The interns are responsible for locating their own internship sites. In the past, some have been based at university counseling center sites, but most have been at off-site internships in a variety of settings. These master's degree students are responsible for
locating and setting up interviews at internship sites in an effort to obtain their desired internship location, which must then meet with the faculty’s approval.

Field placement characteristically consist of community service agencies, hospitals, or institutions of higher learning which offer guidance, mental health, or preventive counseling services in both individual and group settings. Field placement site supervisors must have at least a master’s degree and two years of experience in counseling or in counseling-related activity.

Five of the six counseling interns in the study had placements in a university clinic that had a contract with local school systems to provide family counseling. Students experiencing academic and/or behavioral problems who were identified by school officials as possibly benefiting from family counseling are referred to this university clinic and seen at no cost to the families. In turn, it provides a setting for master’s degree students to receive the necessary clinical experience for completion of their internship.

Two of the five interns at the university family counseling clinic split their twenty hours and completed ten of the twenty hours at a university based outpatient substance abuse clinic. Referrals to this clinic come from the university student counseling center or community resources such as Alcoholics Anonymous.

The other counseling intern who volunteered for the study completed her internship requirements at a community mental health clinic in the outpatient substance abuse clinic. Referrals to this clinic come from self-referrals, court systems and inpatient treatment centers. Treatment consists of addiction assessments, and individual plus group counseling.
Description of Procedures

Bracketing

Phenomenological research explicitly requires investigators to examine their own values, beliefs, and attitudes in order to become more aware of and control the effects of their beliefs and prejudices on the gathering and analysis of data. This explicit examination of one’s own beliefs helps to clarify an understanding of the phenomena and helps to control for the influence of these beliefs when trying to understand the examined experiences from the perspective of the participants.

In order to access and examine human experience, the researcher must prepare by “bracketing” the natural attitude. Giorgi (1981) describes the bracketing as the process where “one puts out of mind all that one knows about a phenomena or event in order to describe precisely how one experiences it” (p.82). Valle et al (1989) suggested that it is an attempt to “suspend or put in abeyance one’s preconceptions and presuppositions” (p.10). The procedure of bracketing is essential in order to suspend the “natural attitude”. The “natural attitude” is an unquestioning stance, which assumes that “The world and the objects around us exist independently of us—that what we experience is a direct reflection of what is out there” (Valle et al., 1989, p. 10).

My perceptions of the counseling process and the role of supervision during internships in the development of professional identity have been shaped by my personal experiences. I have been a counselor for twenty years in a variety of settings such as mental health agencies, employee assistance, and private practice. I have been involved as a supervisor in a university practicum setting for the last eighteen months. I worked with this group of counselor trainees in the role of teacher and supervisor during their semester
long practicum class which occurred one year prior to the beginning of this study. My professional role included teaching counseling skills during the classroom portion on the practicum experience, providing individual supervision to 3 of the 8 students in the class, and assisting the class with peer supervision of their counseling sessions once a week. It is this group of practicum students that comprises the group of interns that participated in this phenomenological study on the internship experience. Six of the 8 interns agreed to participate in the study. At the time the study occurred the researcher was not involved in a supervisory or teaching role with any of the participants.

I believe my understanding of the counseling process has developed due to being a licensed professional counselor and supervising students who are counseling clients in a practicum setting. These professional roles enhanced my awareness, knowledge and sensitivity to many of the challenges and decisions these students encountered as a counselor trainee during their internship. This enriched perspective assisted me in working with the participants in this study. I brought knowledge of both the professional identity of being a counselor and the role of being a supervisor with practicum students.

Due to previous experiences working with these practicum students, I also brought certain assumptions into the study. I have awareness that some of these students had achieved a higher degree of success than others during the counseling practicum. This success was determined by demonstrating counseling skills seen as necessary for the internship setting, such as flexibility and being open to the learning process, being willing to accept and use feedback, and being able to accept personal responsibility for oneself in the counseling process. I assumed these same students would initially begin the internship experience with an advantage over some other students who had struggled during the
counseling practicum with developing basic counseling skills such reflective listening
techniques. My presupposition at the beginning of this year-long experience was that the
counseling internship would be a year filled with adjustments, challenges, and rewards for
all the students.

Another important supposition I brought into this study was the assumption that
supervision would be a positive experience for these interns. When I was developing in
my own career supervision provided the positive atmosphere for my professional growth
to occur. All of my supervisors in the last twenty years of my counseling career took
personal interest in my career goals and personal aspirations to be the best counselor I
could possibly become. They allowed me try out my ideas for assessment and treatment
choices and from these personal choices I was allowed to experiment and learn which
ones were valid options for client growth. These choices were allowed within the
framework of ethical treatment for clients and while I made mistakes I knew my
supervisors had great concern for my clients also and would not let me do something
unsafe or unethical just in order to benefit by learning from my mistakes. While knowing
that these interns would have different supervisors this year with different learning styles
and personalities, it never occurred to me that their supervision would not be satisfactory,
and possibly of the exceptional quality I had received as an intern and developing
professional.

**Interview questions**

Data collection partially consisted of semi-structured interviews designed by using
the counseling literature related to counselor development and research by cognitive-
developmental theorists. The interview focused on themes relevant to counselor growth
as determined by the researcher and counselor education faculty. Specifically, the researcher’s interest was what the interns thought were the important variables that supported their growth as a counselor. Also, there was an interest in how the interns conceptualized their relationship with their clients and made meaning of this important aspect of the internship process. What were the challenges and successes experienced with counseling relationships during this time of important experiential education and did their ability to make meaning of this experience for themselves expand during the year? The interview was transcribed and the transcription was the material used for subsequent interpretation of meaning. A pilot study of the interview was completed with two recent graduates of the counseling program during the semester prior to the actual study being completed. The results of this pilot study confirmed that the questions were understandable and the data obtained from the interviews were relevant to the theme of counselor development. The over-arching theme guiding the interviews was the desire to gain knowledge from the participants about the importance of the contextual variables of the internship experience as it relates to their psychological development.

The focus of the internship is on providing a structured experience for counselors that will stimulate their ability to think and conceptualize as they are learning and experimenting with new counseling skills. As counselors work in increasingly diverse settings, they face increasingly complex problems. The previous chapter detailed the use of Cognitive Developmental Theory as a framework for counselor development. The objective of using Cognitive Developmental Theory was based on research indicating that counselors who function at higher levels of cognitive development operate in a more democratic and humane manner than those who function at less complex levels.
Therefore, three Cognitive Developmental theorists supplied the structural base for the development of the interview questions.

The interview questions for this study were developed from the counseling literature and from holes found in other studies and described in chapter two of this study. This study was interested in which of the contextual variables of the internship setting promoted growth and which ones may have hindered the growth of the counselor interns. The researcher assumptions were that all of the variables in the experiential portion of the counselor training program could promote growth. However, the individual circumstances of each intern needed to be examined to learn what actually occurred during their internship experience and what the internship meant to each of them in relationship to enabling growth to occur. Therefore, the questions were designed to promote discussion of all of the possible contextual variables such as age, gender, culture, supervision, conceptualization of client-counselor relationships, and information concerning successes and challenges in their role as a counselor (Holloway, 1995).

William Perry's (1970) theory of adult development provided one possible explanation of how counselors might progress through epistemological positions that increases cognitive complexity, differentiation, and adaptiveness. Belenky et al. (1986) suggested that in the higher stage of "constructed knowing" individuals are able to coordinate the complex interactions of the social (connected knowing) with knowledge from individuals (separate knowing). Kegan (1982) provided a third possible schema for counselor development with his examination of individuals' meaning-making framework and approach to problem-solving.
Questions related to the Perry (1970) scheme of cognitive development sought understanding from the participants as to whether their quest for knowledge was seen as a search for objective reality or the recognition of the existence of multiple systems of thought and an understanding that one’s reality is in part determined by one’s perspective. Questions concerning gender differences with regards to counseling relationships were included just as Belenky et al. (1986) have expanded Perry’s theory by examining gender differences in his cognitive development scheme. The question of the counselor-client relationship was seen as a source for directly examining the expansion of counselors’ meaning-making experiences regarding case conceptualizations. The assumption was if there had been cognitive growth the participants would expand on the client-counselor relationship in areas such as examination of the contextual variables in the internship, or an expansion of their reality of what constitutes the importance of their professional role with the client. All of the interview questions were designed to elicit information about the counselor trainees’ perceptions of their internship experiences and the meaning they attached to the contextual variables of the internship setting (see Appendix E for specific list of questions). Table 1 gives an overview of a sample of interview questions and the theoretical source for the questions.

Table 1.

**Theoretical Source for Sample Interview Questions**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What stands out for you during the past year?</td>
<td>Perry</td>
</tr>
<tr>
<td>2. What kinds of things have been</td>
<td>Perry</td>
</tr>
<tr>
<td>Question</td>
<td>Source</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>3. What does being a woman, man, and/or a particular culture mean to you?</td>
<td>Belenky et al.</td>
</tr>
<tr>
<td>4. When do you know you know something? How do you know it's true?</td>
<td>Perry, Kegan</td>
</tr>
<tr>
<td>5. Describe for me your conceptualization of the counselor-client relationship?</td>
<td>Kegan</td>
</tr>
</tbody>
</table>

**Field Notebook**

A field notebook kept by the researcher assisted with data interpretation and analysis. This field notebook served as a diary to chronicle the researcher's thoughts, feelings, experiences, and perceptions throughout the research process. This information was recorded before and after each interview. The information consisted of notes with the researcher's feelings about the individuals who were interviewed and what they may have said to evoke these feelings. Personal reactions to an interviewee could affect what was heard and how well it was heard. In addition, the field notebook included such data as where the researcher may have misspoke or failed to ask the appropriate question. It was an aid in determining what kind of data could be missing and what type of information to search for on the next interview. It served as a warning of possible biases that may have entered into the analysis, or as an indicator that parts of the interview or the whole interview could be less accurate than other interviews (Rubin & Rubin, 1995).
Observation of the Internship Class

The researcher attended the internship class that was held weekly for both semesters of the counseling internship. Class participation took place by the eight interns sitting in a circle with the professor and the researcher sat outside of the group as a non-participant. It was announced at the first class meeting of the year the reason for my presence in the group and that I would be sitting outside of the circle since I was an observer and not a participant of the group. It was made clear to the group that the researcher was not in the class in a supervisory or instructor role but serving the role of a historian chronicling their progress during this year in internship.

Each class began by having a “baggage check”, which was an opportunity for interns to bring up any issues concerning them. These issues ranged from feeling ineffective as a counselor to concerns about procedures for videotaping sessions. The counseling faculty member and group members would then have an opportunity for giving feedback to the individual expressing concerns. The majority of the two-hour class time was for presentation of videotapes of counseling sessions by the interns. Videotaping of counseling sessions is required by the counseling faculty because of the valuable assistance provided to the supervision experience by the visual and auditory representation of the counseling sessions. Two students volunteered each week to bring in a videotape of a recent counseling session. A segment of the videotape was shown after a written and verbal introduction of the case was presented by the intern that included case history, assessment information, treatment goals, and questions to the group to guide their feedback to the student after the tape presentation. Documenting the concerns of
participants during “baggage checks”, reviewing the presentation of videotapes of counseling sessions, and the giving and receiving of feedback by interns provided valuable data as to their level of comfort with their new role as counselor and their level of expertise in establishing a counselor-client relationship. The researcher was able to follow the establishment of this peer group as it developed into a support group for the interns and a place to bring their concerns and risk showing themselves on videotape as well as receive peer and faculty supervision.

**Flanders Interaction Analysis System**

The Flanders Interaction Analysis System was used by the researcher to provide a standardized analysis of the students’ verbal interaction with clients. The Flanders Interactional Analysis System for Counseling was adapted after teacher education programs demonstrated success using the Flanders Interaction Analysis System to influence positive teacher-student interactions (Fowler & Devito, 1988). It was found that verbal communication could be analyzed with higher reliability than nonverbal communication (Fowler & Devito, 1988). It is most often used in counselor supervision to assist counselor trainees in setting goals to be developed within the categories of performance skills, cognitive skills, and developmental level. It is an evaluation instrument to be used in conjunction with supervision of the counselor trainee or as a peer or self-evaluation. It can provide the degree of relationship of the findings to stated therapeutic intent on videotape segment viewed and the degree of relationship of the findings of the analysis to the theoretical orientation identified by counselor trainee.

Using the **Flanders Scale Adapted for Counseling** (Fowler & Devito, 1988), the researcher divided the counselor interns’ verbal behavior into ten categories representing...
indirect, direct, “out of touch” counselor talk, client talk, and silence. Indirect counselor influence consisted of understanding, accepting, reflecting, clarifying, interpreting, and summarizing. Direct counselor influence consisted of answering, explaining, probing, advising, or positive confrontation. “Out of touch” counselor talk was criticism such as “put downs”, justifying authority, or sending “you messages”.

The internship class was required to use the Flanders as part of their ongoing process of peer supervision as they observed videotapes of counseling sessions during the weekly supervision groups. Therefore, the researcher’s use of the Flanders while observing the videotapes during the class was not be seen as an evaluative process and was perceived as a normal aspect of the class environment. The purpose of the Flanders Interaction Analysis System for the internship class was to provide a means for objective feedback to the intern as to whether or not there was consistency in the type of counseling technique they said they were using since some counseling techniques use a direct approach and others use a more indirect approach. The researcher also used the Flanders as an objective analysis of the observations of the interns’ counseling techniques. Rather than judging the videotape presentation as good or bad, since counselors in different settings used different counseling techniques with different clients, the Flanders allowed a criteria for judging if the intern was performing the counseling technique correctly according to whether or not they intended to use a directive or non-directive method of counseling.

**Personal Description of Expectations for Internship**

At the beginning of the internship, each participant in the research study provided a 1-2-page document describing their personal expectations of what they hoped to gain
from the upcoming internship experience. This artifact was as an additional
documentation for analyzing their progress during the internship.

**Data Analysis**

The first step was for the researcher to provide a full description of her own
experience of the phenomenon. This was done to “bracket” or suspend the researcher’s
meanings and interpretations and enter the world of the participants who were
interviewed.

The raw data from each recorded interview were transcribed verbatim for each
participant. A “member checking” process allowed each participant to review the
transcripts prior to analysis and make any necessary corrections or provide clarification to
any statements made during the interview process. The next step was immersion in the
data, reading and rereading the interviews to achieve a sense of the whole. These
transcriptions were then subjected to phenomenological analysis using a methodology
developed by Colaizzi (1978) and described below.

Phenomenological data analysis proceeded with a return to each transcription and
extraction of all phrases and sentences that pertained to the contextual variables of the
internship experience. A list was made of these significant statements with each statement
treated as having equal worth and statements were eliminated having the same or nearly
the same statements. The next step was to formulate meanings of each significant
statement without severing the connection to the original statements. These formulations
were used to bring out meanings hidden in the various contexts of the phenomenon that
are present in the original verbatim statements (Colaizzi, 1978).
After each transcript was analyzed with the above procedure clusters of themes were developed from the combined formulated meanings. This allowed for the emergence of themes common to all the participants’ descriptions. In order to validate these clusters of themes, the researcher referred back to the original transcripts and inquired whether anything in the original transcript was not accounted for in the clusters of themes and whether the cluster of themes proposed anything not implied in the original transcripts. When this validation did not occur, a reexamination was done. Discrepancies were noted among and/or between the various clusters and the researcher proceeded with confidence that what was solidly unaccountable for might be genuine and authentic.

The researcher’s final stage of analysis was an attempt to advance an exhaustive description of the phenomenon studied. An overall description and essential structure of the meaning of a counseling internship experience was formed. This description of the investigated phenomenon of counseling internships was then corroborated by members of the researcher’s dissertation committee for further validation.

One aim of using multiple cases was to provide reassurance that the experience of one individual was not wholly idiosyncratic. The aim was to see how the processes developed across several individual cases so as to develop more sophisticated descriptions and powerful explanations. The essence of the phenomenological experience needed to be graphed onto a visual display to see core themes and trace them back to the original detail of the analysis (Colaizzi, 1978). Meta-matrices are described by Miles and Huberman (1994) as an appropriate means for displaying this type of data. Meta-matrices are master charts assembling descriptive data with the inclusion of all condensed data and
therefore allow a spatial display of the information and a visual representation of how the researcher formulated the clustering of themes for analysis.

Timeline

In-depth interviews were conducted during the beginning of Fall Semester, 1998 (August 1998) and toward the end Spring Semester, 1999 (April 1999). There were two brief interviews with the participants twice in-between the two major data collecting periods of August and April. These occurred during November 1998 and February 1999. The purpose of the brief check-in was to determine how the internship experience was going for each of the interns with a recognition that a nine month span of time was too long of a period of time in-between interviews to provide assurance to the interns that their internship experience was being chronicled as an entire experience and not just a before and after experience.

Standards of Quality or Verifications

Verification is a process that occurs throughout the data collection, analysis, and report writing of a study and stands as criteria imposed by the researcher and others after the study is completed. Howe and Eisenhardt (1990) developed standards for qualitative research that included the following questions: (a) did the research question drive the data collection and analysis rather than the reverse being the case, (b) what are the extent to which the data collection and analysis techniques are competently applied in the technical sense as referenced by methods currently used for qualitative analysis, (c) are the researcher’s assumptions made explicit such as the researcher’s own subjectivity, (d) does the study have overall warrant, is it robust, and did it use respected theoretical explanations, as measured by relevant theoretical counseling literature and (e) does the
study have value in informing and improving practice and in protecting confidentiality, privacy, and truth-telling of participants. Each of these standards of verification was used in this study.

Lincoln and Guba (1985) suggested the use of alternative terms for promoting the concept of validity with qualitative research that they contend adhere more to the naturalistic axioms. To establish trustworthiness, they use terms credibility, transferability, dependability, and confirmability as the naturalist’s equivalents to internal validity, external validity, reliability, and objectivity (Lincoln & Guba, 1995). To make sure findings are transferable between researcher and those being studied, thick description is necessary. Rather than reliability, one seeks dependability that the results will be subject to change and instability (Creswell, 1998). The naturalistic researcher looks to confirmability rather than objectivity in establishing the value of the data. Both dependability and confirmability are established through an ongoing auditing of the research process (Creswell, 1998).

Prolonged engagement and persistent observation in the field helps build validity into the research process and this process must include building trust with participants, learning the culture, and checking for misinformation that stems from distortions introduced by the researcher (Creswell, 1998). Triangulation is when researchers make use of multiple and different sources, methods, investigations, and theories to provide corroboration. Using different sources helps shed light on a theme or perspective. “Member checks” is a common source of verification in the field of qualitative research which is taking data, analyses, interpretations, and conclusions back to the participants so they can judge for accuracy (Creswell, 1998).
Rich, thick description allows the reader to make decisions regarding transferability. When the writer has described in detail the participants and setting, and interpreted the data, then the reader can transfer the information to other settings and determine if the findings can be transferred because of shared characteristics (Kvale, 1996).

Eisner (1991) discussed validity as the credibility of qualitative research and suggested using the terms “structural corroboration, consensual validation and referential adequacy” in discussing the validity of qualitative research (p. 109). In structural corroboration, the researcher relates multiple types of data to support or contradict the interpretation. “We seek a confluence of evidence that breeds credibility, that allows us to feel confident about our interpretations and conclusions” (Eisner, 1991, p.110). The researcher looks for recurring behaviors or reactions and considers disconfirming evidence and contrary evidence. To demonstrate credibility, the weight of evidence should become persuasive.

Consensual validation seeks the opinion of others and “an agreement among competent others that the description, interpretation, evaluation and thematic conclusion of an educational situation are right” (Eisner, 1991,p.112). Referential adequacy suggests the importance of criticism as illumination of the subject matter and bringing about more complex and sensitive human perception and understanding (Eisner, 1991).

Lincoln and Guba (1985) proposed that in qualitative research, questions of internal validity are really issues of credibility while questions of external validity become questions of transferability. Polkinghorne (1989) suggested that the following doubts need to be addressed: (a) did the interviewer influence the contents of the co-
investigators’ descriptions or were the descriptions accurate reflections of the co-investigators’ experience, (b) is the transcription of the tape-recorded interview accurate, (c) are there other alternative conclusions that could have been derived from the data which the researcher did not address or did the researcher identify possible alternative interpretations of the data and show why his or her conclusions were ‘best’ in light of the data, (d) can the reader see how the structural descriptions emerge from the data and when the structural descriptions are applied back to the data that there is support for the structural descriptions, and (e) how general or specific is the structural description? (p. 57). By following these above practices, the trustworthiness of the findings may be enhanced.

For this particular study, several of the standardized methods of quality and verification that are mentioned in the qualitative research literature were followed. The researcher had been involved in the past as a supervisor for the family counseling clinic where several of the interns did their internship. For the year that this study took place, the researcher withdrew her involvement from being in a position of evaluating the interns’ performance. The researcher’s only involvement with them was that of being a researcher doing a study involving their internship experiences. This was done so as to prevent any influence of the interns’ reflection of their experience that might have occurred if they were involved with the researcher in any other role or context in the family counseling clinic. With further reference to the researcher’s role with the interns, during the weekly group supervision class, the researcher sat outside of the group so as not to influence the group process and so as not to be perceived as being a part of their group.
The interns were given copies of all their interview transcripts for member checking. They reviewed these transcripts, making corrections if something they had said seemed unclear or if they felt they needed to add statements for further clarification. In one instance, an intern had concerns about confidentiality and how the researcher would maintain anonymity of their reflections. This concern was carried back to the dissertation committee chair, which provided clarification for the researcher on the procedure for providing anonymity and offered to meet with the intern if necessary. This information was relayed to the intern, with further clarification of the phenomenological research process than had been offered during the signing of the consent form. The intern felt comfortable with this added information and remained in the research study.

Further verification was added to the study by the length of time spent with the participants. The research study took place over the period of their entire internship, with weekly observations of their experience, and four interviews throughout this period. Also, triangulation of the data was achieved by adding to the information obtained in the interviews with a written essay and weekly observations of their group process work and clinical skills. The fact that four interviews were done with each participant, added to the richness and thickness of their recorded reflections of the internship process.

The researcher's interpretations of the data were brought back to the three member dissertation committee for an audit. This audit process allowed for multiple views in assessing the accuracy of the interpretations and conclusions drawn from the analysis. All of these rigorous procedures added to the verification and standards of quality for the research project.
Limitations and delimitations of the study

Phenomenological methodology begins with the examination of individual cases and moves to generalizations from those individual cases. This leads to an increased understanding of selected cases and a greater sensitivity to “error variance” or individual differences. The tradeoff in using phenomenological methods is the decreased ability to generalize to populations (Creswell, 1998).

This study confined itself to interviewing and observing counselor interns from one university setting who volunteer for participation in the study. The purposive sampling procedure decreases generalizability of findings. The findings could be subject to other interpretations. Volunteer subjects could be different than those who do not volunteer.

Transcribed data do not capture the full experience of a living text or live narrative (Kvales, 1987). The process of data reduction may compromise the richness of narrative data. Those who practice this methodology are aware of the criticisms and Le Compte and Goetz (1982) suggests it is the fidelity of description rather than in external validity that is the strength of this research.
CHAPTER FOUR
Findings and Analysis

Introduction
This chapter described the findings and analysis of this phenomenological study. It began with a thorough description of what are the general internship requirements at this university and what constituted the specific counseling internship experience for each of the interns who participated in this research study. For each intern, there are separate headings describing the areas of individual analysis from their perceptions (level one analysis), and then the summary section for each intern included the researcher’s analysis of the interns’ perceptions (level two analysis). The last section of chapter four is the cross-case analysis which includes the areas for analysis that were overarching for all of the interns in the study.

General Description of the Counseling Internship

Course description and objectives
The counseling internship course at this institution is designed to give master’s degree students in counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program coursework. Interns are required to devote a total of 600 hours over two semesters to their internship activities in an agency or university setting under the supervision of both university faculty and a field supervisor.

Each of these counselor interns has already successfully completed a practicum course the semester prior to their internship beginning. The practicum provided the beginning of the experiential education for the counseling student. This experience
included a class emphasizing basic skill development, role-playing, peer interaction, and observation activities. In the practicum component, the student counsels 2 different volunteer undergraduate psychology majors for four counseling sessions with each student. These sessions are observed through a two-way mirror by their supervisor. There is also a group and individual supervision component to this experience.

The major goal of the counseling internship course is to provide students the opportunity to apply their theoretical knowledge and practical skills to specific client cases within a supervised professional counseling setting. A weekly group supervision class at the university and individual supervisory meetings at the internship site gave students and faculty the opportunity to assess the students’ counseling performance in relation to client goals and the individual counselors’ professional development.

The university and field site supervisors have specific learning objectives that they are to assess during the academic year. The primary learning objective is a demonstration of counseling competence through the application of a variety of counseling psychological and educational theories and strategies appropriate to specific client situations. There is also an evaluative component with regards to the interns’ ability to establish and maintain positive working relationships with both field and university supervisors. The interns are expected to demonstrate knowledge of ethical, legal, and professional counselor guidelines, as well as recognition of the importance of contextual and cultural factors in working with clients of different backgrounds. There is also an expectation that the intern will demonstrate the willingness and capacity to examine one’s own personal and professional development in relation to work with clients and colleagues.
**Group supervision**

A major portion of the two-hour group supervision at the university is devoted to case presentations. Students are expected to present 3 to 5 cases each semester for faculty and peer feedback. Each case presentation includes a standardized written presentation and the oral presentation of a ten to fifteen minute videotaped segment of a counseling session. Students are expected to demonstrate a willingness to give feedback and openness to receive feedback during these group supervision sessions.

During the last week of each semester of the internship course, each student meets individually with the faculty member responsible for group supervision. The purpose of this required meeting is to provide the intern with a performance appraisal and receive feedback from the intern as to their evaluation of the internship site. This meeting addresses the interns' progress in professional skill development. The final meeting with the group supervisor at the end of the academic year requires the intern to bring a segment of videotape to the meeting. This segment of videotape should show the intern doing a theoretically sound counseling technique or the intern doing something that signifies their strength as a counselor. This allows the faculty supervisor to focus the closing supervisory session on the interns' ability to connect their currently preferred theory base for counseling practice to their use of techniques.

**Individual supervision**

The counseling interns are expected to receive a minimum of one hour of uninterrupted individual supervision per week with the designated field supervisor. Field placement site supervisors must have at least a master's degree and 2 years of experience in counseling or counseling-related activity. Counseling supervision is defined as the...
facilitation of the counselor’s personal and professional development and the promotion of counselor competencies (Boylan, Malley, & Scott, 1995). The on-site supervisor provides the faculty supervisor with a written assessment of the intern at the end of each semester. The faculty supervisor also visits each site supervisor once a semester in order to get direct feedback from the supervisor regarding the intern’s progress.

**Internship Sites**

Each student assumes the responsibility for locating and securing his or her own field placement site. Field placement sites characteristically consist of community service agencies, hospitals, or institutions of higher learning, which offer guidance, mental health, or preventative counseling services. The five counselor interns who participated in this study were located in three different locations. Two interns were full-time at a university-based family therapy clinic, with two other interns splitting their time for their internship at the university-based family therapy clinic and the other half at a university-based substance abuse clinic. The fifth intern did an off-site in a substance abuse unit internship at a community service agency.

**University-based family counseling clinic**

This university-based clinic has a contract with local school systems to provide family counseling to students identified by school officials as experiencing behavioral and/or academic difficulties who may benefit from a family counseling approach. This contract allows graduate counseling students to have a quality learning experience while providing professional counseling services to these children and families referred to the center.
The family-counseling clinic uses a developmental and systems approach to counseling. Cognitive developmental theory provides the structural base for conceptualization of counselor development. The objective in planning the environment for the family counseling internship was to consider a framework for counselor development that would apply cognitive developmental principles to learning. This development would be directional and hierarchical and learning would progress from the more simplistic and straightforward principles of application of counseling techniques a more independent and separate functioning of the part of the counselor. The developmental learning model for this counseling clinic was developed by Norman Sprinthall (1994), which advanced counselor education programs based on the use of cognitive developmental theory. Sprinthall's model was based on the assumption that the counseling internship placed students in a real role that required empathy and the "iron discipline of listening (setting aside one's own ego)" (1994, p. 87).

Sprinthall's (1994) basic schema was translated into the foundation for counselor development at this internship site. These conceptualizations are (a) counseling is a role-taking experience and when the intern is placed in a new role requiring complex tasks, growth occurs, (b) the opportunity for guided reflection upon the counseling experience can improve learning, (c) the goal is to provide a balance between role-taking and reflection of experience, and (d) when counselors are challenged to function at higher levels of cognitive complexity, dissonance is likely and support from peers and supervisors is necessary during the process of disequilibrium which may involve abandoning former inadequate modes of thinking and problem-solving (Peace, 1992).
Each counselor intern carries a caseload of 5 to 7 families during the internship year. All family therapy counseling sessions are videotaped and these videotapes are used for learning and evaluation in individual and group supervision. The interns are assigned an individual supervisor, who is either an advanced doctoral student or a professional staff member whose staff position is being a clinical supervisor. Each intern receives 1 hour of individual supervision per week.

Each intern is also required to attend two hours of group supervision per week. This is a clinical case staffing and the counselor intern volunteers two or three times per semester to present a videotape of one of their family counseling sessions for peer and faculty feedback. A written case summary is presented prior to the videotape presentation. This group supervision is in addition to the counseling internship class that meets once a week with all the interns from all the different sites.

**University-based substance abuse counseling clinic**

This university-based counseling clinic receives referrals from other treatment programs for individuals who have completed a substance abuse treatment program elsewhere but need a long-term aftercare program. They also receive referrals from the self-help group of Alcoholics Anonymous and from the student counseling clinic on campus. The clinic also accepts referrals from family members who live with someone who is an addict.

This clinic provides individual counseling based on the spiritual principles of Alcoholics Anonymous, which allows for an existential counseling component with the goal of working to achieve a spiritual relationship with “the higher power” that the clients feel comfortable with. In addition to the theoretical base of existential therapies, the
Interns are taught an assessment technique called "motivational interviewing". Motivational interviewing involves being taught to assess the willingness of the addict to change their addictive habits and treatment based on their level of motivation. The treatment plan is then designed to increase the addict’s motivation for change. Interns are also taught Rogerian therapy as a means of accepting the clients where they are, and as a means for developing a non-directive style of therapy where the client is in charge of the treatment direction.

Interns at this university-based substance abuse clinic are required to receive two hours of group supervision per week as well as one hour of individual supervision per week. This supervision is provided by advanced doctoral students or university faculty members of the counseling program. Each intern carries a caseload of three to four individual clients at a time.

**Community services agency**

One intern was located this year at a large community mental health center serving a three county location. Her internship was with the outpatient addiction clinic. The referrals for this substance abuse treatment clinic came from self-referrals the local court system, and other treatment centers. The services provided include substance abuse assessments and treatment planning, and individual and group counseling. Since community agencies provide counseling at a lower cost, which is based on income, the type of clientele served is impacted by this financial arrangement. Many of the clients may have had higher cost treatment in the private sector but have used up their insurance co-payments or their own financial arrangements. Other treatment centers may refer them because their insurance plan will no longer pay for treatment at their center. This
recidivism from other treatment centers may lower their motivation for treatment. Also, many of the referrals are from the court system and they are not coming on a volunteer basis.

One hour of individual supervision per week is required at this internship site. Videotaping of sessions is not required by the agency but is encouraged by the internship faculty supervisor. In some cases, the clients are discussing such sensitive information as their illegal drug activities and so they refuse to be videotaped. All of the interns at this agency met once a week with a group supervisor. This was mostly a time for general discussion of the internship experience rather than a time for clinical supervision.

**Description of Interns, Their Multiple Perspectives and Analysis of Individual Cases**

**Introduction to Analytical Procedure**

The description of analysis will begin with a summation of what were typical or atypical responses to each of the interview questions. This description of answers will be in the researcher’s words, as the reader will hear the participant’s voices during the next section on individual and cross case analysis. Each of the interns is introduced with a basic description of themselves. This is followed by an individual analysis of their perspective of the internship experience. The basis for providing this phenomenological analysis was the four interviews conducted throughout the internship year and descriptions from observations recorded by the researcher’s attendance at their internship class that met once weekly. Also, an analysis of the counselors’ videotaped counseling sessions with the Flanders Interactional Analysis for Counseling was completed while observing the interns’ videotaped counseling presentations in their internship class. Researcher asides were written throughout the year as the researcher interacted with the
interns during the interviews and during individual conversations occurring in the clinic and while attending their class as an observer. These researcher asides were also included in the phenomenological analysis of the internship experience. Also included in the analysis was an essay written by each intern and provided at the beginning of the internship stating his or her goals and expectation for the upcoming internship experience.

The individual themes of analysis are described and analyzed separately for each intern. The process for developing these themes followed the guidelines described by Colaizzzi (1978) for doing phenomenological research analysis. These steps include obtaining a sense of the whole with each of the four interviews, gathering significant statements from each interview and formulating meanings from these significant statements. Themes are then developed for each interview, which are translated into a cluster of themes developed from the analysis of all four interviews, and the other data (written statements of internship goals, classroom observations and the Flanders Transactional Analysis of videotaped counseling sessions, plus researcher asides). The combination of these clusters of themes provided the data for the cross case analysis presented at this end of this chapter. The cross-case analysis then provides the essential structure of the internship experience (Colaizzi, 1978). A diagram describing the researcher's process for developing individual and cross-analysis themes of analysis are included in appendix G. After the descriptions and themes comes the interpretative summary which includes the researcher's analysis of each participant's combined four interviews.
Analysis of Participant #1 (P-1)

P-1 is from Taiwan and is in the United States just for graduate school and will be returning to Taiwan this summer following completion of his program. He is single, in his twenties, and lives by himself in the graduate student-housing complex. He has not socialized with other American students while living here, and admits to a fairly isolated existence socially. He does know a few other Chinese-American students and occasionally visits with them. He has been here for 2½ years and has returned home once to visit family last summer.

Due to the fact P-1 speaks only minimal English, the faculty made the decision that he would not be a good candidate for a community based internship, so with the faculty’s guidance, he remained at the university-based family therapy counseling center for his internship. But due to his language barriers, it was decided he could not see families independently. His internship hours were completed in the format of some co-counseling with doctoral students and observations of videotapes of other student’s counseling sessions. He went to the family clinic’s group supervision and had individual supervision. In the family therapy clinic’s group supervision, he offered limited peer feedback as to what his observations were. In his internship class group supervision he also was only able to offer minimal peer feedback and could not present his own videotapes since he did not do counseling himself. In his individual supervision, he brought in his peer's videotapes, and offered a case conceptualization to his supervisor and suggestions for what he might have done if he was the counselor.

Due to P-1 not completing the internship in the standard format of the other interns it was impossible to provide either individual or cross-case analysis of his...
internship descriptions. For this reason, his participation in the study will not be included in the analysis.

**Sample questions and answers**

The following two tables present a sample description of the answers to each of the questions asked during the first and last structured interview to each of the interns. These responses are in framed in the researcher’s words. The actual intern’s responses are provided in the individual analysis of each intern and during the presentation of the cross case analysis.

**Table 2.**

**Examples of answers to interview # 1**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How did you come to be in this counseling program?</td>
<td>Most participants had developed interest in counseling as result of undergraduate degree in psychology. Several interns spoke of developing interest in counseling as a result of receiving counseling themselves.</td>
</tr>
<tr>
<td>2.</td>
<td>What stands out for you during this past year of your master’s degree program?</td>
<td>Most participants spoke of a favorite course they had taken such as Addictions or Multiculturalism.</td>
</tr>
<tr>
<td>3.</td>
<td>What kinds of things have been important?</td>
<td>Most spoke of faculty support and the basic education received from coursework.</td>
</tr>
<tr>
<td>4.</td>
<td>What do you think will stay with you from your experiences with the</td>
<td>All participants expressed hopes that they would learn counseling skills during the</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>6. Has your education changed the way you think about yourself or the world? How?</td>
<td>All but one intern agreed that education had changed them in ways such as making them more aware of cultural differences among individuals. One intern felt he had already established his identity prior to graduate school and he had not changed.</td>
<td></td>
</tr>
<tr>
<td>6. When do you know you know something? How do you know it is true?</td>
<td>The responses to this question were varied. One intern spoke of personal experience, two did not know when something was ever really true, and two spoke of seeking evidence of truth.</td>
<td></td>
</tr>
<tr>
<td>7. What does being a particular cultural heritage, gender, or age mean to you?</td>
<td>Most participants spoke to age and gender and only one participant spoke of how her culture had had a negative influence on her. Two interns felt age was negative factor for them and one thought it was positive.</td>
<td></td>
</tr>
<tr>
<td>8. How has it influenced you as a graduate student?</td>
<td>Two interns thought their youth made their opinions in class to be less respected among their peers. One intern thought her culture reinforced women being dumb and...</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>9. Has your view of yourself in regards to your gender, age, or cultural heritage changed in the last year?</td>
<td>Four of the five interns thought they had gained awareness of these issues as a result of graduate school. Four of the five interns gave Rogerian responses to how the relationship should look with some similar responses of client being in charge and speaking of unconditional positive regard for client change. One intern spoke of trusting families to know how to change but allowed that counselor may be active part in change process. These responses were somewhat similar to responses to the question above and most chose to expand their response to the previous question with more of Rogerian style language. Yet two interns made conflictual statements to the Rogerian style.</td>
<td></td>
</tr>
<tr>
<td>10. Describe for me your conceptualization of the counselor-client relationship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. What does counseling mean to you?</td>
<td>this had had negative influence on her. The others did not see relationship to age, culture or gender and being a student.</td>
<td></td>
</tr>
</tbody>
</table>
12. What would represent a challenging client to you?

13. Provide a scenario of an ideal counseling session.

<table>
<thead>
<tr>
<th>of counseling described previously and spoke of the counselor giving direct advice and solving client’s problems for them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The responses typically had to do with unmotivated clients. One intern spoke of difficulty with non-verbal clients or clients with lower cognitive ability. The responses to this question again brought conflictual statements from the two interns who had earlier stated they had Rogerian goals for counseling and yet described an ideal session where counselor successfully solves problems for clients. The other three interns spoke of the client making a breakthrough and solving their own problems.</td>
</tr>
</tbody>
</table>

Table 2.
### Examples of answers to interview # 4

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has education changed the way you think about yourself or the world? How?</td>
<td>The responses to this question were varied. Two interns thought it had changed them dramatically and were able to provide vivid examples. One intern thought education had changed her but only in concrete ways of learning more material. One intern did not think education had changed them and the fifth intern said the question was too difficult to answer.</td>
<td></td>
</tr>
<tr>
<td>2. What stands out for you during this past year of your counseling internship?</td>
<td>For two interns their supervision experience stood out for them and for two others the clinical experience stood out for them. The last intern said being tired all the time stood out for her.</td>
<td></td>
</tr>
<tr>
<td>3. What kinds of things have been important for you during your internship? Explain.</td>
<td>All of the interns reiterated their answers to the question above but all chose to expand their answer with speaking to the struggles of gaining clinical experience.</td>
<td></td>
</tr>
<tr>
<td>4. What do you think will stay with you from your experiences in internship and why? Explain.</td>
<td>All of the interns agreed their interactions with clients and the fact these were their first clients would be what stayed with</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>5. When do you know you know something? How do you know it’s true?</td>
<td>Two interns spoke again of looked for concrete evidence of truth, two spoke of intuition and personal experiences, and one said she never knew when something was true.</td>
<td></td>
</tr>
<tr>
<td>6. Has being a certain gender, age, or cultural heritage influenced you as a counselor? Provide an example or tell a story.</td>
<td>Three interns gave explicit examples of how age and gender has influenced them this year in their role as a counselor. Two interns could not come up with an example of how it had influenced them.</td>
<td></td>
</tr>
<tr>
<td>7. Has your view of yourself as a certain gender, age, or cultural heritage changed this year?</td>
<td>The interns who felt these factors influenced all thought this internship had been what had caused these viewpoints this year.</td>
<td></td>
</tr>
<tr>
<td>8. In what way has your supervision impacted your growth as a counselor this year?</td>
<td>Three interns thought it had had tremendously negative impact. One thought it had had no impact and one thought it was minimally positive.</td>
<td></td>
</tr>
<tr>
<td>9. Describe for me your definition of the client-counselor relationship.</td>
<td>Two interns spoke of how they would change their definition of the relationship depending on whether they were doing</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>10. What does counseling mean to you?</td>
<td>family or individual counseling and felt family counseling required a more active role on their part. Two gave rather vague Rogerian answers as to moving the client to pick goals they wanted and to help clients empower themselves. The fifth intern spoke of the importance of trust in the relationship and humility on her part that they trust her to help them and allow her to witness their vulnerabilities. These responses were similar to the answers above but they all chose to expand on the above answers and better identified the role of counselors and clients' change agents. Some thought the counselor should play an active role and some did not.</td>
<td></td>
</tr>
<tr>
<td>11. Describe for me a particularly challenging client or counseling relationship you have experienced this year.</td>
<td>All of these answers were obviously very different. Three described families that were difficult either because of non-compliance or just the multitude of problems they presented with. Two chose to speak of individual cases and both found</td>
<td></td>
</tr>
</tbody>
</table>
12. Provide me an example of a success you have experienced this year as a counselor. Walk me through a success story.

them difficult because of the severity of presenting problem and their limited knowledge in how to help them.

These were all very different stories. Two of the interns were interested in identifying their part in the success of the counseling and three gave the clients credit for change.

Analysis of Participant #2 (P-2)

Introduction

P-2 is a woman in her fifties who grew up in Germany and came to the United States several years ago when her husband, who was in the military, moved back here. P-2 moved to the United States with English being a second language for her and she has worked hard to develop a good verbal and written command of the English language. She separated from her husband two years ago and recently found out he is dying of cancer. He still lives near her. She is the mother of three children, two daughters (one in college but still living at home and one in high school), and one son who is in the eighth grade. Her son was diagnosed with Autism as a young child and receives special education services at his school. P-2 completed her internship at the university-based family counseling clinic.
Theme of Self-concept and cultural challenges

P-2 had to learn English as she was beginning college, especially in the area of written language. She had to struggle to write English at a sufficient level for college standards. "I felt totally unprepared and kept asking myself what it would take for me to feel prepared as a college student".

P-2 stated that her German culture is extremely patriarchal and she just grew up accepting that women were not expected to be smart nor expected to excel, particularly in the academic arena, and this is only amplified as a woman gets older. "I have never felt smart and I know it is a cultural thing". "Age is also a cultural thing and I think it is more acceptable in this culture for women to be older than in my culture".

P-2 made many self-denigrating comments during all four interviews concerning her lack of counseling skills. She related feeling totally unprepared to take the techniques and theory she had learned in class and translate them to working with clients. "I expect the first few sessions to be the hardest and I hope it gets easier because this is all so traumatic that I can't stay at this level forever or I will go nuts". "I feel totally wiped out". She continued to use the words 'overwhelming' and 'traumatic' to describe her internship during the next three interviews.

She felt incompetent during all of her counseling sessions and felt all the families must know how incompetent she felt. "I have terrible doubts about my ability to counsel others". The only thing she felt she knew how to do as an intern was to take a specific plan given to her in supervision and reenact the plan as specifically as possible. If she had not been told what step two was in the prescribed plan, she became stuck and was
observed on videotape appearing to be cognitively and emotionally numb, which only reinforced her feelings of inferiority. "My head is just so crammed with stuff that it doesn’t make any sense and I don’t feel like a professional and I don’t feel ready to be a professional".

The Flanders Interactional Analysis always placed P-2 on the non-directive scale in her counseling approach. She perceived this to be compatible with her counseling goal "to empower family members to direct their own personal growth" and felt remaining non-directive was being respectful of her goals for the family. However, P-2 had difficulty joining with the family members as would be demonstrated by using counseling skills of active attending to the content of the session and the indicating the ability to understand accurately the client’s point of view. This difficulty in joining with family members was evidenced by observing her detached body language and silence in the sessions at times she needed to speak up and let the family know they had been heard. P-2 struggled with every case she presented in the internship group supervision. On one occasion her non-directive stance in session allowed a mother to spend thirty minutes berating her ex-husband in front of the children. Even though a basic concept of child development is that it is detrimental for children to hear negative comments about one parent from another parent, P-2 seemed powerless to do anything in the session. P-2 was directed by her group supervisor in the above case example to become more personal with the mother but P-2’s observed lack of ability to develop empathy with others prevented her from doing this.
P-2 always became extremely nervous when presenting in the group supervision. Her neck would always break out with hives, she would stutter, and berate herself with thoughts of incompetence. P-2 was always given a lot of group support by her peers and her group supervisor would always provide word of encouragement.

Many concerns remained with P-2 after the final interview. She was hesitant to answer several of the questions on the final interview and had to be prodded and coaxed. She would respond to questions with statements such as “I don’t understand what you are asking” or “I wish I had known you were going to ask that beforehand so I could have thought about it”. The perception of the interviewer was that the hesitancy was not due to resistance on her part toward the interview or the interviewer but a lack of ability to reflect on the questions. She often seemed unsure of what was being asked of her even though she did not seem confused on the same questions during the first interview. For example, her answer to the first question of “has education changed the way you think about yourself and the world” was “that is too hard”, even though the researcher rephrased the question twice and added humor to the tone of the interview. She never did answer the question. She was hesitant on several other questions and stuttered and stumbled on her words and hesitated often before answering.

Her answer to “when do you know you know something” was “I never do”. When asked if she struggled with this response she replied affirmatively “Yes, because there are always alternatives and when you do take a stand, I’m never convinced it is the right thing”. “Even when I make a commitment I’m never 100% sure that that was the way to
go”. P-2 related to the struggle by stating “I tell myself this is what I am going to do but it doesn’t seem right anymore 10 minutes later”.

The Theme of Supervision

Supervision rather quickly became a major contextual theme for P-2 this year. She was assigned a supervisor who conducted supervision from a framework of being the authority figure for the supervisee. P-2 initially tried to pinpoint every piece of advice given and take it out of supervision and try it in her counseling sessions. Since she was not this supervisor and did not have her forceful, directive personality it did not work for her. P-2 reported feeling frustrated when she was ridiculed both in individual supervision sessions and once in a group supervision session. “I was told I was just being difficult to work with when I couldn’t do as she asked and that I was just choosing to not listen to her”.

P-2 perceived that her supervisor thought she was incompetent. P-2 became scared to promote any of her own ideas in supervision after several individual supervision sessions in which she felt demeaned in the supervisory setting that she described “as being all about power and my supervisor saying she is the authority and you will do as I say”.

P-2 went to a faculty advisor at the end of fall semester and briefly told him about her concerns, although she admitted to the researcher that she was not real honest because of fear of repercussions. She was hoping for a change of supervisors but was not given much encouragement that this could happen. Over the six-week semester break, P-2 seriously contemplated quitting the program. P-2 did not feel she could return to another
semester of the personal abuse she felt she was being subjected to in individual supervision. She had also begun to question her level of basic competency to perform as a counselor. “It is just so demeaning to be with her and I try but I can never do it right or do enough and then I have to hear her say that she asks other people to do harder things and yet I can’t get the simple things right”.

She came back to her internship in January still undecided as to whether to continue the internship but hoping she could begin a fresh start with her supervisor. She gingerly broached the subject of their inability to communicate together and P-2 said the next few supervision sessions became all about processing this theme. “It was just a push and pull with discussing the difference in our personalities”. She found it emotionally draining to keep discussing what they could do to get along better. “I finally decided if I could look at her as the master and say ‘Oh, Master I will do anything you say’, then maybe I can get through the rest of the year”. It was also becoming extremely frustrating because there was not ever time for any clinical supervision of cases and P-2’s anxiety over clinical issues was reaching high levels as she began to be assigned more families that she described “not to have a clue what to do with”.

She waited until the third interview in February to discuss how detrimental she thought her supervision was and then only out of anger. P-2 came to the third interview right after her supervisor had cancelled their third supervision session by leaving a message on the clinic answering machine rather than calling P-2 at home so she would not have commute thirty minutes to campus. She was very uneasy about speaking to anyone about her concerns about her supervisor because of her perception that everyone
was part of same power structure and assumption that all of the counseling faculty agreed with her supervisor’s approach to supervision. Plus at this point, she had further internalized her supervisor’s perceptions of her inadequacy as a counselor and assumed it must be true. “I feel I have no choice but to have her as a supervisor no matter how bad it is because her job is to supervise the interns this year”.

After further consultation with P-2, her individual supervisor and other faculty members, the faculty internship supervisor made a decision at the end of February to reassign P-2 to a new supervisor. She described this new supervisory relationship as supportive and stated “I really could not comprehend that supervision could be really be as good as I have it now”. At the end of the internship, P-2 was receiving a large amount of support from her present supervisor but she was still seeking concrete advice or a “how-to” approach to counseling families. For example, she said “my supervisor told me to say this to the Mom and I said it but then I did not know what to do next”.

During her last videotaped counseling presentation, P-2 presented a session where a father had questioned her expertise and accused P-2 of the fact that they were wasting their time in counseling. P-2’s peers supported her afterwards saying that “it was a painful session to watch and it would have been rough for any counselor to be berated by a client like that” and praised her “for taking a risk to show herself in such a heated emotional exchange”. At the end of the session she was sobbing when the group supervisor asked her “had she heard what everyone had told her”. She seemed unable to accept her peer’s feedback and saw herself as struggling more than others in her internship group.

Interpretative summary
P-2's struggle to learn the English language decreased her ability to make meaning of what she was learning. For P-2, all of the classroom learning was just someone's words in a book and she had not developed a language or cognitive schema from which to make this knowledge applicable to her life.

The verbal and non-verbal detachment of P-2 with her families in counseling was perceived by the researcher to be due cognitive and emotional numbness resulting from her feelings of inferiority that she so often mentioned during interviews. She perceived non-directiveness to be the desired stance she wanted to take with families in order to "empower families to grow and learn ways to help each other". However, her lack of warmth did not allow her non-directive therapeutic stance to achieve her desired results. P-2's poor self-concept made her appear to be inadequate in her videotaped presentations because she was always hesitant to make any therapeutic move. Her internalized feelings of inadequacy left her seeming unsure of how to establish a relationship with clients and therefore she was perceived as cold and detached on videotape. Her lack of energy and affect in counseling sessions could also be due to her low self-confidence as to her ability to direct change in family sessions. The many attempts by her peers at providing positive feedback in the group supervision may have fallen on deaf ears because she did not hear good things about herself.

During the final interview, P-2 could not conceptualize her internship experience in any way as a positive experience. Her reason for this negative conceptualization was her perception that "my previous supervisor never told me I did anything right and it
created cognitive dissonance because I know myself well enough to know to some degree
I couldn’t be all bad and no one else had ever implied I shouldn’t be in this program”.

P-2 had difficulty answering the questions during the final interview. She seemed
unable to think about the questions and reflect on answers. This perceived hesitancy to
answer the interview questions could be due to a cultural influence, suggesting that
women of her culture are not encouraged to reflect on challenging questions. The fact she
had so much more difficulty during the final set of questions than she had with the same
set of questions at the beginning of the internship year, is interpreted by the researcher to
be due to cognitive disequilibrium, resulting from the harsh treatment by her supervisor
and the lack of ability to make meaning of her education experiences.

Even though P-2 will graduate this spring she has decided to remain at the
university clinic and continue with her internship status and see families as an intern
because she still has the desire to become a family therapist. A month later after the final
interview had been conducted for the research study, discussion with members of this
dissertation research committee found P-2 to be in a better position cognitively and
emotionally. In early May, during the exit interview with the internship faculty advisor, P-
2 had indicated a willingness to take risks and try to relax with families and felt she was
more comfortable with them. She indicated she was not so scared of failing and her final
videotape during this exit interview with her faculty advisor indicated some success at
initiating a family counseling technique successfully. The committee remains optimistic
that P-2 will not remain as emotionally fragile as she was at the beginning of the
internship and that the support of a new supervisor will provide the necessary support for future professional and personal growth.

**Analysis of Participant #3 (P-3)**

**Introduction**

P-3 is a single, Caucasian female in her 20's who began graduate school immediately after finishing her undergraduate degree in psychology. P-3 did a combination internship, splitting her time equally between the university-based family counseling clinic and the university-based addictions clinic. She accepted a job at a community services agency as a counselor and will begin one week after graduation. P-3 is moving back to the area of the state she grew up in and is excited to be able to live closer to her family than she has been in several years. She did rent her own apartment though and planned to keep her already established level of independence.

**Theme of individual supervision**

P-3 began this internship with the expectation that supervision would be the one experience that would make this internship meaningful and beneficial. In her essay written at the beginning of the semester describing her goals for the internship year, she highlighted supervision as being the context where she would find the security and reassurance needed to develop confidence in her counseling abilities. She identified the expectation that individual supervision would “be crucial” to her internship experience with regards to support, guidance, and instruction with developing counseling skills. P-3 identified her role as supervisee as one of seeking a balance between the freedom to experiment and find her own way as counselor but with guidance and direction of a supervisor.
During the first interview, P-3 emphasized the fact that supervision had been the most important aspect of her counseling program so far. She described how wonderful her supervision was during her first practicum experience last spring and described her supervisor as someone who was supportive of her in what P-3 described as a “very scary situation to see clients for first time”. She felt the support of her supervisor was critical to her growth during her practicum experience. P-3 started internship with a clear set of expectations of what she thought supervision should look like. A supervisor to her was someone in position of power and authority who had the answers and would provide the answers if necessary but would also provide lots of support to P-3 as she struggled to seek some of her own answers. “My goal this year is to seek a balance between having the freedom to experiment with new ideas and find my own way as a counselor and yet have the guidance and direction of a supervisor”. So while believing her supervisor did have answers and she would get them from her, she was on the brink of realizing she may not have the need to get all the answers from someone else and wanted to be allowed to find some answers herself. When P-3 provided her definition of what counseling was meant to be, there were striking similarities between her description of what she expected from supervision and what clients should expect from the counseling process. She described both relationships similarly.

The supervision experience P-3 described during her internship year at the university-based family counseling center was the antithesis of what she had expected. P-3 encountered a supervision process described by her as so painful that there would be times she would leave and wonder if she could come back for another week of what she considered to be “personal abuse”. P-3 felt this supervisor came in with her own agenda
for supervision and discounted P-3’s thoughts for how she wanted to conceptualize the families and proceed with treatment. “I felt like well gosh here are my little budding thoughts that are coming out, and you either have to be able to defend yourself really well and you can disregard her altogether, or else just go along with what she says to avoid the conflict”.

P-3 identified 3 coping mechanisms for dealing with this supervision experience. The first was peer support. P-3 felt this supervisor damaged a lot of people, not just her. She felt other interns who had experienced similar problems with the supervisor understood her negative experience with this supervisor. The second means she identified for handling supervision for the rest of the year had nothing to do with P-3 but was the result of this supervisor dealing with personal issues of her own. P-3 described her as “so wrapped up at the end of internship with her own issues that she wasn’t so nit-picky anymore”. Also, her supervisor began frequently canceling their sessions and P-3 always felt relieved when this occurred. P-3 wanted to make sure that the researcher knew that she didn’t mean that it was better, just easier. “Now I just listen to her crap about her own issues and it is over”. The third identified coping mechanism was that P-3 felt vindicated by this research study. She felt it was important to discuss how these supervision issues affect interns. “I have felt resentful that she was not the best choice to be hired as a supervisor this year and it is too important a position to not choose the right person”. “You are dealing with people just starting out and you don’t want somebody coming in and taking over and doing some of the things I have seen go on”.
**Theme of group supervision**

P-3 was a member of three different supervision groups. She received 2 hours per week of group supervision at the family therapy counseling clinic and 2 hours per week at the addictions counseling clinic plus a 2 hour internship class weekly for all the interns from all the different internship sites. During her first interview, P-3 had identified the group supervision during her practicum as a positive experience for her and had reported the expectation that her group supervision during the internship class would be just as positive an atmosphere. "You know the practicum class and the group supervision in that class was really good because it was such a supportive and positive attitude". She stated that the interns felt like a cohort because they had had classes together, been through the anxiety provoking practicum experience together, and felt group support from each other. P-3 reported that the Tuesday night internship class did provide some of the much needed support this year.

P-3’s individual supervisor from the family therapy clinic came to her family therapy group supervision and her substance abuse group supervision. P-3 felt it was difficult to feel support in this group because she perceived tension between both of the faculty supervisors running these groups and her individual supervisor. Even though her individual supervisor did not run the group her dominant personality style made P-3 feel that “I was not safe in those groups to speak my opinion without facing being ridiculed by her”. “It appeared to me that the faculty supervisors often didn’t agree with her statements”. P-3 felt she gained good clinical advice from the faculty supervisors in both supervision groups but always dreaded the tension present in the room during the supervision process.
Theme of seeking answers from authority

P-3 began this internship with feelings of conflict about her own sense of personal power in making decisions or whether she should be seeking answers from authority. She looked to the faculty for direction and answers and expressed anger when they didn’t provide it. P-3 expressed anger that the faculty would not take charge and tell her what to do. “You know I don’t even know what I am going to do after graduation and I feel I should be receiving more guidance on where to go to seek a job”. Other comments were made during the initial interview such as “I just don’t get the sense of having people tell me what to do or directing me like I expected” or “My advisor doesn’t advise me much”. P-3 further reported at beginning of internship that she didn’t question answers given by authority figures such as faculty and stated she even hesitated raising her hand in class. “I believe what others say, especially if I respect them.” She looked to faculty for answers and even in instances when she knew the answer herself she sought reassurance that some higher authority thought it was true also. For instance, P-3 thought that multiculturalism was a concept that should be expanded within every counseling class not just taught in the class called “multiculturalism”. She sought external validation for this concept from the faculty and felt angry with the faculty because she felt they were not promoting this idea.

By the final interview at the end of her internship, P-3 had totally changed her answer to the question of “how one comes to knows something is true”. She no longer spoke of authority and without any hesitation, P-3 reported that knowledge was “an intuitive thing and when it feels right I know it is right and it is hard to explain”. “I have more of an idea how I feel about things and I’m not unwilling to take in other ideas, but sometimes when I have formed my opinion that’s pretty much it and I may not change my
mind”. “I just tend to know intuitively” and I think, “Oh, this is how I feel about this”. P-3 responded that mentors are important in gaining knowledge and said “if I have seen someone be successful and I think they have good head on their shoulders than I am going to look at what they are doing and saying”. “But no longer does having a Ph.D. make someone right to me”. “I have got to trust my own beliefs and I can think things through and integrate what others are telling me about their beliefs and decide if it fits for me”.

**Relevancy of age and gender and culture**

P-3 had a problem voicing her opinion with others older than her. She felt the substance abuse clinic shielded her from some of these issues by not giving her clients such as younger men having relationship problems with women or older males that traditionally may not have listened to young women. “I know when they assign counselors to clients that my age and gender goes into that decision”. ‘I think sometimes that being white, people who are culturally different might think I don’t know what I am talking about, say for instance a black male, but I can’t change the way they think”’. These perceptions reinforced for her the idea that a counselor needs power and authority in the client-counselor relationship. Whereas she perceived males are ordained with power and authority by their gender, she didn’t know where to get a personal sense of power and authority since her gender and age were against her.

P-3 worried that those clients of a different culture might look down on her and she may be unable to establish a relationship with them. She felt her culture had branded her as the “little white girl from perfect background” and worried it would keep her from identifying with others. She was concerned about how to establish a relationship with
others from a background different from hers. “It may limit my authority as a counselor”. Yet P-3 expressed conflictual statements as to the need for counselors to counsel from a position of authority by stating that “females may have advantage as a counselor by being perceived as more mother-like, which others may find comforting and open up more”.

She finished the internship realizing she still has authority issues to deal with as result of her age and gender. She has witnessed clients being parental with her. She knows she is not going to be a source of authority to adolescents with authority issues. Yet she has established therapeutic relationships with women where power and authority were not an issue. “I have felt real comfortable with some of the single mothers I have worked with because it has been easier to establish relationships with them, you know it seems sometimes women can talk about things men cannot”.

**Conceptualization of client-counselor relationship**

P-3’s confusion over how to establish a commitment to a theoretical orientation was evident at the beginning of the internship. P-3 saw herself as a Rogerian counselor and stressed the importance of the relationship with the client, “accepting them as they are, and working to increase their feelings of self-worth”. “I think the thing to do in counseling is to try to help people help themselves”. “It is not my job to solve their problems”. Yet, statements made during the first interview when asked “about what counseling means to her, what is her definition of the client-counselor relationship, and her description of an ideal counseling session” were often in conflict to her previously stated Rogerian style of counseling. She felt conflictual about what stance the therapist should take to bring about change, often suggesting a very directive style of counseling that would be seen as in conflict with Rogerian therapy. At one point P-3 described
progress in counseling "when something you suggested works" or "when the counselor takes the issue the client brings in and finds a way to solve it". Yet counseling was described as a relationship where the counselor helps people help themselves and spoke of self-growth as a goal of the counseling relationship.

P-3 struggled with defining her role within the client-counselor relationship the whole year. She gave an example during the third interview of telling a mother "that you know that was wrong" when the mother told P-3 that her boyfriend was spanking her children. The interesting thing was that this was the correct message to be given to the mother and yet P-3 felt she was too direct in doing this. She said her directive to the mother was given automatically as an emotional reaction to what the mother had just told her. She felt very uncomfortable being this directive with the mother even though research would clearly back up her remark as a method of reinforcing appropriate parenting strategies where a parent disciplines not a boyfriend.

P-3 finished the internship still seeing herself more comfortable being a non-directive counselor as would be emphasized in a Rogerian therapist. During the final interview P-3's conceptualization of the client-counselor relationship had not changed from the first interview. "A counselor needs to allow the client to take a good look at themselves and examine the strengths and weaknesses and build on those strengths to grow as a person".

However, at the end of the internship she was also beginning to realize the conflict between her conceptualization of what she thought the client-counselor relationship should be and what she was actually doing when counseling families in the family counseling clinic. P-3 realized she has struggled to find a sense of directiveness in
family counseling that will allow her to conceptualize the family’s problems and lead them in a direction of change that they may not have identified they needed when they initially came in for an assessment. Most family members came in without understanding what direction to proceed in to help their children. “I know the family assumes the problem lies within the child and they need direction from the therapist as to how to switch their thinking to see the child’s difficulties as a family issue”. At the end of the internship P-3 had begun to realize the necessity for a shift in case conceptualization from individual counseling to family counseling. “I have noticed I am willing to take more risks and not be afraid to be directive and do things I would not have felt comfortable doing when I first started the internship”.

By the end of the internship, P-3 had worked with clients of different ages and from different cultures and she no longer voiced a concern as to the difficulty of working with people different from herself. She maintained consistency in her belief that the relationship was the most important tool for change with the client. The one change she voiced was a willingness to give directives to clients when necessary while maintaining awareness that they need to do the growing for themselves, “but a counselor may have tools to assist them with the self-growth process”.

The three Flanders Interactional Analyses gathered during the observations of P-3 during the internship class consistently showed P-3 being non-directive with her clients, in a mode she ascribes to feeling comfortable with. Her professional growth was witnessed on the videotapes throughout the year. One could witness P-3 establish therapeutic relationships while maintaining a non-directive stance as the counselor. In the first session in September, she was so non-directive in the session it was pointed out to
her by her peers that she seemed to be agreeing with a mother that she should divorce her spouse when that was not P-3's intention in being non-directive. As a result of the peer feedback that P-3 received, she was able to voice a concern that "being non-directive has more implications than she had realized". In October, the Flanders indicated a nice mix of asking questions and encouraging and P-3's non-directive interactions were very appropriate for this beginning session with the client. In April, P-3 showed a family on videotape in the group supervision and she was once again strongly non-directive according to the Flanders Interactional Analysis. P-3 was observed doing a great job allowing the family to work together in session without getting in their way.

The only session P-3 showed where the Flanders Interactional Analysis indicated she was more directive was in March, and all of the peer and faculty feedback indicated P-3 was working too hard and the family was not contributing to the session. P-3 reported to the supervision group that "I realize now that I was begging this adolescent to do what I thought he needed to do and he was not going to do it and I had entered a power struggle with him by the end of the session". The use of the Flanders indicated that P-3 had stepped out of her non-directive style that she felt comfortable with and had became more directive and that it was difficult for her. This was seen by P-3, her peers, and the group supervisor as being appropriate risk-taking behavior for an intern and she was congratulated for taking a risk to try something new in session even if she did not feel comfortable with the new counseling behavior.
**Interpretative summary**

In summary, P-3 made tremendous growth as a counselor intern this year. She began to believe in herself and trust herself to formulate her own answers rather than trusting that she would receive them from authority figures. She had shown a resiliency in growing professionally in spite of inappropriate supervision. Possibly her lack of trust in her supervisor may have even promoted her push to find the answers herself. She was willing to take risks and try new techniques in counseling, even when she did not feel comfortable with them. Earlier during her internship P-3 had been concerned that she had suggested to a mother that the mother should not let her boyfriend spank her child. Even though this is good clinical advice, P-3 felt she was too directive in making this statement to the mother. P-3’s concerns with making directive remarks in sessions represented a continuing conflict as to what her position of authority should be as a counselor and her own diminished feelings of personal power and how to use this in the counseling relationship.

At the end of the internship, P-3 realized the professional and personal issues that she was still struggling with and was realistic to not expect an immediate solution to them. P-3 knew her age was an issue and that it affected her ability to establish therapeutic relationships with some clientele. She also knew working with chaotic and tremendously challenging families would sometimes requires a different and more directive stance for a family counselor than an individual counselor using Rogerian therapy would need with an individual seeking personal growth. Her confusion over case conceptualization of family therapy clients and her individual clients from the addiction...
clinic was an issue she knew she would have to continue to struggle with in her new job as a community agency counselor.

**Analysis of Participant #4 (P-4)**

**Introduction**

P-4 is a Caucasian woman in her twenties. She was engaged to be married the weekend after graduation to someone she had been dating since high school. They bought a home near her mother’s home. Most of P-4’s family lives nearby. They do not leave the area often and have never ventured too far from home. P-4’s grandmother is the matriarch of the family and everyone looks to her for guidance. She has a house by the river and, since most everyone lives within 60 miles of this river house, it is the focus of most family activities.

P-4 is did her internship at a community services agency in their substance abuse unit. She occasionally helps out in the crisis intervention if she is needed. She has an individual supervisor and is part of group supervision with a different supervisor. This group is comprised of all the interns doing internships at this agency this year. Therefore, P-4 gets to interact with interns from other universities and different types of degree programs such as social work.

**P-4’s desire for more skill development**

This single theme was carried out consistently throughout all four interviews and the other pieces of data collection. P-4’s goals for internship written at the beginning of year included wanting to expand her knowledge in areas of skill development such as knowledge of community and referral sources and programs available to her clients at the community agency. She also expressed an interest in increasing knowledge of substance
abuse counseling techniques and the ability to conceptualize presenting problems from different theoretical orientations.

She maintained this concrete, singular viewpoint of what her internship should be like. Her internship setting reinforced this outlook by attempting to break counseling techniques into small, reinforced steps. “They are orienting us pretty slowly and spending over two weeks just talking to us about paperwork and how to use the computer system and I think my last orientation will take place a month after the internship begins”. She spent over a month at the internship site observing other counselors in their counseling sessions prior to getting clients of her own. Then her supervisor sat in with her for a few sessions prior to her counseling clients independently. Her supervisor reinforced P-4’s perceptions that there are specific steps as to how counsel individuals and that she can learn these steps by watching others.

P-4 has been very concerned about her lack of experience. She looked to authority for answers and rarely questions the answer given by authority. Her perspective for success in internship was to take the information from various classes and apply it to her interactions with clients. She was looking for specific answers to specific problems. When asked in the first interview what stood out for her during the past year of her counseling program she replied, “I think it is the addictions class because that is the field I am going into and I got a lot of information on theory that I hadn’t heard of before”.

P-4’s personality trait of seeking concrete answers may have helped her initially to tolerate the amount of paperwork that the bureaucracy of government agencies requires. Working in this type of agency requires sticking to a concrete plan of action for clients and punctuality for the paperwork deadlines. Like work in most government agencies, P-4
was pushed to do more and more paperwork, with little emphasis on counseling skills or relationship issues. She was encouraged to just learn how to write the correct court report or agency treatment plan to the best of her ability. All of the feedback she received at the end of the first semester was about the quality of her paperwork and nothing was said about her counseling ability, even supervision sessions were about paperwork and procedures. This was mostly due to the high amount of court referrals she received initially. “There is an exact method for sending information back to the court and the agency sees their first responsibility to serve the court system appropriately”.

P-4’s first semester of internship could be summed up by her foremost concern being how to give the proper diagnosis to clients so that insurance companies will pay for. She was told to pick diagnoses insurance will pay for and she calls this the “unwritten rule” of the agency. She has been told that certain diagnoses she had chosen for some clients may be accurate but will have to be changed later in order that the agency can keep receiving insurance money for this client. Once again, the focus is on something other than a correct conceptualization of client’s problems. P-4 did voice a concern for this and said she felt uncomfortable “giving a client a diagnosis that doesn’t fit them”.

**Age and gender**

P-4 began her internship worried about her age and the implication that it meant she was not qualified to become a professional. P-4 is not only young but has a child-like voice and very petite stature. She began graduate school immediately after finishing her undergraduate degree. She is aware she has had few life experiences to enhance her awareness or make a comparison as to what others experiences might have been. ‘I know because of my age I haven’t had a lot of real world experiences and there were a few of us
like this in the pacticum class last year and we kind of can’t really add as much to the class discussion in the way of giving our own experiences”. P-4 has only lived in one part of her home state, most of her extended family lives near her and she still lives at home with her mother and commutes to college.

Her age has turned out to be as much of an issue at her internship site as she feared it would be and probably more than she had anticipated. Part of the issue was the clientele she served which was a middle to older age male population of drug abusers. Several clients told her that her age was an issue and did not return for second appointments. “Some apologized and said I am sorry but you are the same age as my daughter”. P-4 has found her age to be an issue, even for those who remained with her. P-4 reported that she felt more of the women who stated they had an initial concern about her age, which they equated with lack of experience, stayed with her in counseling. She attributed this to the fact that “they had a bigger commitment to the counseling process in general”.

All of the other counseling staff she worked with, including her group and individual supervisors were male. She reported that she had heard rumors that there had been some negative feedback in regards to her gender and her ability to work with this substance abuse population but she never got any direct feedback concerning this. “I wished I had had the chance to see another female counsel some of the substance abuse clients to see how she handled herself”. The typical client at this agency was into heavy drug abuse when they began services and were often in denial as to the extent their addictions were causing problems. They often lied to counselors and sought to manipulate the counselor and the agency into getting more drugs, or use the services to get out of
some problems with the court system. Traditionally, substance abuse counselors use a straightforward, kind, empathetic, but no-nonsense approach with this clientele. The other counselors at the agency may have thought that men could do this better than a woman. Also, traditionally many addiction counselors came into the field of addictions counseling because of their own past issues with addictions. Many counselors in this field of work are of the philosophy that this creates a higher level of understanding for what addicts are going through and yet keeps the counselor from being manipulated as easily.

**Theme of Detachment in client relationships**

P-4 generally gave simple, concrete answers to questions during the interview. When observed on videotape counseling clients, she appeared detached and unable to reflect back to clients her feedback on an appropriately affective level. With limited life experiences and a limited ability to look within herself, she had a shallow view of relationships. This simplistic and unsophisticated view of the power of affect in relationships may limit her ability to form intimate counseling relationships. She may do better with writing assessments and treatment plans, making referrals to other agencies. Learning these types of skills was described as being a goal of hers during the internship.

Yet she seemed to realize these goals were limiting her ability to function as a counselor because counseling is about relationships. P-4 reported during all four interviews that she felt overwhelmed. She worried that she doesn’t have the necessary skills to be a counselor. Once she felt that she had learned how to write a good treatment plan and court report she began to worry about basic counseling skills and case conceptualization. “After they come back twice I don’t know where to go with them”.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
So although P-4 initially tolerated the agency's lack of focus on the client and appreciated being taught some skills on a concrete "how to" basis she began to want more from her internship. Her main goal the second semester was to get clients that were not court ordered that she could establish a counseling relationship with. Luckily for P-4, this did happen in one instance.

P-4 did have one counseling case she received personal satisfaction because she felt she was successful in forming a relationship with this client. She counseled a heroin addict individually for about nine weeks and she received a lot of feedback from the counseling staff that the counseling progress she made with her was of exceptional quality. "My supervisor said several staff members has said they had never seen a heroin addict make progress in counseling as quickly as this client has". This case represented a true growth for P-4 because of her realization that she was successful because the client felt she had joined with P-4 and the client perceived the counseling was a success because the relationship was built upon trust. There were no special counseling techniques involved other than joining with the client. Normally, it would be expected that an intern would need a lot of supervision in order to process this type of conceptual formation. But what P-4 did give this woman was time to spend with a trusting person. "It took seven weeks for trust to be formed and for her to open up and talk to me". She watched this client go from coming in "so cloudy from recent drug use that I had to paraphrase her statements because she could not comprehend what was being said to her" to the formation of a genuine counseling relationship.

P-4 was disturbed by the extent of lies told to her by addicts. "They lie to me even when they know that I know the truth". During her third interview, P-4 expressed
frustration by saying, “I expected to work with people more long term and I’m finding most of my people come two or three times and they just don’t’ come back”. P-4 had been educated in the classroom as to the disease process and how it affects one’s social, moral, and cognitive development. But as with all issues affecting humans, it is one thing to read about it and another to witness it firsthand. Having been taught in class that lying is part of the disease process and is normal did not help P-4 to keep from taking this personally and becoming angry when it happened to her. It is easier to role-play doing motivational interviews with addicts to attempt to increase their motivation for treatment than it is to sit with an addict and do this for real. This is the real strength of the internship process, to face this type of difficulty with the necessary support so that it is a learning opportunity. This support should come at least in part from individual supervision but in P-4’s case her supervision was almost non-existent.

**The Theme of Supervision**

“I feel so overwhelmed with all of the responsibilities of the internship”. She seemed very hesitant to mention this during the interview and did not mention it initially as a complaint but just as something she assumed occurred in most busy agencies. Her supervisor did not keep their scheduled supervision time and often would say something had come up and cancel their weekly scheduled supervision time. The implication was that he did not have time for her and that supervision was not critical. P-4 admitted that “I am not assertive at demanding the time for supervision and I feel I should not have to go look for him”.

The only good supervision she got was on how to write court reports and maneuver her way through the bureaucracy of the court system, which only served to
further add to her detachment from clients. P-4 gave the example of working with a cocaine addict who came in for a substance abuse assessment before going to court for possession charges and the client's attorney believed his client's story that she did not use drugs and the drugs did not really belong to her, yet at the agency her urine samples kept coming back showing she was using cocaine. She was telling P-4 and the attorney she had never used cocaine in her life. "My supervisor told me that I had to do damage control and tell this client it probably would not be in her best interest to continue treatment". Once again, P-4 had a client she was not required to join with or form a relationship with. “This client’s attorney had told her it would be in her best interest to come to treatment prior to going to court”. “But now that the urine samples are dirty the agency figured that the attorney wouldn’t want the judge to know this”. So once again P-4 wondered who really was her client and whose best interest was she serving? Is her responsibility to the client who needs treatment, the client’s children that she may be neglecting, the attorney who wants his report written up to reflect false knowledge, or the agency who just doesn’t want to confront the court system with the fact their hands are tied and they can’t provide the proper treatment they normally would recommend for the client?

P-4 has been concerned not only about the lack of supervision she received in quantity but also the quality of supervision she received. This is the first time her supervisor has ever supervised anyone and when she found this out last year when she accepted the internship position she was a little concerned about this. “However, I figured he would learn the process of supervision just as I was learning to be a counselor”. The main frustration has been his lack of memory about the content of her cases. Although she knows he is busy and she doesn’t expect him to remember details of her cases, he
never has any memory at all of a case if she brings it up a second time a week later.

“Generally, I had to bring it up in the hallway as he is running off to a meeting”.

At the beginning of the year she had expressed an interest in doing family therapy with a case she had received from crisis services. She would occasionally fill in for a counselor in that unit when needed, as well as her usual work on the substance abuse unit. However, her supervisor told her he had no interest or experience in family therapy and sent her to the supervision group that she met with once a week with all the interns for clinical supervision with this case. “I took a videotape to group supervision of this family case but they didn’t seem to really understand much about how I should help this family”.

The support she got seemed minimal and she only pursued a couple of sessions with this family and then referred for individual therapy.

P-4’s most frustrating case was a woman diagnosed with a personality disorder. P-4’s description of the severity of the case was one that would present a challenge for even a seasoned therapist. It would certainly be a case where an intern would have needed close supervision and support as to how slow therapeutic progress usually is with these clients. “I felt I was being manipulated into telling the client things she wants to hear but may be false because I was so overwhelmed by her dependency on me”. P-4 reported that her supervisor did not give her any supervision because he did not want to listen to hear videotaped counseling session since the woman had a speech problem and was difficult to understand. P-4 said she felt like she wasted the woman’s time and “was spinning her wheels” because of lack of supervision with this case.

**Interpretative summary**
The contextual variables of the internship setting, the clientele served, and gender and age of other counselors reinforced the perception for P-4 that she needed more skills and that with the right skills she would achieve the authority she perceived she lacked in order to feel successful at her internship. The perception was that if she could learn enough knowledge about addictions she could transfer this into a personal sense of power in the counseling relationship. P-4 perceptions from the counseling staff at her internship site was that she did not fit into any of the pre-conceived categories they saw as necessary for an addiction counselor. She was not an addict in recovery and was not a male and therefore she perceived herself at a disadvantage and this perception increased her concern for how to develop appropriate counseling skills. P-4 did learn skill development in very concrete areas of the internship experience such how to make referrals of clients to other local resources, how to write a court report, and a good treatment plan.

What P-4 did not receive due to lack of supervision was the ability to conceptualize the client-counselor relationship and a skill base for how to use herself to increase the power of the therapeutic relationship. She also did not ever self-reflect on the reasons for her detachment from people and the insight into what this means to someone who wants to be a counselor. At the beginning of the internship P-4 had a naïve view of the counseling relationship, in as far as the complexities of human experience and the intricacies of establishing a counseling relationship. P-4 did not exhibit ability to self-reflect either during the interview or during her internship class.

P-4 was naïve about working with a substance abuse population and underestimated the severity of the problems caused by long term addiction. P-4 did learn on one occasion the nature of joining with a client and entering her world, and attempting
to understand how she makes meaning of her world, in a unhurried, non-judgmental way. She learned to develop empathy for this one client and learned that this alone can make a difference. She learned what a relationship can do for others and she was a part of forming a relationship with someone who needed her. P-4 tended to be hesitant to express herself verbally also and so she and the client probably both felt vulnerable together from this process of exposing themselves to each other.

It is doubtful P-4 could have given an advanced conceptualization of the dynamics of healthiness or unhealthiness of this client or how to proceed past the joining phase, since she received so little supervision. P-4 may have reached an impasse with this client in a few weeks without any supervision to assist her in formulating a treatment plan beyond the joining phase. However, since P-4 had to terminate anyhow because her internship was over she left feeling successful.

The final result of being a part of this counseling relationship was that it helped P-4 feel a piece of success from her internship experience. Up until the last interview, P-4 had been unable to describe anything positive from her internship experience and describing this client was the only time that any period self-reflection was witnessed during any of the interviews, even though some of the questions were designed to promote self-reflection.

Analysis of Participant #5 (P-5)

Introduction

P-5 is a middle-aged Caucasian male who is a retired military officer and a fighter pilot. He was a fireman prior to his military career. He has been married over twenty years and is the father of four children. Two are in college and two still live at home. He
graduated from graduate school in May with two master’s degrees, one in school
counseling and one in agency counseling. At the time of graduation, he was seeking a job
as a school counselor and continue to work on licensure as a professional counselor. He
would like to return to school in a few years to work on a doctorate degree. P-5’s
internship was a split internship, and he combined his hours between the university-based
family counseling clinic and the university-based addictions clinic.

**Position of authority assumed by gender**

P-5 graduated this year with two degrees, one in school counseling and one in
agency counseling. He enjoyed the school counseling practicum more than the agency
practicum. This was because, when he worked in a high school last year, he was allowed
to function independently with little guidance or supervision and “the guidance staff there
just assumed I knew what I was doing and let me work by myself with the high school
kids”. A big part of what he did was give direct guidance to students and families seeking
college choice information. He felt he was helpful in the school setting because he was
actually doing what he called “counseling” and P-5 stated “they made me feel valuable
because they were busy with school applications and didn’t have time for the counseling
that needed to be done and that I was allowed to do”. This hands-off policy of not
providing direct supervision or monitoring his activities made him feel he was being
treated as a professional. He is planning to seek a position as a high school counselor next
year because his degree will allow him to immediately have a title and a position of
authority without the further training or licensure requirements required to function
independently as an agency counselor.
P-5 approached counseling from a position of expertise. P-5 felt he had power and authority as a result of his age, gender, life experiences, and traditional male jobs that had automatically granted him a sense of power. "I may have been uncomfortable being the only male in a class full of women except I have already done all of the rah,rah,rah male things in my life and so I feel comfortable with myself". This accepted position of authority had been reinforced by his practicum experience where he gave advice to students and it was considered counseling by P-5 and his supervisor at the high school he was assigned to.

P-5 reported on the first and last interview that his graduate school education had not changed him or his view of himself. "No, I don't think graduate school has influenced who I am, my identity was already formed prior to coming back to school". He felt that his personality was already formed by life experiences prior to graduate school and that this had only a minor impact on him.

P-5’s need to feel superior to others was reinforced in his relationships to his peers in his internship class. During the interviews P-5 usually referred them as "those students". During the closure group at the end of the year with his internship class, he made the comment that what he benefited the most from the entire year of the group supervision was watching others videotapes and giving advice to others. It is expected that an important learning technique in the group supervision is watching others on videotape and benefiting from the feedback given by peers and faculty. But in P-5’s case he distanced himself from this expected benefit by seeing the important part of this process the giving of advice rather than receiving advice when he showed his own videotapes.
Seeking evidence of truth

P-5 reported needing concrete proof of truth. "I cannot take anything for granted and I look for scientific proof in theories and I want a research base before I believe something". "I do not believe what others say without proof". At the last interview, nine months after the first one, P-5 still answered the question of how one knows something with skepticism of use of intuitive thought as a knowledge base. He was able to give some minor credit to using his own life experiences and some intuitive reasoning ability but still thought at least "sixty per cent of truth comes by investigating and checking out to see if something is believable or not and the other forty percent may having something to do with intuition".

The interesting part of P-5's reflection on the interview question "of how one knows if something is true", is that P-5 chose to expand on his answer and give an example of "how do you know if something a client tells you is true". This is the one aspect in his self-reflection that he felt it was critical to not assume truth until you have evidence. "You can't just assume your gut is going to tell you what a client is saying is true and that it will give you a good direction to go from and so you need to check out what clients say".

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
**Conceptualization of counseling relationships**

The most revealing statement he made during the whole year concerning his lack of ability to form intimate, meaningful relationships with clients was made during his essay on goal statements and progress toward those goals made at mid year. P-5 related having two clients in the addictions clinic that were enjoyable to work with because they were into long term recovery from their addictions and had gone on to work in areas of personal growth. However, he twice mentioned he should “trade this client for another one with less sobriety for a different kind of experience”.

On three different occasions, P-5’s group supervisor spoke to him in regards to issues surrounding formation of counseling relationships. P-5 presented 2 different addictions clients in the group supervision that he was doing individual counseling with and on both occasions P-5 appeared cold and detached from the client. When asked by his group supervisor what theoretical orientation he was working from P-5 responded that “I am using person-centered Rogerian therapy for the purpose of joining with the client and letting her know I accept her”. The Flanders analysis indicated non-directive communication transactions with both clients but there was no emotional level witnessed by P-5 as he accepted the content of the session and the feelings of the client. In one case his group supervisor in the internship class suggested that he use more “asking feeling questions” after examining the Flanders analysis in class. It was suggested that this would increase the supportive atmosphere and provide support for P-5’s conceptualization that he is working from a person-centered approach. On the second case presentation, P-5 also declared he was working from a person-centered theoretical position yet once again he appeared cold and detached from the female addictions client he was seeing for individual
counseling. The Flanders analysis also indicated a non directive style, which P-5 interpreted to mean a Rogerian approach. His supervisor gently challenged him to examine his theoretical assumptions with this approach. The question was made as to whether he had established unconditional self regard for the client when he stated he was extremely frustrated by her lack of progress and wondered if he should be seeing her anymore. His supervisor suggested he reflect on his use of person centered approach and whether or not he really believed in this theoretical approach and the value of it. He was reminded that a counseling theory should enable one to see a person better and using the theory's language should help conceptualize the person within that theory's language.

P-5 has struggled with his conceptualizations of the client counselor relationship and a definition of what counseling means to him. During the first interview he contradicted himself several times, switching from a non directive person centered language of respecting the client and letting the client take the lead and supporting their personal growth to a language of 'counselor as expert and authority', with such comments as "counseling is the process of working through your problems with someone who has experience, training, and education". A scenario of an ideal counseling session was said by P-5 to be "when the counselor makes a breakthrough for the client", which again was directive, authoritarian language.

Toward the end of the internship, P-5 had begun to make some strides in changing his detached, unininvolved stance with the clients. In one group supervision he presented a family and during the whole session the couple answered P-5's questions mostly on a content, non affective level. It was pointed out to P-5 by his peers and group supervisor that he may have seen more progress with the mother and father if he had had them talk to
one another. (A common technique in family therapy is to get couple talking about their problems and get out of the way as they begin to solve difficulties. Another trademark is that the therapist needs to see a couple interact in order to assess them, and learn their culture, competencies, history, etc.). P-5 commented to the group that “I have been trying to get more information from them but I will try this technique next time”.

A couple of weeks later this family was presented again and P-5 had totally changed his tactic and got them to sit closer together and enacted a good communication level with them. P-5 got a brief glimpse that being directive doesn't mean directing the session but using theoretical knowledge to make sure the session is headed in a useful format but with family still in charge. At the end of the internship, during the final set of questions P-5’s conceptualizations were still vague and not well formulated but he could relate the need to be more directive at times with families than with individuals. However, he could not relate the use of a counselor’s directiveness to a certain theoretical position or provide an example of when it would be appropriate to be more directive in family sessions than in individual sessions. “I would say I am a little more directive with families and probably less directive with the individual work”. P-5 had decided that choosing to be directive or non-directive was no longer a right or wrong approach but applicable to different circumstances and different people. This is different from the beginning interview when he only spoke of a desire to develop a Rogerian style of counseling with individuals. P-5 related to the need to “develop a relationship with the client whether it is an individual or a client and your trust with them is important”. He did not reflect on whether or not he had developed the ability to trust clients as a result of his counseling internship.
**Supervision**

The one experience that stood out for P-5 during his internship was his experiences with individual supervision in the family therapy clinic. P-5 was very concerned during the second and third interview about discussing his negative response to his individual supervisor. It became apparent he thought he was the only one having problems with her. He was concerned with the power structure of the university and afraid the faculty would turn against him. He was also concerned if he asked for a job reference his voice as a male would be identified in the research and it would be used against him. With reassurances that this would not happen he agreed to continue the interview, but during the second and the third interview he spoke more candidly after the tape had been turned off. P-5 felt his individual supervisor discounted his comments and was demeaning to him. He felt he should be given credit for his life experiences and his ability to figure out things on his own. He had always treasured his independence and autonomy in his professional life before. P-5 felt his supervisor needed to overpower him by dominating conversations and discounting his comments and directing him to do as she said. He related instances of her stopping him in mid-sentence to correct his pronunciation of words. “I felt belittled and felt she just assumed that my knowledge did not count”.

He spoke with his faculty advisor about this issue and was told he was heard and felt he was validated and it was suggested things might change next semester. “She is just so direct that I don’t think she perceives how others see her and so I don’t hold much hope that she will change”. P-5 gave an example of how critical she can be. “Once I was supporting a peer in the family therapy group supervision and was suggesting to the other
intern how a family she had recently show on videotape had changed and my supervisor embarrassed me by making reference to the fact my knowledge of how families can change is limited and that I could not know what I was talking about”.

P-5’s difficulties with his supervisory relationship had to do with perceived and real power. He perceived his supervisor as having power over him. He felt the faculty had entrusted her with the task of supervision and that she was misusing it to ridicule him and keep him from being seen as a satisfactory counselor. He was so upset by her treatment of him he thought about dropping out of the program but decided to stay and “stick it out with my supervisor”.

When P-5 returned for the spring semester he was told he would have to remain with his present supervisor. There was a meeting with P-5, his supervisor and the faculty advisor in an attempt to address P-5’s concerns with supervision. “I thought addressing the issue with her would help but it did not”.

Even after attempting to speak with her about his concerns, he describes it as a power struggle with his supervisor needing to know that she is the most powerful in the relationship. After speaking with her about his concerns, “most of the energy during the sessions goes to trying to work through relationship issues and we never get to the clinical supervision”. “She just had me pegged from the beginning as someone that was going to be difficult to work with”. “She would ask me if I was going to find it difficult to work with a female supervisor after having been in charge of men all my life”.

By the final interview P-5 felt his relationship with his individual supervisor was slightly better. His frustration at that point was that he had had to expend so much energy
during the semester trying to fix the relationship. He still wished his desire to change supervisors had been granted during the middle of the year and thinks it would have made for a better internship experience.

P-5 did reinforce his statements from earlier interviews at the final interview by saying it was hard for him to hear what she was saying to him because she presented it in such a demeaning manner. "I felt she could just have said to me 'P-5 why don’t you try this’, or ‘I think it may have worked better if you do that’, rather than saying in so many words that I had screwed up and didn’t do it the way she had told me to do it”. “ I felt I could only show small segments of tapes that were really good because there was not a feeling of safety to be vulnerable and show where I had made mistakes”.

**Interpretative summary**

P-5 did not see any relationship to his gender, age or culture and his identity as a counselor in the first interview. By the last interview, he had begun to voice the reality that “being a white male in a white male world, especially during my navy career has given me blind spots to different cultures”. For P-5 to make this statement is a sign of growth because a beginning step in establishing empathy as an intern is to be able to see the world from a perspective other than their own personal one. However, P-5 is still limited in viewing his gender and cultural issues as it relates to his counseling relationships. He also never perceived his own conflict with needing to be an authority figure having any influence in his perception of his negative supervision experience. They both wanted to be the authority in this relationship, which led to constant power struggles between them.
It can be a very difficult transition for a man to retire from a traditional high-powered male job and return to graduate school as a student. It is assumed that a graduate student would need to adjust to giving up a position of influence and power and trust the process that knowledge will come if one is humble enough to accept the difficulty of this transition phase by admitting there is still a lot to learn. The transition may have been a difficult one for P-5. His past career paths had allowed him a sense of independence and autonomy that one does not traditionally feel in a full-time graduate school setting.

There was a conflict between what P-5 said the client-counselor relationship should be like, which consisted of a Rogerian framework for viewing the counseling relationship and conceptualization of what constitutes successful client change or growth, and his need to be an authority figure to the client. He lacked insight that his desire for a Rogerian view of client change as one where the client assumes a position of positive self-regard for themselves and self-directs their life goals was in conflict to his internal view that clients could not be trusted and needed his expert opinions.

P-5's difficulty forming relationships with clients was due to needing to remain in position of authority as well as his inability to trust them. Trust is usually rated as a strong factor in the success in client-counselor relationships. It is a disturbing thought that P-5 reported needed scientific proof of what his clients told him before he believes it and this statement is from a counselor trained to place trust as such an important part of the therapeutic relationship. The question arises of how one would ever come to trust clients, or expect them to trust you?
Analysis of Participant #6 (P-6)

Introduction

P-6 is a Caucasian woman, 50 years of age, with 3 grown children. She has been married 30 years. Her husband works for the government and travels extensively. She describes his frequent absences as being what keeps them married and projects the assumption during the interview they have grown apart and distanced themselves from each other over the years. No specific marital problems were mentioned except that his absences has allowed her to live her own life and has made it easier to ignore their differences.

P-6 has lived in several different parts of the United States and is well traveled. After living in many different places as a result of her husband’s desires and his career, she chose their present residence. She wanted to come back to the South and live near her aging parents. She purchased the home of her dreams- a restored 150- year old Victorian home on the main street of a small Southern town that is about a forty-minute commute to the university where her graduate program is.

P-6 is very active in her church, teaching adult Sunday school class and engaging in other various activities through her church. She is well read and has many art and craft activities of interest to her.

P-6 has two sons in college and a daughter who is a college graduate and working in another part of the state from where P-6 lives. P-6 decided to come back to school to become a counselor after several interesting careers such being a director of a Montessori school in a large urban area in the northeast. She chose to return to graduate school after the youngest child left home to embark on their own career. She is in the third year of her
master's degree program and took all of her classes first before beginning her internship. P-6 has had an extra year in the graduate program than her peers. She began seeing families early in her master's degree program due to the faculty realizing her skills and talent and actively encouraging her to get involved in a family therapy practicum prior to beginning the traditional counseling practicum that all of the counseling students complete. Taking three years to finish the program allowed P-6 to concentrate exclusively on her counseling internship this year. All of the other counselor interns had classes to take in addition to their twenty hour internship in order to finish the program in two years.

P-6's internship continued to be expanded as the year progressed. She was initially chosen by counseling faculty to see families in an elementary school as part of a collaborative project between the university family therapy training clinic and the local school system. It was designed as an attempt to integrate the philosophy of working with families to improve academic success by providing family counseling in the actual schools the referrals for counseling come from. Each year two or three of the interns with stronger clinical skills are placed in this setting as a result of indicating a willingness to pursue this collaborative approach by working in and with the school system. They must show strong counseling skills because it is more of an independent setting than working inside the university based clinic. During the beginning of the second semester, P-6 also began counseling at a second off-site school due to the increased need in that area for family counseling.
Philosophy of life

P-6 has developed a philosophy of life that surrounds her and has become a part of her personality, her relationship with people, and has given her charisma that makes her a joy to be around. She has developed a sense of empathy, humor, wisdom, which is all wrapped within a sense of humility that signals a presence to people that is warm and inviting. P-6 approaches learning like a sponge, with the ability to soak up the language, ideas, nuances, and personality of individuals she encounters. She then feeds this back to them in a sense of appreciation for themselves and their relationship with her.

P-6 describes the biggest change in her since entering the counseling program is the amount of true and genuine empathy she now possesses. “I marvel at the genuine empathy I have now, it has definitely increased”. “A stranger could walk in now and tell me their story and I would just cry and I don’t know where it has come from but I honestly feel more now than ever before”. P-6 has a personal trait of needing large chunks of time in her life for personal reflection and with the self-reflection has come an awareness of the process of growth for herself, which she can vividly that but it has become an important aid in this self discovery.

Even a brief meeting with P-6 will allow one to see how her sense of spirituality affects her philosophy of life. P-6 relates to her present place in life as a graduate student by stating how grateful she is for this opportunity to learn. “I have been put in this place by powers greater than me and believe you end up where you are meant to be and it
makes me feel responsible for learning as much as I can and makes me feel eternally grateful for this experience”.

**Gender, age, and culture**

P-6 feels very comfortable with her age, gender, and culture and can readily name the assets attributed by these variables to her counseling identity. “Being 50 leads to a sense of gratitude for education and the opportunity it brings”. P-6’s age has allowed her a wealth of life opportunities and experiences that have increased her deep respect for both the frailness of the human condition and yet the abundant strengths families have to offer each other, plus the belief of the undying spirit of mankind to improve itself.

P-6 has survived the joys and woes of parenthood and has seen her children grow and adapt to this complex society they live in. They are becoming productive adults who sometimes still rely on their mother’s strength and advice. “I look at my children’s lives at marvel at their creativity and the spontaneity with which they live their lives and yet shake my head and the dumb things they still do because of their age and immaturity”. But this present level of her family’s psychological development has occurred only after witnessing such tragedy as a son in a coma from drug overdose and wondering if he would survive to other less but equally frightening experiences of motherhood such as minor and major surgeries plus a range of academic problems and successes with her children. With 30 years of marriage under her belt, she can humorously speak of the ups and downs of long term relationships. These 50 years of life have made her a wiser individual and she counsels from this advantage.
P-6 loves being a woman and admitted rather sheepishly that it is her belief “women are vastly superior to men in every conceivable way”. This was not said with an air of superiority but from a value of having just recently come to feel this way at this period of her life. She was raised as a “southern belle” in a time period where no one certainly told her she was equal to men, much less superior and so this recent recognition represents a personal honor or code of glory bestowed upon her by herself as her self concept has grown.

P-6 describes herself as a “perky, over the hill, and very eccentric Southern lady”. P-6’s self revelations concerning her age, gender, and cultural heritage added to the ability to witness her voyage of self-discovery and how the various dimensions of age, gender, and culture add to the depth of her personality. As a counselor, she expressed the belief that women are better counselors because of their ability to read the nuances and nonverbal interplay in the counseling room. P-6 also added that women are not seen as threatening as some male counselors may be. P-6 uses empathy rather than authority with clients because she feels comfortable with her age and gender and says “I am not perceived as a threat to anyone which is an asset since coming to counseling makes some feel vulnerable enough already”.

P-6 related her age as being a factor in how she chose what was true or not true in life. Her perceived knowledge weighs heavy on personal experience. P-6 said ‘truth can be relative” and “it is true for me if it resonates with something in me”. “Ultimately I just come to a point where I say this feels right”. “You have to go on something inside and that’s kind of what I go on”. Age is a definite factor because P-6 related what she believed twenty years ago she might not believe today. When asked this same question
nine months later at the end of the internship her response had not really changed. She still spoke of experience and stated that if she could “validate it through experience then I absolutely know it is true”. “I can have somebody tell me something, even someone I respect, and I may believe it on some level but I don’t really know something until I see it”.

**Conceptualization of client-counselor relationship**

P-6’s essay written at the beginning of the internship detailing her goals for the upcoming year concentrated mostly on the conceptualization of client-counselor relationships. P-6 already knew at the beginning of internship that she wanted to be a family therapist and had already identified herself as a structural family therapist. Increasing her awareness of when she was inducted into family patterns and enhancement of her ability to think and perceive in theoretical terms was P-6’s goal for the internship “I want to have more than just have abstract knowledge of the material”. She expressed an interest in learning new techniques to add to her repertoire of family therapy skills such as art and play therapy.

As a result of her long periods of self reflection on her counseling work, and as P-6 puts it, “her tendency to be analytical about everything”, she started the internship with a clear conceptualization of counseling and its relationship to herself and the clients. She described counseling as “helping people find their own solutions” and placed respect and trust as the top priority of the counseling relationship.

By the third interview, which took place in February of the internship year, P-6 could relate significant progress in reaching her personal goals for internship. After reviewing many of her counseling sessions on videotape she had learned to process her
own mistakes and develop a plan for the next session for what she would like to do different. P-6 provided an example of a recent counseling session that she felt did not go well because “I was trying to work too hard to build a relationship with the children, rather than the adults”. Afterwards, P-6’s reflection that the counseling session did not go smoothly with the family, she realized the reason was she had forgotten a number one rule in structural family therapy, which is to set up the hierarchy of the family by building relationship with the parents. She realized the reason she felt ill at ease with them was that “they were the first African-American family I had worked with”. Once she had processed the reason, she relaxed and discussed their cultural differences and the counseling process has been much better with this family since then. After reviewing her videotapes. P-6 often writes detailed notes to help her further her ability to conceptualize these families in structural family therapy terms.

P-6 has spent much of her internship challenging herself to gain as much knowledge and clinical experience as possible, with a plan to use this as a springboard for developing a “roadmap” for working with families. The information gathered from all four of her interviews indicated an extraordinary capacity for developing a conceptualization of the client-counselor relationship. This conceptualization was embedded in family systems theory and yet she added her own philosophy of human development plus her own unique personality characteristics. When P-6 begins counseling a new family she borrows from family system’s theory the “joining” technique of viewing herself as a “distant relative”. This role allows P-6 to be allowed into their family yet maintain the objectivity to “sit outside the circle and perceive the competencies and strengths and help them build on those”.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
P-6 adds to this joining technique her extremely optimistic perception of family systems which is that “families are an extraordinary source of strength to each other and they can survive most anything and become stronger as a result of turmoil”. She truly respects individuals and trusts the process of counseling. She firmly believes that with enough time anyone can learn to trust and lean on someone else and she is willing to respect the rights of individuals and families enough to not rush this delicate balance of giving and receiving.

Counselors often say, “there but for the grace of God go I”, with reference to human vulnerability and commonality in all of us at certain times in our life, but P-6 really believes this. She deeply respects others and believes in their needs to be allowed to be themselves and yet equal belief in their ability to be better than they are.

P-6 described herself as a “directive therapist”, which means she does not allow too much as chaos in the therapy room, as she describes this as “her domain and too much chaos makes people feel threatened”. She is also directive in that she will use the techniques of structural family therapy and ask individuals to change places while she is counseling, or ask a mother to make an unruly child sit down, or ask a father to examine his role in the family and how he might be willing to expand it. However, the directiveness has a purpose and she does not think being directive means having the authority to direct her wants or needs onto the family or dictate what she thinks they should do to improve their lives.

The five different Flanders Scale of Interactional Analysis completed during the year indicated P-6 had an even mix of directive and non-directive communication in the counseling sessions in three of the five videotaped sessions. In the one session that she
was 90% non-directive and she stated it was because “I stayed out of the way because the mother and child were working well together”. In the one session that she was 90% directive, she provided the explanation to the internship class that her goal for that session had been to “facilitate giving a voice to a silent child in the family and I needed to work through some resistance on the family’s part to change this family pattern of not giving her a voice”. In other words, P-6 had a clear conceptualization of the family and how she wanted to direct some change in each session. She was not directive to issue control on the family and was not non-directive in order to not communicate with them.

P-6 can identify her weaknesses (male authority figures) and knows she needs to learn to be more directive with them. With authoritative men, she is aware she falls back to her old level of development and is influenced by the message she grew up with that “a male viewpoint isn’t to be challenged”. She came up with this conceptualization by herself after critiquing sessions where she felt she was not taking the usual therapeutic stance she normally would and realized the common denominator was a male in the session who had challenged her or another family member in some way.

**Mentorship**

P-6 was the most verbal participant in the Tuesday night supervision group. At times she has apologized for this but the group recognized her as a leader among them and someone with a years’ worth of experience ahead of them and a depth of clinical work they have not had. She carried a client caseload of twelve families compared to their caseload of four to five families during the internship. She also had already completed all of her graduate level coursework. P-6 always provided a lot of verbal support to the other interns when they presented their cases but she also had the ability to offer concrete
suggestions for ways the session may have been approached differently. She would usually preface her comments to peers with statements such as “you know I struggle with this also but one thing I have discovered is that if I try this it may work”. These suggestions were offered with a sense of grace, humility, and support and were always well received by other interns and the advice never seemed to be presented or taken as coming from an intern who saw herself as better than the others.

P-6 described the whole internship experience as being positive and important to her growth and development. She valued the mentorships she formed with her peers who were master’s degree student interns and especially the two doctoral students who served as directors of the family counseling clinic. P-6 spoke of her love of the excitement she felt from being a part of an academic environment and the camaraderie she felt working in a university-based clinic where interns hung out and had lunch together and joked about the difficulties and joys of being a family counselor intern. “You know I don’t mean to sound like a snob or anything but I just love being a part of an academic environment where individuals are pursuing their dreams”.

**Supervision**

P-6 welcomed the challenges of learning new information. “I may not always agree with what I hear but sometimes that just stimulates me to think more”. “My family therapy group supervisor provides me more challenges than my individual supervisor” “My group supervisor for family therapy supervision challenged me by bringing a feminist perspective into our discussion of cases”. “While I may not agree with all the feminist literature I am asked to read, I soaked it up and I learned to think of gender issues as a rule when conceptualizing families rather than as the exception”.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
P-6 thought of her individual supervision as a mentorship. P-6’s individual supervisor was a doctoral student who was a student director of the clinic. The two of them were also part of a once a month clinical supervision group that met in the community with professionals from various agencies and they were peers in this group. This set the framework for P-6 to be more of a peer with her supervisor than a supervisee. P-6 spoke fondly of the support she felt from her supervisor and the “willingness to run her ideas past her for clarification”. Therefore, supervision was limited to clarification of her own ideas rather than challenging her to expand her ideas. Collegial supervision is appropriate for licensed counselors but not for interns in a master’s degree program.

Her only criticism of this supervisor was that she was not challenged enough. “I think with another supervisor other than the one I had I would have been challenged more to take risks and think outside of the box and conceptualize families different than the way I have been taught to do already”. P-6 had actually gained more family therapy experience than her supervisor had by the end of the internship and so this limited the amount of challenging that could be done in a supervision setting. P-6 spent a lot of time reading family therapy literature during her internship year, so she also had a more thorough theoretical base from which to conceptualize cases than her individual supervisor, who had only had only read a limited amount of counseling literature in this area due to professional interest in other areas. Also, this supervisor’s style was one of collegiality not debate or challenge. P-6 could have benefited from an individual supervisor at a higher level of professional development to challenge her, as her group supervisor was able to do.

**Interpretative summary**
P-6 benefited greatly from her counseling internship. She was given the opportunity to achieve the breadth of counseling experience she desired this year by seeing families in three different locations. She was grateful for the extra opportunity to be involved in the collaborative relationship between the school systems and the university clinic by being allowed to counsel in the school system. She recognized this as an opportunity given only to those who have exhibited good counseling skills and an ability to present themselves well as a family counselor in the community.

P-6 has reached the stage on counselor development known as “committed relativism” (Biggs, 1998). She is committed to being a directive therapist within a structural family therapy theoretical base and is able to provide theoretical reasons for her choice and feels comfortable with this choice. It fits her personality and is done with great empathy for the family. This does not mean she is not open to making other therapeutic choices when appropriate but this is her treatment of choice for the present. P-6 goes into each counseling session with a direction and purpose of how she would like the session to proceed.

She concentrated totally on her counseling internship this year to the exclusion of family relationships and personal activities she usually enjoys. While she does not regret this and feels it was necessary to gain the wealth of experience she desired since P-6 is only happy if she can be “the best family counselor I can possibly be”, she is aware it has taken a toll on her physically and emotionally. She expressed “feeling burnt-out” at the end of the internship and “needing a rest”. She was not sleeping well toward the end of the internship and related not feeling physically well due to insomnia induced from working too hard. P-6 planned to take time off this summer rejuvenating with her
children home from college and re-instituting more personal activities she enjoys back into her life.

Cross-case Analysis

The presentation of this cross-case analysis was initially done by examining of the obvious themes that had been discussed by all of the interns throughout all four interviews, observed and documented by the researcher, and evaluated by the Flanders Interactional Analysis for Counseling. The cross case analysis includes the analyses from the themes that were found common among all of the individual analyses. The themes were the age of the interns, individual supervision, counselors' perceived authority issues in relation to counseling, supervision and knowledge, and conceptualization of the client-counselor relationship.

Age

Age was a variable for each of the interns in their perceived growth during the internship. P-3 and P-4 were young and immediately realized they were perceived by some clients and staff as less competent as a result of their age. P-3 expressed a concern that “my age may limit my authority as a counselor”. Actually, P-3’s internship experiences at the university-based substance abuse clinic was limited because the staff did not choose clients for her that they thought authority issues may arise such as men with relationship issues with women or older males who they felt may resent a younger woman. P-4’s clientele was not limited because of her age but her limited success with these clients was assumed by the counseling staff to be due to her age. Both of these
interns felt some clients developed parental behavior towards them and P-4 knew that some clients did not return for a second session due to her age.

P-5, P-6, and P-2 were all middle-aged interns but there age meant different things to each of them. P-5 perceived that his age granted him authority and that his supervisor and clients should listen to him. P-6 self-concept thrived as a partial result of her age and the life experiences as a result of her age. “I think differently about things than I did twenty years ago and I rely heavily on personal experience when I reflect on things”. In contrast, P-2 was the similar age of P-6, yet she had not stopped to reflect on her life experiences and make meaning of them. The fact she had gone straight through college and graduated in three years with an undergraduate degree by taking 18 hours a semester, and had also taken a heavy course load in graduate school prevented her from having the time to self-reflect on her education and other life experiences.

Supervision

For three of the six counselor interns, their supervision experiences stood out as the most important contextual variable of the internship. Unfortunately, for all three of these interns they reported that the supervision experience was detrimental to their emotional health as well as to their cognitive, psychological and professional development. All three of these interns had the same supervisor at the university-based family therapy training clinic. All of the interns were extremely concerned with divulging their discomfort with their individual supervisor during the interviews. This was due to their knowledge that she had been chosen and endorsed by the entire counseling faculty and their perception was that this endorsement meant the interns were powerless to change the situation.
One intern spoke to me about his growing discomfort with his supervisor at the end of the second interview and only when the recording equipment was turned off. “You know I need to know exactly who sees these transcripts and what is done with them. I know you discussed this with me earlier but I am concerned about who sees them”. After much communication as to his protected anonymity and the importance of his interview he hesitantly continued to discuss these issues on the third and fourth interview.

The other intern resisted speaking to me until the third interview and only then because she was extremely angry. By coincidence, her third interview was scheduled on the afternoon that her supervisor had cancelled their third consecutive supervision session, without calling and telling her. She commuted thirty minutes to the family therapy clinic to be told she would not have supervision that day. On the two previous occasions there also was no personal phone call from her supervisor, only a message left on the answering machine at the clinic to call P-2 and cancel supervision. “I apologize for laying all of this on you today and I certainly didn’t mean to discuss this with you today but I am so hurt and angry that I just couldn’t hold it in any longer”.

The third intern waited until the last interview to tell me in detail her feelings about her supervision experience. She had vaguely mentioned “seeing things differently than her supervisor” in the third interview but provided no details as to the horrendous experience “of personal abuse that consisted of constant verbal put-downs”, which she described during the last interview. She did tell the interviewer a few days after the third interview that she had not been honest during the interview and that she would be truthful the next time. All of the interns spoke of the power differential between themselves and faculty as the reason for the hesitancy in discussing their concerns. All of the interns had
almost exactly the same description of their supervisor’s communication style and used some of the same words to provide their description. All three used the word “demeaning” to describe the way she gave them feedback. Other descriptions of her communication style included “discounting, dominating, overpowering, belittling, and critical”.

There was consistency with the interns in their feelings that their supervision sessions were all about a show of power from the supervisor. This attitude was emphasized by examples of being ridiculed when they presented their point of view. One intern stated that “it was all about her and what she demanded that you do”, or another intern echoed a similar sentiment by saying, “my supervisor was the authority and thought I should do as she says”. Another replied with an example of a “power play” by his supervisor when she stopped him in mid-sentence to correct his pronunciation of words. Two of the three interns cited examples of being embarrassed in a group supervision by her ridiculing comments directed at them.

There was a gender difference among the interns as to their perceptions of what was missing in this supervision experience. All three felt the obvious loss of respect for themselves as individuals who have valid opinions, but the two women felt the loss of the relationship. Both women made several comments as to the fact that the abuse they felt they received was more personal and demeaning because the supervisor did not attempt to build a relationship with them prior to telling them what they did wrong in their counseling sessions. “It is just like counseling, you know, you have to have a relationship and some trust with someone before you feel comfortable risking yourself”.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
The male intern did not speak of a relationship concern with his supervisor but spoke of assuming she would give him credit for his age and the life experiences he had had as a result of his past career paths. He had assumed supervision would be a collegial affair where "he could check in with her when he needed to" and assume otherwise that he knew what he was doing. This is the way supervision had been conducted during his school counseling practicum last year.

All three of the counseling interns eventually went to the their faculty advisor with their concerns about their supervision. All of them felt their concerns were heard and validated. For one intern, she felt that it was sufficient to know she had been heard and someone in authority had validated her concerns. The other two hoped for action to be taken and wanted a change of supervisors. Both of these two interns left during the semester break with deep contemplation about dropping out of the counseling program after the break was over. However, both interns came back from the semester break with a resolve to finish the program. One intern did receive a change of supervisor because the faculty deemed her to be the weakest one to withstand further supervision sessions with this supervisor. She needed much more support than she was going to get from her present supervisor.

The other two supervisees stayed with their supervisor. P-3 went back to her faculty advisor and withdrew her desire to change supervisors and said she would deal with supervision the best she could. After consultation with other counseling faculty and the individual supervisor, it was decided that P-5 should remain with his present supervisor. This decision was made based on the fact that P-5 and his supervisor both had issues with authority and it was the desire of the faculty that P-5 learn how to understand
his role in a supervisory relationship where the power distribution is not expected to be equal. Until a counselor receives state licensure as a professional counselor they supervisor is responsible for their clinical work with clients and therefore is an authority figure to counselors.

Two of the interns chose to speak with their supervisor about the fact they felt they were not being heard in supervision. Although one intern reported this seemed to help temporarily, both felt it ultimately made things worse because the focus of supervision sessions then became about the relationship between the two of them. One reported this to be emotionally draining and the other reported it was a waste of time. “After the point that I had spoken with her about the fact that we see things so differently all we did in supervision sessions was discuss our differences and it didn’t help anything at all”.

The other two interns in the study did not experience the supervision issues mentioned in the above discussion. These two interns had different supervisors than the other three interns. One of these two interns experienced supervision as a positive experience. Although she realized it was a limited experience because her supervisor did not challenge her cognitively. The other intern was at an off-site internship site and reported disappointment that her supervisor did not make time for supervision but did not report supervision as being the experience that stood out for her this year.

Perceived Authority Issues in Counseling and Supervision and Knowledge

All of the interns expressed conflicts with the importance of authority as examined within the context of their professional development as a counselor, their relationship with their supervisor, or their perception of how knowledge is obtained.
These issues dominated aspects of their psychological development and professional growth. The theme of the perceived need for authority in the counseling relationship affected their self-perceptions of case conceptualization, their relationships with clients, and stage of cognitive development, as well as their amount of growth from the internship experience.

P-3, P-5, and P-4 believed that they needed to be in a position of authority as a counselor. They felt positive client change came from them and that they needed to direct the client's goals. All of them had been taught Rogerian, person-centered therapy and they could quote all of the person-centered language when answering the interview questions as to “what counseling means to them, what would be an ideal counseling session, and their definition of the client-counselor relationship”. They all answered with similar responses to the above questions such as “I want to accept clients as they are”, “teach clients positive regard for themselves”, and “help clients to help themselves”. Yet, they also responded in the same interview to the need for the counselor to have authority with comments such “progress is when something you have suggested works” or “progress is when the counselor takes the issues the client brings in and finds a way to solve it”. This perceived need to be a position of authority in the counseling relationship was assumed to come from external sources such as having a professional title, age, gender, or life experiences. P-3 perceived a conflict as to whether or not there was a need to be authority in counseling relationships and decided she needed to be in family therapy but may not need to be in individual counseling. Since her internship was split between two sites where she was required to do both individual and family therapy she struggled with how authoritarian she needed to be. At the end of internship, P-3 and P-5 had just
begun to identify that even a strong position of authority (which P-5 possessed and P-3 did not), did not overcome the need for possession of other counseling skills and a different type of counselor persona in order to be an effective counselor.

When P-3 began her internship, she looked to authority for answers. She did not raise her hand in class for fear of them perceiving she was arguing with them. She became angry if she did not get strong direction from the faculty. P-3 perceived that knowledge came from authority and this limited her ability to develop a strong presence as a counselor when clients needed her to do this to provide support to them. By the end of the internship, P-3's emerging sense of believe in herself as having the ability to seek truth for herself and trust in her ability to think for herself was providing a greater ability to develop better counseling skills. She appeared more relaxed with clients at the end of the internship and spoke less in the final interview of client change coming from something she did. She was feeling more comfortable with being "a holding container" for clients' pain and was feeling strong enough to bring her personal sense of self-worth into the counseling session for clients to lean on until they could gain their own strength. This represented a big step in professional growth for P-3.

P-5 thought he was the authority in relationships due to his past career influences as to the perceived ability to be powerful in relationships. P-5 still did not understand the conflict that his cognitive and affective style of relating to people had on his ability to be a Rogerian therapist. He spoke the language of a person-centered therapist who believes "people can solve their own problems", but was limited in his ability to relate to individuals in a Rogerian style. P-5's need to be seen by clients in a position of authority
limited his repertoire of counseling skills. He thought he must provide answers or solutions to his clients problems.

Even though P-6’s authority issues were much different than P-3’s and P-5’s (who thought clients would expect them to be powerful), she readily admitted to feeling personal conflict when she counseled men who perceived themselves as needing to be an authority in counseling sessions. The difference with the three interns is that P-6 could easily recognize this when it occurred in session at the beginning of the internship and was working to change her own reaction to male authority figures so “I don’t become immobilized when they challenge me or others in the room”.

P-4 had interpreted from the counseling staff at her internship that her age and gender would limit her ability to counsel from a position of authority and yet she also was told that this was important with the clientele she worked with. The assumption was that being authoritative would limit the manipulation of substance abusers and assist them in facing the challenges of dealing with their addiction. “I heard rumor that staff thought I was too young and that being a female kept me from working with addicts as well as they could”. Since P-4 could not change her age or gender she looked to skill development to give her authority. If she could learn the appropriate techniques she could be an authority figure with her clients.

P-2 did not have a desire to be a position of authority. She did not believe it was necessary to be in a position of authority as a counselor but did want to empower others to do for themselves. This need to empower others came from P-2’s need to be empowered herself. P-2 had so little belief in herself and such a weak essence of her own ability to trust in herself, plus such a low resolve to see herself anyway except negatively,
that she needed more of a personal sense of authority in her own life in order to counsel others effectively.

**Conceptualization of client-counselor relationships**

The interns' perceived position of authority related to their conceptualization of client-counselor relationship. They had all been taught that a person-centered style of counseling was preferable, especially for the early sessions of joining with clients. What they had not considered was how to do this within each of their own learning style, personality type, comfort level with emotions, and level of cognitive development. If a counselor needs to feel they are a sense of authority to the client or feels the client expects them to be an authority, then it limits the ability to make the client the most important person in the therapy room.

P-6 was the only who one identified a clear conceptualization of the client-counselor relations and counseled consistently from this framework. P-3 and P-5 struggled with case conceptualization. It was possibly because they were involved in an internship requiring them to conceptualize cases differently at each site. During the final interview they still only identified client progress from a Rogerian viewpoint, rather than a family system viewpoint. The task of learning both individual and family therapeutic techniques at the same time may well have been confusing for them.

P-4 did not have the chance to see enough clients long enough to struggle with the important task of taking theory and applying it to real clients. P-4's goal for internship was to develop skills and techniques but what she really needing help with was joining with clients and processing in supervision why she has difficulty with this aspect of counseling.
Summary

This qualitative study was designed to analyze the contextual variables of the internship experience that the interns perceived to be important to their psychological development and professional growth. Contextual variables were defined as all of the variables of the internship environment that could possibly have an influence on the development of the interns. The data analysis consisted of four interviews during the year of their counseling internship, record of observations of the experiences of their weekly internship class, analysis of their videotaped counseling sessions by using the Flanders Interactional Analysis for Counseling, and an essay written at the beginning of the internship stating their goals for the internship experience.

Six interns volunteered for this study. One of the six interns was not included in the phenomenological analysis because he was not able to participate in the internship fully due to language barriers that prevented him from seeing clients independently. The five interns for the study were located at three different internship sites. Two interns were at a university-based family counseling clinic, two interns split their internship between this family counseling clinic and a university-based substance abuse clinic. One intern completed her internship at an off-site community service agency in the substance abuse unit.

This phenomenological analysis of the “lived experience” of the counseling internship was highlighted by a discussion of the following issues found to be critical to their psychological development: age of the intern, supervision, need for sense of personal power to overcome the interns’ desire to be perceived as authority figure in
counseling relationships, and the interns’ conceptualization of the client-counselor relationship.

The age of the intern was found to be an important contextual variable of the internship experience. Some clients and counseling staff at the internship sites perceived the young age of two of the interns as inexperience and inadequacy. With increased age there came the possibility that the interns would be perceived by themselves and others as more competent, but only if they had made meaning of their life experiences. A lifetime of experiences does not add to one’s psychological development unless the individual applies meaning to the experience, usually by a process of self-reflection.

Supervision was found to be the most outstanding component of the internship experience for three of the five interns. This was due to what they considered to be “personal abuse” by their supervisor. All three of these interns felt their supervisor found their comments in supervision to be unworthy and unnecessary and perceived that “supervision was all about her and her needs to be an authority”. They felt unsafe with her and become unwilling to share their thoughts with her. One intern personalized this abusive experience and began to perceive herself as incompetent as a counselor, which only further generated her feelings of unworthiness she felt before the internship began. The other two interns did not internalize her mistreatment of them and their growth experience from the internship did not suffer as greatly.

Four of the five interns had difficulty conceptualizing the client-counselor relationship. The two interns that were doing the split internship at two clinics had the most difficulty in this area. They spoke of needing to take a directive stance in counseling for it to be successful but in the next question used Rogerian terminology of allowing the
client to direct the session in order to develop personal regard. This confusion still persisted at the end of the internship with success defined only in Rogerian terms. Even when they were using a family systems approach with the families, they had difficulty measuring success with this theory. When they did not feel comfortable, they spoke of needing to have authority in the sessions, which was in conflict to the Rogerian theory they had been taught to use in joining with clients. One intern was told she needed authority with her clients and was unable to feel authoritative with them. Only one intern did have a clear conceptualization of the client-counselor relationship and related in the interviews how to use theory and her own personal strengths to allow the client to change through the counseling process. This intern did not perceive herself as being successful because she was an authority figure in her counseling sessions but she did have a healthy self-concept which translated into a personal sense of power as a therapist that translated to warmth and caring for the clients.

Chapter four presented the individual analyses and cross case analysis of the common themes shared by all of the interns. The next chapter will present the researcher’s interpretations of the cross case analysis themes of intern’s age, their individual supervision experiences, and difficulties with case conceptualizations. Also, the theme of their confusion over the need to be authority in client-counselor relationship will be discussed with the researcher’s interpretation that this need to be authority diminishes as counselors gain a sense of personal power for themselves and this is conveyed in client-counselor relationships. Two other contextual variables that the researcher interpreted as important to the counselors’ psychological development were the type of clientele seen by the interns and their epistemological position of cognitive
development. An interpretative discussion of these two variables will be included in the discussion in chapter 5.
CHAPTER FIVE

Interpretations and Implications

Introduction

The interpretation of the cross-case analysis of this study will be presented in chapter five within a description of the major, over-arching themes from chapter four. These cross-case analysis themes that were common to all of the interns were age of the intern, supervision issues, epistemological positions of cognitive development and its relationship to professional development, and case conceptualization. The theme of case conceptualization was interpreted by the researcher to include the two issues of difficulty learning theory well enough to utilize it appropriately and an internal conflict between the interns’ personal position of power and its relationship to their need to be an authority figure in relationships. Also, the type of clientele provided a rich source of discussion in reference to the researcher’s interpretation as to its importance as a variable of the internship experience of the five interns who participated in this study.

Age of intern

The ages of each intern was an important contextual variable in evaluating the interns’ perceived growth during the counseling internship. P-4 and P-3 were very young. Both came to graduate school straight from receiving their undergraduate degrees. Their limited life experiences and limited contact with individuals different from themselves restricted their ability to relate to others on an interpersonal basis. A counselor may not have had all the experiences of their clients but in order to be empathetic with them one has to have made meaning of the experiences they have had. However, as one continues through the process of life-span development there is a normal depth of experience that
occurs with each developmental period and if there one has achieved the ability to reflect on these experiences it can add to the extent of their ability to empathize with others. Therefore the progression through the span of lifetime experiences can add to the ability to empathize with another individual only if one has self-reflected on these experiences.

Both of these counselors experienced clients who they either perceived treated them as children or the clients actually told them they felt uncomfortable with their age and did not return to see them. These experiences seemed emphasis the importance of the counseling relationship and the fact clients need to establish a comfort zone between themselves and their counselor before counseling can begin and this may mean someone more similar than different from them. Also, if there was a need in the counseling relationship for a sense of authority from the counselor this was perceived as difficult for these counselors. An example was given by P-3 of a threatening adolescent whose parents could not control his behavior while in the counseling room. P-3 certainly knew she could not add to a perceived sense of authority for this adolescent.

The other three interns, who were all middle-aged individuals, represented another aspect of the age continuum. For one of these interns, P-6, her wealth of life experiences increased her ability to connect with others and ability to feel empathy for their life struggles. P-6’s age increased her ability to be empathetic because she had made meaning of her life experiences and had a healthy self-concept that helped clients feel it was safe to trust her. It was not her age that necessarily made her empathetic; it was taking the time to reflect on her experiences and make meaning of them.

For P-5, his age and life experiences distanced him from others because he felt it gave him a superior sense of ability to make meaning of another’s life”. It was
interpreted that P-5’s need to be an authoritative figure increased his difficulties with his supervisor who also needed to be a strong authority figure. It also limited his use of empathy in the counseling relationship because empathy should not be about the counselor’s authority but the counselor’s ability to listen and hear how the client makes meaning of her/his life.

For P-2, her age and its related life experiences had been traumatic and she had not made meaning of these experiences for herself so they did not aid her in increase of empathy level. In summary, age is a unique variable that meant something different to each intern and was an important variable in his or her professional development.

**Positions of Epistemological Development**

The whole idea of a developmental theory is not to pin the individual rigidly into a category but to locate her/him with reference to a sequence. The critique of developmental theory has been that placing individuals along a stage continuum of growth reduces the person to no more than a category. However, in this study it was a method for organizing information and presenting a conceptual framework for how cognitive development relates to a counselor’s professional growth. After examining the different themes that developed during the cross-case analysis in chapter four, the researcher determined that the epistemological positions of intellectual development described by Belenky et al. (1986) aided in the further description and interpretation of the internship experiences for these counseling interns. Rather than using theory to reduce the intern’s personality into a certain structure or reduce the phenomenological experience of the internship, the description of each intern within a epistemological
position of cognitive development allows an expansion of the researcher's description of the experience of the internship from each of the intern’s perspectives.

**Position of silence**

P-2 was the only intern found to be at the first epistemological position described by Belenky et al. (1986). This position is called “silence” and is characterized as a “position in which women experience themselves as mindless and voiceless and subject to the whims of authority” (p. 24). P-2 was identified early during the research as being most “at risk” for not being able to successfully complete the internship. The overarching theme during the first interview was one of her identification of feeling traumatized, overwhelmed, stressed-out and personally inadequate at everything she did.

For P-2, a description of cognitive development does not assist in describing her internship experience. This is because her position of silence must be examined within the confines her internship experience and the cognitive disequilibrium created by a negative supervision experience. Her lack of ability to self-reflect on the interview questions made her appear to be have lost her voice and her ability to conceptualize about difficult questions such as client-counselor relationships or how one defines truth. The fact that the ability to answer these questions was drastically reduced from the first to the last interview is the reason for stating that the term cognitive disequilibrium may more aptly define her cognitive state than one of “silence”. The term is being used only as a means of relating to the reader the state of distress she experienced from her internship experience. She had used the term “traumatic” to describe her internship experience and an individual in trauma often silences their voice as a result of the trauma.

**Received to subjective knower**
P-3 began her internship in a position of “received knowledge” but at the end of the internship she had shown the most cognitive growth of all of the interns and had clearly leaped to the position of “subjective knower”. The “received knower” equates receiving, retaining, and returning the words of authorities as learning (Belenky et al., 1986). P-3 began graduate school expecting her professors to have all the answers and became angry if they would not give her the answer or sent her out to hesitantly seek the answer on her own. She did not raise her hand in class for fear that asking questions would seem as if she was arguing the professors’ point of view or presenting an alternative point of view that was her own.

By the final interview, P-3 had totally changed her perceptions of how she gained knowledge and truth and said firmly and confidently that “knowledge is an intuitive thing and when it feels right I know it is right and it is hard to explain”. Upon reflection of her internship experience, she said “I have more of an idea how I feel about things and I am not unwilling to take in other ideas, but sometimes when I have formed my own opinion that’s pretty much it and I may not change my mind”. These expressions by P-3 are clear examples of the epistemological position described by Belenky et al. (1986) as the “subjective knower”, which is a perspective from which “truth and knowledge are conceived of as personal, private, and subjectively known or intuited” (p. 55).

Subjective knowers draw on feelings and intuition as sources of information as well as knowledge from firsthand experience (Clinchy, 1996). Counselors do need to learn to use themselves as an instrument of understanding and subjective knowers have an advantage at this. P-3’s position as a subjective knower gave her an advantage of being willing to patiently listen to client’s stories and feel empathy for them. When P-3 was
with a family or individual client she was totally and completely with them and her body
language and verbal statements indicated a willingness to give of herself subjectively
when appropriate.

**Separate knowers**

P-4 began her internship from what could also be classified as a “separate
knower”. P-4 believed that there was one right answer for each question and for each
client or each diagnosis there was one right way to treat them. She looked less at theory
for solutions because as she stated “theories are confusing and each one tells you
something different”. P-4 looked to specific techniques for answers and at the beginning
of the internship she was still seeking the correct technique and thought of them as hard
core facts stated from textbooks and expected to be able to take what facts she
comprehended and apply them to her clients. P-4 looked to the safety of techniques,
standardized practice, and skill development to provide a safety net of knowledge during
her internship.

P-4 has an undergraduate degree in statistics and said her peers used to joke with
her about choosing a career in counseling based of the assumption of how different the
thought processes are for each career field. Statistics is “hard” data and counseling
sometimes requires encouraging clients to share elusive feelings they are not even sure of.
P-4 seemed more comfortable with discussing statistical data than feelings. During the
videotape observations P-4 appeared detached emotionally from her clients. This did not
change as the year progressed. She did not feel comfortable exploring the feelings of her
clients nor did she seem comfortable with self-reflection of her own feelings. By the
end of the internship, her position was still clearly a separate knower” but she had
experienced one counseling relationship toward the end of the internship that appeared to be successful based on P-4's ability to be vulnerable. P-4 took a risk and allowed herself to form a relationship with this client. She had a slight tone of a "subjective knower" as she related to the question of "how you know something is true" by saying it was a difficult question to answer but with encouragement stated "I guess sometimes it is just a gut feeling or intuition or something like that". "It just feels right". However, she clarified the subjective tone of her answer, by stating that "I still like hard facts". She gave the example of the dilemma of a client who has a dirty drug screen and yet she wants clearer evidence he is using. "The drug screen is telling me this and the client is telling me something else and who do I believe, because there is an error factor with either one". P-4 still did not feel totally comfortable using "with what her gut tells her" to make a decision.

P-5 clearly spoke in the voice of a "separate knower". Even though Belencky et al. (1986) did not use men in their study sample the voice of the "separate knower" came through loud and clear for P-5. As described by Belenky et al. (1986), "separate knowers" are "tough-minded individuals who don’t want to let anything in unless they are pretty sure it is true"(p.104). "When deciding if something is true, separate knowers look for something to be wrong, a logical contradiction, or the omission of contrary evidence". It is somewhat the opposite of subjective knowledge because "subjective knowers assume everyone is right, separate knowers assume everyone-including themselves- may be wrong"(p.105). P-5’s position as a "separate knower" did not change from the first interview to the last interview. P-5 reported needing concrete proof of truth. "I look for scientific proof in theories and I want a research base before I
believe anything”. During the last interview, when encouraged to expand on his answers, he allowed a possibility that intuition may play a small part into his ability to make meaning of experiences, but only a small part.

**Connected Knower**

P-6’s perspective of knowledge could be described by Belenky et al. (1986) as a position of “connected knowing”, whose knowers hold the conviction that “the most trustworthy knowledge comes from personal experience rather than from the pronouncements of authorities” (p. 114). At the heart of this type of knowing is empathy and “since knowledge comes from experience, the only way they can hope to understand another person’s ideas is to try and share the experience that has led the person to form the idea” (p. 115). For the “connected knower”, “believing feels real to them, perhaps because it is founded upon genuine care and because it reveals the kind of truth they value; truth that is personal, particular, and grounded in firsthand experience” (p. 115). P-6 deeply feels for all people and has an amazing ability for understanding individual’s problems and yet perceiving their competencies. The one quality of herself that she attributes to being increased by being in the counseling program is an increase in what she calls “true and genuine empathy”. “A stranger could walk in this room and tell me their story and I would just cry and I don’t know where it has come from but I honestly feel it more than ever before”.

P-6 is probably well on her way to the final position described by Belenky et al. (1986) of “constructed knowledge”. She shares the attributes of this position of being “articulate and reflective, and carefully noticing others and caring for others around them” (p. 132). The attributes of “constructed knowledge” that are not part of her cognitive
awareness are a “high level of self-conscious and a struggle to find a balance to the extremes in her life (the separation and connection, inclusion and exclusion)” (p.133). P-6 is aware she has not learned to separate the demands in her life and has not achieved a balance in her life. She has chosen to not fight the struggle it would take to regain harmony in her life at the present time. She knows she is feeling “stressed out” but chose to push herself hard this year with a single focus of the internship. In order to gain from the experience of her internship, which to her meant getting the breadth and depth of all the family therapy experience she could, she denied herself the luxury of personal time to do the activities she feels gives her life a balance. She attempted this year to find a time for self-reflection and maintain time for her spiritual life but felt this year has meant self sacrifice in those areas. She has denied herself time for some of the friendships she cherishes and says the only way she has achieved her goal of gaining a wealth of counseling experience is to maintain a strict regimen to her life that may not be healthy for the long run. Her children are all out of the house this year and her husband works out of town and is gone for long stretches at a time and so she has not needed to function as a spouse and mother and realizes she could not have done it all this year. It is her awareness of what she needs and what she has consciously given up that are the optimistic aspect of P-6’s life and add to the prediction that she will achieve the balanced position of “constructed learning” after graduate school.

These “positions of knowledge” so adequately described for P-3, P-4, P-5 and P-6 their different perspectives from which they make meaning and draw conclusions about truth, knowledge, and reality. The position of “silence” less adequately described P-2 due to the cognitive disequilibrium she is currently experiencing but is a reference point for
the steps she may need to take to gain a "voice". Their constructions of knowledge, as described by themselves and framed in the "positions of knowledge" described by Belenky et al. (1986), can be described as a medium for the interpretation of how the various contextual variables of the internship experience affected their development. These epistemological positions will be referred to as appropriate in providing interpretation as to how the contextual variables were experienced by each of these interns and contributed to their internship experience.

Type of clientele

The type of clients served at each of the three clinics could be described as cognitively and technically challenging from both a skills and conceptual perspective. The families referred by the local school systems to the university-based family therapy clinic usually had a multitude of problems, typically including children with severe academic and behavioral problems, single parent households or parents with marital problems, plus other social, financial, and cultural issues. The university-based addiction clinic also received challenging referrals including individuals who had been in many other treatment programs prior to coming to this clinic or had successfully completed a treatment program but needed to begin a comprehensive aftercare program following years of addiction. As was described earlier, the intern at the community agency working on the substance abuse clinic received mostly court referrals with severe social, emotional, physical, and legal issues resulting from their addictions.

Supervision

The individual supervision experience was an important variable in the growth and development of all five interns. Three of the five interns had the same individual
supervisor at the family therapy training clinic. All three interns provided similar
descriptions of their supervisor as being an individual who demanded subservience from
the interns and treated them with a lack of dignity and professionalism. All of these three
interns had similar initial reactions to this supervisory experience that included anger,
disappointment, and personal rejection of this supervisor, which meant they often,
rejected her clinical advice. Each of the interns dealt with this negative supervision
experience in a different way and the final outcome of the effects of this negative
supervision experience was different for each intern. The factors involved in these
different outcomes are the source of researcher’s interpretation of this supervision
experience.

There was an interpretation of gender difference among the intern’s perceptions of
the impact of this negative supervision experience. Although they were never told they
did anything right, the assumption was made by the two women that they could have
tolerated the negative atmosphere of the supervision sessions if they had felt some
relationship had been built with them first. Both women looked to authority for answers
but assumed a relationship of trust should be built first, even where there is a clear power
differential. The male resented the entire concept that supervision meant his supervisor
should be an authority figure and never spoke of the desire to have a relationship with his
supervisor.

P-2 was the most wounded by this supervision experience. P-2 internalized the
supervisor’s negative attitude toward her counseling skills as meaning that something was
wrong with her. She began the internship experience with a weaker level of
interpersonal strength, less of a support system, and severe lack of self-concept from
which to shield her from what she perceived to be personal attacks on her character by her supervisor. Even during the first interview, P-2 expressed feelings of incompetence at her ability to counsel families, and described her feelings of looking ahead at the internship year with a prediction that the experience would be traumatic for her. Most of the interns worked in the clinic as graduate assistants as a means of providing income for tuition and it additionally provided a built-in support system for each other. They were around each other outside of the classroom and established relationships with each other. Also, just working in the clinic seemed to expand their professional identity as a counselor intern and made them feel more comfortable with this role. However, P-2 commuted 30 minutes to the university for classes only and only came to the family therapy counseling clinic to see her clients.

P-2 did change supervisors at the end of February due to her request for a change of supervisor and the faculty’s concern for her growing state of anxiety over her internship experience. She did immediately express to the interviewer a sense of relief and a sense of support from her new supervisor that she had never felt before. The final interpretation of P-2 is one of an individual who at the final interview was in a state of cognitive disequilibrium from what the faculty had deemed to be a “miseducative experience” for P-2. She had been placed in a cognitively challenging internship experience counseling families with severe problems, and was not given the support for the challenge she encountered. She herself identified the cognitive disequilibrium when she stated “my supervisor created cognitive dissonance because I know myself well enough to know to some degree I couldn’t be all bad and no one else had ever implied I shouldn’t be in this program”. 

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Although she was getting plenty of support and good individual supervision at the time of the final interview during the first of April, her lack of ability to self-reflect on the interview questions was interpreted to be due to an ongoing state of cognitive disequilibrium. She felt so unsure of her answers, which did require thoughtful responses. In several instances she just said the questions were too hard and was unable to answer them, even though she had experienced no difficulty during the initial interview in August. She seemed unable to reconcile within herself whether her answers were valid if they were just her own subjective thoughts and if they were worthy of voicing them.

A final exit interview with a faculty advisor in May indicated P-2 was possibly beginning to regain “her voice”. According to this faculty member who had been the internship group supervisor, P-2 sounded more positive about her counseling skills and her self-initiated abilities to provide counsel families in crisis. With much needed support she may turn around her negative supervision experiences and begin to develop the skills of a competent family counselor.

P-3 had the same supervisor as P-2 but the supervision did not result in as much of a “miseducative experience” as it did for P-2. P-3 began the internship with an external support system and developed internal sources of support from her full-time graduate assistantship in the family clinic. From socializing with other interns she learned to not personalize her supervisor’s negative feelings towards her counseling skills because she knew that others were having the same negative experience with this supervisor and that it was not about her personally. P-3’s sense of resiliency to this supervision experience also came from an internal sense of competency built from success in other roles in her life. P-3 was just developing her counseling skills and had the usual fears about her
ability to succeed in this area. But she had close relationships with friends and relatives and viewed herself as a worthy person before her internship and so the negative supervision tore away at this self-concept but did not destroy it. P-3 also had another individual supervisor because she was also doing an internship at the university-based substance abuse clinic. This other supervisor had never suggested she had poor counseling skills when viewing her videotapes. Therefore, P-3 had another frame of reference from which to view her success at learning to become a counselor. It also may be that the fact P-3 could not trust her supervisor and therefore discounted everything she said, assisted in moving her from a “received knower” position to one of a “subjective knower”. P-3 began the internship seeking answers from authority and had intended for supervision to be a place she could continue to do that. When it was not a safe place for ‘received learning’ to take place, she was prompted to learn to think subjectively for herself. It certainly is not a prescribed or suggested practice to move supervisees forward in this fashion of demeaning them and it may not work for most supervisees, but luckily for P-3 it may have functioned as an odd and unusual mechanism of growth.

P-5 began his supervision from a different place of authority than P-3 or P-2. He viewed himself in a position of authority and therefore would have resisted any supervisor’s attempts at establishing a hierarchical position where they assumed an authority position over him. P-5 was determined to remain detached from supervision because he did not feel he needed it anyway so the harm to him by this particular supervision experience was minimal. The harm for P-5 comes from his view that he thinks he did not learn from his supervisor because of her negative response to him. P-5 must receive 2000 supervised hours of counselor training prior to receiving his state
licensure, and he may experience future authority issues with other supervisory relationships. Until he is licensed as a professional counselor, a supervisor will represent someone who is in a position of power to review his counseling skills and respond to them favorably or unfavorably.

The supervision issues for P-4 were within the context of her supervisor simply not making the time for supervision. Supervision can be a powerful relationship and like any other relationship it can only thrive if there is time given to it. P-4’s supervisor made the mistake of not honoring the critical nature of supervision by putting a priority to their time schedule of meeting once a week for supervision. Therefore, the supervision just did not take place very often.

In P-6’s case, she outgrew her supervisor both in terms of technical and theoretical expertise in family therapy. It remained for her as a collegial and supportive relationship but P-6 was not challenged enough to stretch herself and take risks beyond what she felt comfortable doing and did well.

Case Conceptualization

Four of these interns experienced difficulty with case conceptualizations, particularly as defined by the need to identify an appropriate theoretical framework for describing the client-counselor relationship and the interns’ definition of what counseling should be. These difficulties were interpreted to be within two areas. One was lack of ability to apply theoretical knowledge learned in the classroom and how to apply it to actual clients and the other was the use of self as a source of therapeutic power.

Theory knowledge.
Prior to beginning the internship, the interns had received about thirty hours of classroom knowledge on individual psychotherapy theory and technique, while only receiving three hours of coursework on family therapy theory. The interns doing the family therapy internship has also participated in an advanced practicum the summer prior to beginning their internship. This practicum allowed for the beginning learning process of putting family therapy theory into practice. They were each assigned one family and they saw this family for eight weeks with live supervision, plus individual and group supervision weekly.

Even with this applied knowledge from the advanced practicum experience, the family therapy interns found the switch from individual psychological theory and practice to family theory and practice a difficult one. In both the first and last interviews the language of the interns in the family therapy training clinic used to identify therapeutic success and challenges in their counseling relationships was the language of individual psychological theory. P-6 was the one intern who did not have difficulty with this transition from viewing clients as individuals to part of a family system and identifying therapeutic change as coming from within the family system. She had had an extra year of seeing families and an extra practicum experience at the family therapy clinic and had always identified her goal as one of being a family therapist. This clear identification of professional goals plus the total immersion in the experiential education of the internship, without taking graduate school classes, may have been the impetus in P-6’s clearer case conceptualizations.

Therefore, the other three interns working in the family therapy training clinic may have experienced difficulty with case conceptualization because it takes longer that
nine months to make the change from an individual psychological approach to a family systems approach. Also, two of the interns were doing a split internship, ten hours in the family counseling clinic and ten hours in the addiction clinic. The interns’ difficulty with case conceptualization may be an indication that it takes more time than they had had prior to internship to practice one theoretical application in order to assimilate this knowledge. The assimilation of one theoretical foundation may be required before experiencing the cognitive dissonance of learning that one theory will not serve you well in all cases and the realization that one must accommodate their theoretical schema to add other theories with other client populations.

P-4’s situation was different than the other four interns in that she only saw individuals so her classroom knowledge of individual psychotherapy should have served her well and it may have if she had experienced more ongoing client contact. The other four interns had more client contact than P-4 did and so her lack of ability to join with clients and their lack of motivation to return for treatment may have been a variable that prevented her ability to learn case conceptualizations. Just doing court assessments on individuals with low motivation to change and lack of desire for anything other than a way out of the legal system is not an ideal method for learning about client-counselor relationships. Of course, it also remains to be seen whether or not P-4 faces up to the fact she distances herself from clients. If she had been allowed more client contact with clients interested in counseling she may have had to face the reality she had some personal and professional issues impeding her progress in developing client-counselor relationships.

**Personal power v s. need to be authority**
There was conflict voiced in the intern's voice as to their perceived position of authority in the counseling relationship. Their perception was that they were expected to be a source of authority for the clients and yet some of the interns did not feel a sense of personal power, which limited their ability to give this power to others. The researcher's definition of personal power was a sense of self-reliance, seeing oneself as capable of constructing knowledge, self-confidence, awareness and insight into one's own life experiences, and a sense of self as a professional. The interpretation from this study was that the more personal power the counselor intern had the less need to be an authority figure with clients and yet the more ability to read and flex and use authority if needed in counseling sessions.

Some of the interns voiced a need for authority as a counselor and they provided conflictual statements as to when they would know they were successful as a counselor. All of the interns except P-6 (the full-time family counselor) used Rogerian person-centered language to define their role in the counseling relationship and to define success for the client. Yet, they either did not know the theory well enough to use it appropriately, or did not understand that this theory may be in conflict with their own personality traits.

These interns all looked for an externally-granted position of authority in the counseling relationship because they did not have an internalized personal sense of power. This internalized personal sense of power would relate to their self-concept, their comfort with a new professional role as a counselor which requires establishment of intimate relationships with others, and a willingness to risk being vulnerable by allowing others to express pain without always having the knowledge of what to do to rid them of the pain.
P-5 and P-4 may not ever be successful with a Rogerian counseling approach as long as they mistrusted what clients told them and sought scientific proof of their perceptions of their clients. Also, they felt the need to be an external source of authority for clients, which only diluted the client's ability to trust in themselves to seek answers (an important framework of Rogerian therapy). At the end of internship, P-5 needed to be seen by clients as a position of authority with having the answers, which limited his ability to have a personal sense of power. This power would have come from accepting the fact he was very limited in providing any answers for clients unless they trusted him and he trusted himself to be vulnerable and trust them without concrete proof that what they told him was the truth. P-4's lack of ability to self-reflect on her experiences meant she could not make meaning of her own life experiences, which limited her own personal position of power. She was not comfortable discussing herself on a personal level.

P-2 did not have a personal sense of power that would have assisted her in maintaining a sense of calmness with her composure in the counseling sessions in order that the clients could have interpreted her as a source of strength for them. In other words, a counselor must have positive self-regard before they can help others achieve the same goal for themselves.

P-3 had positive self-regard and was developing the ability to have empathetic responses to all of her clients. P-3's emerging belief in herself as having the ability to seek truth for herself and trust in her ability to think for herself was providing a greater ability to perceive a sense of personal power within herself. She was beginning to learn to understand individual's responses to her at a deeper level. She was learning "read and flex", which meant that she could trust her perceptions of others and learn to
accommodate to whatever therapeutic style was needed for each case. All of this advancement in client-counselor conceptualization was being achieved in part because of reaching a sense of trusting herself as she viewed knowledge subjectively, which increased her sense of personal power. In other words, there was less need for P-3 to be an authority figure to others once she had achieved a personal sense of power that comes from knowing oneself intimately.

P-6 was identified as having come the farthest in achieving a sense of personal power that allowed her to respect the families for their individuality and pursue finding their own strengths from which to build upon. P-6’s sense of personal power was attributed to a healthy self-concept, deep spiritual belief, her ability to make meaning of life experiences, and her ability to connect with others and form personal relationships with them.
Summary

The researcher's interpretations of this study included the results of the cross-case analysis from chapter four. The topics for interpretation included the following variables of the internship experience that were found to be of importance to all of the interns: (a) supervision, (b) epistemological positions of cognitive development and its relationship to professional development, (c) case conceptualization, (d) sense of personal power v.s. need to be authority, (e) age of the interns, and (f) type of clientele seen at the internship site.

Some of the important variables were external issues, meaning they were not within the interns' ability to control those variables. Those important variables were the age of the intern, type of clientele seen at the internship site, and the supervision each intern received during their internship experience. Age was a negatively contributing variable for the two young interns who began graduate school right after finishing their undergraduate degree. Their clients' perceptions of their youth ranged from a minimal concern for the adequacy of the care they would receive to the perception that the interns' young age meant they were incompetent in their position as an intern. With the three middle-aged interns, age was interpreted to be a variable that could mean higher levels of empathy towards clients, but only if the intern had reflected on the lifetime of experiences that they had accumulated and made meaning of these experiences.

The extremely challenging clients that were seen by each of the interns at all three internship sites was an important variable to be considered in interpreting the psychological growth of each intern. Research indicates that the more challenge an intern is given, the more support they would need for the internship to be a growth experience.
and not a miseducative experience (Sprinthall, 1994). There were some concerns about
the level of support each of these interns received and how this aspect of their internship
may have had a negative impact on their growth.

Four of the five interns had negative perceptions of their experience with
supervision. For three of these interns it was such an overwhelmingly negative experience
that it stood out as the most important variable of their internship experience. These three
interns all had the same supervisor and all expressed similar perceptions of their contact
with this supervisor. Her attitude of hostility expressed at their ideas quickly made them
stop expressing their own thoughts to her in supervision. They did not receive positive
feedback for their ideas, which had a negative on their ability to perceive that anything
they had to say in supervision was worthwhile.

Belenky et al.’s (1986) epistemological positions of intellectual development was
presented as a means for enhancing the interpretation of the experiences of the internship
for each of the participants. It provided an avenue for discussion of how each of these
interns would make meaning of the internship experience and an explanation for why
their personal growth during the internship was enhanced or restricted by their
epistemological position of intellectual development.

Four of these five interns had difficulty with case conceptualization, which
counseling literature reports as being an extremely important task to be learned during the
internship (Biggs, 1988; Murdock, 1991, Skovholt & Ronnestad, 1992). The researcher’s
interpretation was that the one important variable in the success one intern had in
successfully learning case conceptualization was an extra year of experiential education
which allowed her more time to assimilate theory into her counseling sessions. The other
four interns made some progress in learning how to assess clients and choose a sound theoretical approach based on this assessment. However, at the end of the internship three interns in the family therapy training clinic were still struggling with learning family therapy theory and techniques and relied more on trying to assimilate individual therapy and techniques into family therapy cases. They lacked the ability to accommodate their case conceptualization to a whole different theoretical outlook required for family therapy.

Their difficulty learning case conceptualization was perceived to be due to the fact that it may take longer than the nine month period of internship for this concept to be learned. Also, the fact that supervision is a crucial element in learning this process and this was lacking for each of these four interns was an important contributing factor in their difficulties with case conceptualization. An interesting point was that the interns in this study were found to be having the same struggle with case conceptualization that other studies have indicated for interns at this stage of professional growth (Hill et al., 1981; Loganbill et al., 1982; Skovholt & Ronnestad, 1992).

The other aspect of the client-counselor relationship that these interns experienced an ongoing difficulty with was making a personal decision as to whether being successful as a counselor meant they needed to be an authority figure to clients. This dilemma was possibly to make up for their insecurities with their professional worth or because being authoritative was an aspect of their personality. Three of the interns seemed unaware of the conflict presented when they described counseling success in Rogerian, non-directive, client-centered terms in one question and yet in the next question answered a similar question with a statement expressing the need for success for clients to come from
something the counselor does. The interpretation was made that counselor interns had less need to be an authority figure in counseling relationship or perceive that client success would come from something they needed to do when they achieved a personal sense of power. This personal sense of power was identified by the researcher as a sense of self-reliance, seeing oneself as capable of constructing knowledge, self-confidence, awareness and insight into one's own life experiences, and a sense of self as a professional. Counseling literature has used other terms such as "professional identity" or a "professional stance" that are comparable to the researcher's term of personal power and have stressed the value of this concept for increased skill development for counselor growth (Hill et al., 1981; Loganbill et al., 1982; Skovholt & Ronnestad, 1992).

Implications for Future Research

The researcher was cognizant of the fact the analysis on the impact of supervision was based on the perceptions of the supervisees only. Often during the research study the researcher had the desire to interview the supervisor to assess her motivation for why she was so critical of all the supervisees. Also, there was often the desire to have witnessed the supervision on videotape. The negative impact of this supervision experience was believed to be valid because all three interns described the experience so vividly and in a similar fashion. Therefore, the researcher's desire in getting the perceptions of the supervisor and gaining an objective view of this supervision by observations through a two-way mirror or videotape were not from disbelief of the supervisees' perceptions but a belief that it would have added another important dimension to this analysis. Further research would benefit from including the added dimension of gaining observations of supervision sessions and both the supervisee and supervisor perceptions.
One of the most unique aspects of this study was the in-depth time spent with each intern and the different aspects of analysis included in this study. However, because it only included the “lived experience” of five interns, a repeat study would be useful in following another group of interns in different settings to add to the richness of the findings. The uniqueness of each intern would mean that next year’s group of interns would provide different analysis because so many of the variables would be different and unique to that group of interns. Even if they chose the same internship sites, which is unlikely due to different professional interest with each intern, the other variables of age, intellectual development, life experiences, and clients would be different and add to the information researched and analyzed for this present study.

Implications for Counselor Education

The Importance of the Internship

The counseling internship occurs at the end of the counseling program and is the culminating experience for many interns, which allows a chance to pull together and apply much of what they have learned in the classroom. Sweitzer and King (1999) described the importance of the counseling internship experience as a chance to apply theory to practice and actually develop the relationship between theory and practice and the realization that each should inform the other. Skovholt and Ronnestad (1992) described the growth of the intern occurring when the Piagetian assimilation-accommodation balance is disrupted. Growth occurs when interns encounter a problem in therapy that doesn’t fit with their preexisting cognitive structures, and tension ensues between their internal organization and their external experience. They can no longer just
use assimilation to incorporate the new experience into the old structure and so they must accommodate their internal structure to allow for change of their internal mode of helping (Sprinthall, 1994).

The implication of the results of this research study was that are several important factors that must be present in order for the internship experience to be perceived as successful by the counselor interns. The first important variable was the atmosphere of support within the supervision relationship. Supervision needed to focus on case conceptualization and should provide the avenue for continued guided self-reflection but none of this could occur without supportive relationship. The interns needed to perceive that their supervisor considered the relationship of the utmost importance and their weekly time for supervision would be kept sacred.

The next important factor that needed to be emphasized more in this particular internship setting by faculty and supervisors was the awareness of the extreme challenge the clients they were given forced upon them and the support they would need in order to meet this challenge. Some counselor education programs screen clients to decrease the challenge of the internship process (Skovholt & Ronnestad, 1992). Since two of the three internship sites did not screen clients it increased the challenge of the internship process. Unfortunately, there was also decreased support for these interns that usually comes from supervision. The use of cognitive developmental theory to explain the necessary conditions for growth for the internship experience would make a requirement of increased support as the challenge of the experience increases (Sprinthall, 1994). This connection of increased support for increased challenge did not occur this year and it led to a miseducative experience for some interns. They had not been educated as to the use
of cognitive developmental theory in enhancing counselor growth and had no comparison of how severe their clients were in comparison to other outside agencies. Therefore, in some cases they blamed themselves for the frustration of the internship experience rather than seeking external reasons.

The third important variable of perceived importance by the researcher was a needed for a guided reflection process that seemed to be lacking in the internship process. The interns themselves nor their supervisors seemed aware of the conditions for growth that were determined to be critical for counselor growth and deemed as necessary by cognitive developmental theory (Sprinthall, 1994). Sprinthall (1994) examined counselor education programs and stated that “putting people in positions requiring new role taking experiences requires careful and continuous guided reflection (p. 94). The internship experience must encourage this process to take place or it will not happen independently except with some individuals who may have developed a lifestyle prior to internship where they placed personal importance on self-reflection. Suggestions for how internship can encourage this guided self-reflective process are mentioned in the next section.

Self-reflection

As interns “make meaning” of their experiences, they need recognition of the value of their ideas and a movement needs to be made toward development of their voice. In Belenky et al. (1986) terms, it would mean a movement from received knowledge to subjective knowledge. By developing a place in the counseling internship for them to speak of their own thoughts, they would come to see themselves as a source of personal knowledge and power. This process of guided self-reflection may even need to occur during the practicum experience- prior to the internship occurring. In order to guide this
self-reflective process and insure that the intern understands the importance for this critical process in order for growth to occur, the counseling faculty may need to make a special time for this to occur. It could occur as a separate class during the internship year or be required as part of the internship credit hours. There would be certain requirements to this approach of reflective practice. One would be the requirement of keeping a journal in order to begin the practice of reflective dialogue. The next component of reflective practice would be to set up a support group to allow for exchange of this reflective dialogue with others going through a similar experience. There are many, many topics for discussion in this support group setting with a sample being family of origin issues, personal value system, learning style (Belenky’s epistemological patterns could be basis for this discussion), past life experiences and how they affect one’s professional identity. Sweitzer and King (1999) provide a format of questions for promoting self-reflection in various areas of concern in a counselor’s professional practice.

Interns need to be taught this reflective stance. It does not automatically occur (Skovholt & Ronnestad, 1994). This reflective stance would assist interns to begin to see themselves not only through the eyes of supervisors and clients but for themselves as well. This practice may improve an interns’ personal sense of power and make it less necessary to feel they need to be authority figure to clients. This may prevail in bringing the interns closer to a Rogerian style of therapy they sense they need to be successful. It may lead to a truer sense of empathy as they learn to know themselves well.

Lastly, personal reflection can help illuminate how different life experiences could be destructive in one’s professional work (Skolholt and Ronnestad, 1992). Examples of these life themes include family alcoholism, divorce, personal victimization, or intense
cross-culture experience. All of these experiences can enrich our ability to impact others as counseling professionals but without self-reflection and conscious identification of these parts of our personality they can make us “wounded healers” (Skovholt & Ronnestad, 1994. p. 134).

It may be inappropriate to teach counselors how to encourage clients to self disclose to a stranger and how to teach these clients self-analysis so they may continue their growth process after counseling if counselor education programs do not teach counselors the same process. There is a subjective process to learning to trust others and assuming that everyone has personal strengths and competencies to be discovered. Counselor education programs should encourage counselors to learn a feeling level response to clients and this will come with great difficulty to “separate knowers”. It does not mean they should not be admitted to counseling programs, just that these “separate knowers” and the counseling faculty should be aware of the great challenges they will face in learning the subjective aspect of counseling.

**Case Conceptualization**

There is an implication that furthering the teaching of case conceptualization could encourage the growth of interns from subjective or separate knowing to connected knowing as examined within the framework of Belenky’s epistemological positions of intellectual growth. The next step of learning case conceptualization after giving the counselors a voice, is to expose them to a variety of theoretical perspectives and promote critical analysis, with the aim of moving subjective knowers into procedural learning. (Stanton, 1996).
While a self-reflection seminar may enhance separate knowers' ability to relate to others better as they get to know themselves, subjective knowers then need to be encouraged to look at critical analysis. Although a counselor cannot always just believe something because it seems to be true or feel true they should learn to not dismiss those thoughts either (Stanton, 1996). This is where connected knowing comes to play. It is just as bad to accept hard science without questioning it. Separate knowing may come easy for academics and most professors want their students to love critical reasoning but connected knowing uses this plus gives students credit for their experiences (Stanton, 1996). With the framework of Belenky et al.'s epistemological positions as a guide, the goal for counselors should be connected knowing.

Connected knowing would enhance the ability to conceptualize a client-counselor relationship, which is a necessary step for providing a means of assessment and treatment planning that makes proper use of a theoretical perspective. Over the course of training, counseling students are taught numerous counseling theories, yet little systematic attention is directed toward using these theories to understand and help clients (Murdock, 1991). Murdock (1991) presented a challenge to counselor educators by stating that knowledge and comprehension are all that is needed to comprehend theories of counseling but the higher levels of learning involving analysis, synthesis, and evaluation are involved in applying theory to clients. This process is assumed to begin to take place during the internship.

Biggs (1988) also suggested a higher order of intellectual development was needed for case conceptualization. He challenged the field of counselor educators to assist the intern in moving from a "dualistic" perspective according to Perry’s framework of
intellectual development where there is one correct answer to case conceptualization to a “commitment-in-relativism” position where the counselor can defend particular clinical decisions while recognizing the tentativeness and uncertainty of a choice.

Adding to the stress present for the intern with case conceptualization is the finding in Skovholt and Ronnestad’s research (1992) that suggested counselors at the beginning stage of internship feel they should be able to help most clients. They feel an excessive and misunderstood responsibility for client change. This relates to this study’s finding that interns suggested they needed to be directive in promoting client change even if this was in conflict with the Rogerian theory they had been taught. Belief in Rogerian theory implies that as the counselor is doing less, the client will do more and achieve positive feelings toward oneself as a result.

The implications of this research are that the ideal internship should provide a phase of active experimentation with techniques and reflection on the usefulness of these techniques so those that seem to work are used again. Some theoretical approaches may be discarded because they were just not compatible with the individual (S & R).

Sammons and Gravitz (1990) interviewed psychologists who had been in practice for a while and found further support for the changing of theoretical orientation as time progresses. The reason stated was lack of compatibility with their personal style and whether the emphasis of the approach (e.g., affect, behavior, and cognition) matched the personality and cognitive style of the counselor.

A format may need to be designed within both the individual therapy and the family therapy training program for a more comprehensive teaching approach to case
conceptualization. Murdock (1991) presents one such design for teaching case conceptualization that allows the use of any theory. Each theory is presented within the structure of placing the theory on the framework of such issues as that the theory says about the root of human existence, the relative importance of affect, cognition and behavior to the use of the theory, and such issues as based on each theory how will change occur? With this type of method of teaching theory, each theory is not presented separately as a means to client change, but theories are integrated into an overarching framework. This framework would assist counselors in making case conceptualizations according to the usefulness of each theory for that particular client, but also within the understanding of how each theory fits on a framework of the usefulness of each theory in addressing such variables as client affect and cognition or how it addresses developmental change in individuals. Ultimately, the intern will gain the proper perspective for a comprehensive view of the use of theory in individual and family counseling.

**Supervision**

Kegan (1982) described the process of counseling, like development, as “involving the loss of the old self and the dying of a way to know the world which no longer works and from which emerges a new balance, new direction, and new integration (1982, p.267). The use of this quote provides a means of understanding what occurs for the intern as they make meaning of their internship experience. It also means that the appropriate description for the goal of supervision during internship should be a “holding container” for the counselors’ attempts to make meaning of this experience and proceed to psychological growth.
The implication of this study is that supervision can mean many things to both the supervisee and the supervisor but it must first mean support within the context of a caring relationship. Even with an avenue for guided self-reflection and an emphasis in the teaching of case conceptualization, the place where interns make meaning of these activities is in supervision.

The severity of problems faced by all of these interns presented a cognitive and emotional challenge. These cases were found to be challenging to faculty members with years of counseling experience and the fact that these cases were the interns’ first encounters with establishing a therapeutic relationship needs to be presented as an important contextual variable of the internship process for these interns. This “role-taking experience” of putting theory into practice promoted a cognitive dissonance for each of the interns that was further perpetuated by the difficult life circumstances these clients presented to each of the interns in the study.

As has been stated earlier, in Norman Sprinthall’s (1994) work examining conditions of psychological growth when counselors were put in a “role-taking” position of helping others, growth only occurs if there is support, encouragement and a guided reflective process. “When placed in a task involving complex human relationship skills such as accurate empathy, the need to read and flex, select the appropriate model from the professional repertoire, than higher order psychological maturity across moral, ego, and conceptual development is clearly requisite” (Sprinthall, 1994, p. 96). This higher psychological maturity can only occur if there is proper support within the context of these challenges (Sprinthall, 1994). Unfortunately, for these interns there was not proper support from their supervisors. Even in the one case where P-6 received lots of support
there was a lack of further growth because of lack of challenge. This study increases support for the notion of cognitive developmental theory that proper dosages of support and challenge are critical to the growth process of the counselor intern (Sprinthall, 1994).

**Personal Growth Statement**

The interest in doing research on counseling internships began several years ago in a qualitative research class. I interviewed eight counselors who had been professional counselors for a minimum of 15 years about how they make decisions about ethical dilemmas and what process they developed for making these cognitively and emotionally challenging decisions. While counseling internships was not a part of the research question protocol, all of the eight counselors recalled their internships as the most important aspect of their professional development. Even though they have provided counseling to many, many clients after their internship and had several supervisors after their internship experience it was the experience of internship that most profoundly molded and shaped their careers. What an awesome responsibility that places on counselor educators who are in the position of developing this experiential component of a counselor’s education.

It was after this research study that I decided to study counselor internships. It was also after this study that I began to examine research designs and decided that when I began this research project that the best way to get the data I needed would be through a qualitative research format. I have been a counselor for twenty years and this career has influenced the way I think about research and I knew I wanted to have a relationship with
the research participants and become actively involved with a “hands-on” approach to research that qualitative research allows.

Out of this “hands-on” approach to research I began to have deep respect for the counseling interns in this research study. One reason for this admiration was both because of their willingness to become involved in a research study that meant extra time away from families and an extra time commitment in addition to an already overloaded schedule of classes and internship hours. It was also an honor to me that they allowed me to witness the more vulnerable aspects of their counseling training program, which involved learning new skills that they did not feel comfortable with. It was truly an act of human kindness on their part.

The most important component of personal growth came during the second semester of the internship when I was offered a position at the family therapy training clinic as a clinical supervisor for the following academic year. Now all of this research became very real and took on a new and personal meaning for me as I realized I would be in the formidable position next year of supervising the next group of interns who trained at this family therapy training clinic. Under normal circumstances this would be seen as an exciting career adventure but the conditions under which the interns at this clinic had received supervision during my study heightened my knowledge of the task I would be undertaking. While still being excited about my new career adventure, this research study has greatly increased my knowledge of the awesome responsibility the task of clinical supervision carries with it. Hopefully, the time spent learning this “lived experience” of the internship will allow me to step into this position with more knowledge than could
have ever been received from textbooks and journal articles on supervision. These interns’ stories are what really happens when supervision is not carried out properly and support is not offered to help them meet the challenges of the counseling internship.

My experience with this research study and my anticipation toward my next career experience has truly given me a “leap forward” in my care and concern for the professional field of counselor education. Prior to this research experience I was a professional counselor who hoped to use my doctoral degree to begin to give something back to this profession that I loved so much but had no idea how to do this. The greatest gift I have received from the completion of this research study is the desire to make the transition from counselor to counselor educator and counselor supervisor and the excitement to give something back to this profession I have grown to love dearly. Hopefully what I can give back is a depth of knowledge of the internship experience I never had prior to the immersion of the “lived world” of these five graciously giving interns.
APPENDICES
Dear Student,

I am writing this letter to request your assistance with a research project being conducted by me under the direction of Dr. Jill Burruss and Dr. Victoria Foster. This research will be for the purposes of my fulfilling my requirement for dissertation research during the academic year of 1998-1999.

The objective of the research project is to investigate the internship experience through the perceptions of the actual interns. I have decided that the best way to explore this subject is through interviews that will examine your thoughts on topics such as environmental issues affecting how your internship is perceived by you such as type of clients seen, race, age, sex and theoretical orientation of supervisor, and the type of setting in which you internship takes place. I would like to interview you at the beginning of the Fall semester, briefly during the middle of the year, and again at the end of the internship. I will also be viewing your internship experience by attending the Tuesday evening internship class, not as an instructor or supervisor, but simply as an observer.

Dr. Rip McAdams has given his permission and encouragement for this research project. It is expected that your participation in this research project will be a positive experience for you as it will provide an avenue for processing the internship experience in a unique and purposeful way. Your participation in this research is completely voluntary and refusal to participate will not result in any penalty or impact your grades in any way.

Your identity as a research participant will remain anonymous and information received from the interview process will remain confidential. In order to encourage your openness with providing vital information and increase your comfort with the confidentiality of the research process, I am allowed to change identifying factors from the interview in order to maintain confidentiality. These factors may include such variables as age, race, internship setting, etc. The information gathered from the interviews will be written into a narrative form and you will be encouraged to review the narrative and discuss with me your views as to the accuracy of the narrative report so appropriate changes can be made prior to completion of the project. You are welcome to request a final copy of the research project from me. Any questions concerning this research project may be directed to Dr. Tom Ward (Chairman of Human Subjects Research Review Committee) at 221-4001, or Dr. Jill Burruss (221-2361) and Dr. Victoria Foster (221-2321), dissertation committee co-chairs. If you would like to participate please call me at (221-2363) or at my residence (229-2490). I will then schedule the first interview at a time convenient for you.

Sincerely,

Teri Ancellotti
Appendix B
Student Consent Form
INFORMED CONSENT FORM

I understand that I am volunteering to participate in a research project for the purpose of examining my perceptions of the counseling internship experience that I am participating in this year as part of the masters degree requirements for the counseling program at the College of William and Mary. This research project is part of a dissertation being conducted by Teri Ancellotti, a doctoral student at the College of William at Mary. This project will begin in August, 1998 with a 60-90 minute semi-structured interview that will be videotaped for the purpose of transcribing the data for analysis. Two brief 15-20 minute interviews will be conducted during the middle of the year (November, 1998 and February, 1999). There will be one more in-depth interview at the end of the internship (April, 1999).

In addition to the four interviews, the researcher will attend the once a week supervision class in order to observe videotapes of counseling sessions presented by interns for the purpose of receiving clinical supervision. The researcher's interest is not one of supervision but an interest in the observation of interns' growth during their counseling sessions. In addition, the researcher is interested in chronicling the supervision group as they form a social unit.

Lastly, the researcher will be requesting counselor interns to produce a 1-2 page paper indicating your expectations of the internship prior to this experience beginning. This will assist the researcher in chronicling counselors' growth during the internship.

It is expected that participation in this research project will be a positive experience for the interns. It will provide an avenue for processing the internship experience in a unique and purposeful way. There is no anticipation of any foreseeable risks or discomfort from participation in this research project.

Participation in this research is completely voluntary and refusal to participate will not result in any penalty. Participants may discontinue participation at any time. Participation in this research study will remain anonymous and all information received by the researcher as a result of participation in this study will remain confidential.

If at any time during this research study interns have questions about the study they may contact Dr. Victoria Foster at 221-2321 or Dr. Jill Burruss at 221-2361.

________________________________________
Signature of counselor intern

________________________________________
DATE
Appendix C
Course Objectives
Course Descriptor

The counseling internship course is designed to give advanced students in counseling the opportunity to put into practice the skill and knowledge they have developed throughout their counseling program. Students complete a pre-determined number of hours of field experience in agency or university setting under supervision of William & Mary faculty and a field supervisor.

Course Objectives

General Course Objectives

The major goal of the counseling internship is to provide students the opportunity to apply their theoretical knowledge and practical skill to specific client cases within a professional counseling setting. A weekly group supervision session, individual supervisory meetings and assigned activities are designed to give students and faculty the opportunity to assess the student’s counseling performance in relation to client goals and to the counselor’s professional development.

A fundamental premise of the course is that professional counselor education is best accomplished through a “self-knowledge” approach. The approach contends that the counselor-client relationship is a relational endeavor in which the growth and development of the client depends very much upon the concurrent growth and development of the counselor. Thus, students’ willingness to give feedback and openness to receive feedback during group supervision sessions is central to the achievement of the course goals.

Specific Learning Objectives

1. Demonstration of counseling competence in a field assignment, including the application of a variety of counseling, psychological and educational theories and strategies appropriate to specific client situations. To be assessed through evaluative criteria specified by both field (primary) and university (secondary) supervisors.

2. Demonstration of the willingness and capacity to examine one’s own personal and professional development in relation to work with clients and colleagues.
3. Demonstration of competence in organizational, consultation and team-building skills as appropriate to the internship setting.

4. Establishment and maintenance of a positive working relationship with both field and university supervisors, as well as satisfactory performance in the areas of confidentiality, punctuality and attendance at all appointments with clients and staff.

5. Recognition of and response to the importance of contextual and cultural factors in working with clients of different backgrounds or referent groups.

6. Active and effective participation in peer and faculty supervision that included the integration of theory and practice in written and/or oral presentation and discussion of active cases.

7. Demonstration of applied knowledge of ethical, legal and professional guidelines (ACA) regarding confidentiality, the counselor-client relationship, professional relationships and responsibilities, testing and research.

**Course Requirements**

**Hours**

Students participating in the Internship course will be required to devote a total of 600 hours over two semesters to internship activities in accordance with the schedule found in Section 1 of the Internship Student Agreement (see Form Samples section).

**Supervision**

a. Field Supervision: A minimum of one hour of uninterrupted individual supervision per week with the designated Field Supervisor.

b. University Supervision:

   (1) Two hours of group supervision per week with the Faculty Supervisor.

   (2) Two hours of individual supervision with the Faculty Supervisor each semester.

**Case Presentation**

Case presentations shall be defined as formal presentations to the Internship Class of client cases being worked with by students at their field placements. Students should expect and be prepared to present from three to five case presentations for group review,
discussion and feedback during the semester. Each presentation shall include: (a) a concise summary of the case according the format defined in the attached “Case Presentation Worksheet” (a copy to be presented to all supervision group members), (b) presentation of a 10 to 15 minute video taped segment of a counseling session and sufficient time for group review and feedback.

Counseling Portfolio

Each student is to develop a “Counseling Portfolio” which formally summarizes his/her counseling experience during each semester of the Internship. The Counseling Portfolio should include the following:

a. A brief description of the field placement
b. A description of your goals for professional development during the current semester of the Internship
c. A summary of all course work taken prior to and during the current semester that you consider particularly relevant to your work during the Internship
d. A summary of all professional training received prior to and during the current semester that you consider particularly relevant to your work during the Internship
e. A quantitative summary of counseling and counseling-related activity conducted during the semester (Can be extracted directly from the “General Activity Summary” section of the Weekly Activity Record [sample attached])
f. A summary of interactions of other professional agencies and individuals in support of your counseling work this semester
g. Samples of your work including:

   (1) Copies of all presentation outlines
   (2) One or more samples of assessments that you have done
   (3) One or more samples of treatment plans that you have developed
   (4) One or more samples of termination summaries that you have done
   (5) Selected samples of your counseling notes
   (6) Samples of any other documents that you think reflect the nature and quality of your counseling activity
h. An assessment of your professional development during the semester, including evaluations of: (a) progress toward your stated goals, (b) current strengths as a counselor and (c) directions needed or desired for continued growth as a counselor.
Appendix D
Sample Description of Student Essay Describing Internship Goals
My expectations for this year's internship experience are essentially to gain clinical experience in counseling families, and to receive feedback and instruction from the instructor, my supervisor, and class peers. It is the feedback and instruction that I hope will make this experience meaningful. Also, I am hoping that the actual experience of seeing clients, both families and individuals, will help me to gain more knowledge and confidence in working with clients. Since I have not previously worked in a counseling setting, this experience will be my first actual counseling work besides the practicum and clients I saw over the summer. I am looking forward to seeing clients on my own, but also having the security and reassurance that any questions, problems or concerns can be taken up with my supervisor, or presented to the class. I am really expecting the individual supervision to be a crucial part of my internship experience in terms of support, guidance, and instruction about my work. I like the thought of having one person to meet with on a regular basis who is familiar with my clients, and hopefully will help me to grow as a counselor. I hope that the class itself takes place in a relaxed and supportive environment, but that it also teaches me how to function in a clinical setting, and alerts me to the areas that I need to work on as a counselor. I am hoping that the internship will be a balance between freedom to experiment and find my way as a counselor, but also as an instructional element that gives me guidance and direction. I am also hoping that the internship gives me the necessary experience that will help me to be marketable in the job search after graduation.
FIRST SET OF QUESTIONS GIVEN BY TERI ANCELLOTTI IN EARLY FALL, 1998

1. How did you come to be in this counseling program?

2. What stands out for you during this past year of your master’s degree program? Explain.

3. What kinds of things have been important? Explain.

4. What do you think will stay with you from your experiences with the counselor education program and why?

5. Has your education changed the way you think about yourself or the world? How?

6. When do you know you know something? How do you know it is true?

7. What does being a particular cultural heritage, gender or age mean to you?

8. How has it influenced you as a graduate student?

9. Has your view of yourself in regards to your gender, age or cultural heritage changed in the last year? How? Explain.

10. Describe for me your conceptualization of the counselor-client relationship?

11. What does counseling mean to you?

12. What would represent a challenging client to you?

13. Provide a scenario of an ideal counseling session.
SECOND AND THIRD SET OF INTERVIEW QUESTIONS GIVEN BY TERI ANCELLOTTI DURING NOVEMBER, 1998 AND FEBRUARY, 1999

1. How are things going for you with your internship. Talk about your time spent during internship or your progress in your internship.

2. In what ways are your expectations being met or not being met? If you can refer back to the short paper you wrote for me at the beginning of the semester as a reference point for this discussion.

3. Are there any specific highlights of positive experiences you can share with me?

4. Are there any particularly difficult experiences that have occurred that you can share with me?
FOURTH SET OF QUESTIONS TO BE GIVEN BY TERI ANCELLOTTI DURING SPRING SEMESTER 1999

1. Has your education changed the way you think about yourself or the world? How?

2. What stands out for you during this past year of your counseling internship? Explain.

3. What kinds of things have been important for you during your internship? Explain.

4. What do you think will stay with you from your experiences in internship and why? Explain.

5. When do you know you know something? How do you know it's true?

6. Has being a certain gender, age, or cultural heritage influence you as a counselor? Provide an example or tell a story.

7. Has your view of yourself as a certain gender, age, cultural heritage changed this past year?

8. In what way has your supervision supported your growth as a counselor this year?

9. Describe for me your definition of the client-counselor relationship?

10. What does counseling mean to you?

11. Describe for me a particularly challenging client or counseling relationship you have experienced this year?

12. Provide me an example of a success you have experienced this year as a counselor. Walk me through a success story.
Appendix F
Flanders Interactional Analysis Scale Adapted for Counseling
### Interaction Analysis

**Adapted Flanders for Counseling. Part 1**

<table>
<thead>
<tr>
<th>INDIRECT</th>
<th>1. Accepts Feeling: Accepts and clarifies the feeling tone of the clients in a non-threatening manner. Feelings may be positive or negative. Predicting, or recalling feelings are included.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Praises or Encourages: Uses facilitative comments to keep talk going, e.g. &quot;Um-hum&quot;, &quot;go on&quot;, &quot;That's good&quot;.</td>
</tr>
<tr>
<td></td>
<td>3. Accepts Content: Clarifies the content and helps client extend the meaning. Open-ended paraphrasing of content <em>(If counselor brings in own ideas shift to S)</em></td>
</tr>
<tr>
<td></td>
<td>4a. Asks content questions – Probes for facts.</td>
</tr>
<tr>
<td></td>
<td>4b. Asks feeling questions – Probes for emotions.</td>
</tr>
<tr>
<td>DIRECT</td>
<td>5a. Information giving – states own facts, opinions, ideas, rhetorical questions or interprets contents.</td>
</tr>
<tr>
<td></td>
<td>5b. Information giving – states own feelings or interprets feelings.</td>
</tr>
<tr>
<td></td>
<td>6b. Gives directions – states procedures</td>
</tr>
<tr>
<td></td>
<td>7a. Positive confrontation – &quot;I message&quot; designated to change behavior, ideas and feelings.</td>
</tr>
</tbody>
</table>
| CLIENT   | 8. Client talk: **Responses to Counselor Questions**  
  a) Content  
  b) Feeling  |
|          | 9. Client talk: **Initiation by Client**  
  a) Content  
  b) Feeling  |
|          | 10. Silence  
  a) Working silence  
  b) Confusion or "dead air" |
Appendix G
Matrices of Level I, II, and III Analysis of Each Intern
<table>
<thead>
<tr>
<th>Level 1 Analysis</th>
<th>Significant Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;She attacked me if I said anything she did not approve of.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;She said very demeaning things to me and implied I was dumb because I could not do the things she asked me to do.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;I was not her and could not take her suggestions and do as she would in counseling sessions.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;She constantly made me feel like an idiot.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;She was so parental and judgmental in her reactions to me.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;I can never do it right for her.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;I wonder if I can make it through this year of her harassment.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;All we do is process why we can't get along and then we never have time for supervision.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;I just don't feel safe with her.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;I feel victimized at times because of my gender.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;I have never felt smart.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;It is a cultural thing.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;My culture does not allow for braging.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;My culture is very patriarchal and I just grew up accepting that men are&quot;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2 Analysis</th>
<th>Formulating Meanings from Significant Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision</td>
<td></td>
</tr>
<tr>
<td>P-2's supervisor is very direct with her and asks P-2 to do things P-2 feels incapable of doing because she is not a strong, directive individual like her supervisor.</td>
<td></td>
</tr>
<tr>
<td>P-2 was an intern who felt unsure of her clinical skills at the beginning of internship and her supervision reinforced this uncertainty. She could not counsel like her supervisor and yet did not learn to develop her own style. She ended up feeling cognitively and emotionally numb and unable to use any of her own affect in the counseling relationship.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Analysis</th>
<th>Clusters of Common Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision</td>
<td></td>
</tr>
<tr>
<td>Supervision was the most distinct variable of P-2's internship. It had a negative impact on her psychologically, emotionally, and physically.</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Age had a negative impact on P-2. Although she had experienced a wealth of experiences, she had not made meaning of them and so they did not have a positive influence on her and her lifetime of cultural experiences had had a negative impact on her self-concept.</td>
<td></td>
</tr>
<tr>
<td>Case Conceptualization</td>
<td></td>
</tr>
<tr>
<td>P-2's poor self-concept inhibited her from developing confidence with making case conceptualizations for any of her counseling cases. Her negative supervision also did not allow for the usual time for case conceptualization and so this is a void for her at time...</td>
<td></td>
</tr>
</tbody>
</table>
superior."
"I feel so pressured and pushed to learn so much and it is all tangled up inside of my head."
"I expect this year to be traumatic."
"I feel totally unprepared."

affected her self-concept so that even before her negative experiences of her internship she did not feel smart and was worried she could not cognitively or emotionally meet the challenges of the internship.

of graduation. She may actually have the ability to provide case conceptualizations but just doesn't feel her ideas are worthwhile. She still seeks concrete ideas from supervision on what to do at each point in the counseling sessions.

**Personal Power**

P-2 certainly does not perceive she is a source of personal power even in her own live, much less has the ability to provide a positive influence on someone’s else’s life. Her poor self-concept has drastically limited her ability to conceptualize how she may extend herself to another in a form of an empathetic relationship.
<table>
<thead>
<tr>
<th>Level 1 Analysis</th>
<th>Level 2 Analysis</th>
<th>Level 3 Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Statements</td>
<td>Formulating Meanings from Significant Statements</td>
<td>Clusters of Common Themes</td>
</tr>
<tr>
<td>&quot;I know my age has negatively affected my ability to form relationships with some clients.&quot;</td>
<td>P-3 was realistic is her belief that age would be a variable in her ability to establish counseling relationships with some individuals.</td>
<td>Age</td>
</tr>
<tr>
<td>&quot;I had one couple and I think they were parental with me. I was aware of it and think they may have discounted some of what I said.&quot;</td>
<td>She was also aware it limited her ability to act as authority figure for clients that may need that. Clients may not listen to P-3 and her comments may be discounted due to her youth.</td>
<td>P-3’s age was a negative variable in the establishment of counseling relationships with some cases. It limited the strength of P-3’s comments to clients as they were not seen as the view of an authority or as someone whose life experiences would have allowed her to extend herself and understand how they felt about issues.</td>
</tr>
<tr>
<td>&quot;All of the colleagues I meet in the counseling field have more experience than I have and are more educated and have had more counseling experience.&quot;</td>
<td>&quot;I have still like being a non-</td>
<td>Development of personal power as she developed her own personal style of counseling-</td>
</tr>
<tr>
<td>&quot;I am still trying to figure out who I am and my own style in the counseling session.&quot;</td>
<td>&quot;I have learned this year to always be aware of what is best according to my standards.&quot;</td>
<td>P-3 began to develop her own style of counseling which gave her more confidence and lessened her need to be seen as authority. She spoke of importance of empathy and importance of establishment of relationship and preference of non-directive style of counseling.</td>
</tr>
<tr>
<td>&quot;I have got to start to trust my own beliefs and figure out what is best according to my standards.&quot;</td>
<td>&quot;It is difficult to work back and forth between individuals and families.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;I still like being a non-</td>
<td>&quot;I still like being a non-</td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
directive counselor and it usually works for my addictions clients who have been sober for a while but it might not be best for families.”

“A successful counseling relationship is where you can empathize with the client and try as best as you can to understand where they are coming from.”

“She was just so very demeaning with me.”

“I just learned to disregard her altogether because I just couldn’t trust her.”

“She discounted everything I said and so I learned to not give out my ideas.”

“She has clearly done a lot of damage to a lot of people.”

<table>
<thead>
<tr>
<th>P-3 had an easier time thinking in terms of promoting change for individuals and what successful counseling looked like for individual therapy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervision</strong></td>
</tr>
<tr>
<td>Supervision was a negative experience for P-3 this year. Her supervisor came across as the expert and would not allow P-3 to express her thoughts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case Conceptualization</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-3 continued to have difficulty conceptualizing the client-counselor relationship. At the end of the internship, she still thought of counseling success in terms of individual client change rather than a systems change for families.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision was the most important variable for P-3 this year. It was the experience that stood out for P-3 and will hold the most memories for her in years to come.</td>
</tr>
<tr>
<td>Level 1 Analysis</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Significant Statements</td>
</tr>
<tr>
<td>&quot;Age has been harped on everywhere I go.&quot;</td>
</tr>
<tr>
<td>&quot;My age has influenced my role as a counselor because I have not had much real world experience.&quot;</td>
</tr>
<tr>
<td>&quot;I am often ignored and they just assume I don’t know what I am talking about.&quot;</td>
</tr>
<tr>
<td>&quot;Age has been an issue for a lot of clients, especially male clients.&quot;</td>
</tr>
<tr>
<td>&quot;Many have said I don’t mean to offend you but you’re the same age as my daughter.&quot;</td>
</tr>
<tr>
<td>&quot;It is really hard to get past the age issue with clients.&quot;</td>
</tr>
<tr>
<td>&quot;The addictions class has been a major help because I learned how to do a motivational interview.&quot;</td>
</tr>
<tr>
<td>&quot;I need to work more on my skills but I guess that comes with time.&quot;</td>
</tr>
<tr>
<td>lack basic skills.&quot;</td>
</tr>
<tr>
<td>&quot;After they come back twice I don’t know what to do with them.&quot;</td>
</tr>
<tr>
<td>&quot;I keep telling my supervisor I am not to the point I feel like I know what I am doing.&quot;</td>
</tr>
<tr>
<td>&quot;There is so much paperwork involved.&quot;</td>
</tr>
<tr>
<td>&quot;All I have learned to do is</td>
</tr>
</tbody>
</table>
write a good court report.”
“The clients just want a quick fix and if they find you can’t give it to them they don’t come back.”
“It is generally when they start coming back that I get nervous.”
“Every client that comes in just lies and lies to me.”
“Clients don’t want to be there and it isn’t exactly as I thought it would be.”
“I would just like to be able to believe what my clients tell me.”
“Our supervision is mainly about administrative stuff—like how to fill out forms.”
“An hour just isn’t enough time.”
“I feel like I’m always chasing him down the hall asking him a question.”
“My supervision is different than I expected. I guess because he is new to this process.”
“This is one case that I think if I had gotten supervision on I may not have just strung her along.”

<table>
<thead>
<tr>
<th>P-4 has not focused on developing client-counselor relationships but has focused narrowly on how to help addicts achieve sobriety.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detachment from Clients</strong></td>
</tr>
<tr>
<td>P-4 detaches herself from clients when they lie to her. She cannot understand this as normal behavior for addicts.</td>
</tr>
<tr>
<td>Her internship setting reinforced her detachment from clients by focusing on their diagnosis and treatment plan, not the person themselves.</td>
</tr>
<tr>
<td>P-4 did not receive an hour of supervision per week and the quality of her internship suffered as a result.</td>
</tr>
<tr>
<td>P-4’s supervisor did not take their supervision time seriously and it was the last item on his weekly agenda.</td>
</tr>
<tr>
<td>P-4 was not assertive in asking for a regular time for supervision.</td>
</tr>
<tr>
<td>counseling would increase her comfort level with clients.</td>
</tr>
</tbody>
</table>

**Case Conceptualization**

P-4’s detachment from clients kept her from conceptualizing how she could benefit her clients by developing a relationship with them. She never spoke of relationships in her interviews, except at the very end, and then only a limited amount.

**Supervision**

P-4’s internship experience suffered from her lack of supervision. She did not learn case conceptualization or process any of her internship cases for variables of success and failure. The fact she did not have a supervision relationship furthered her detachment from clients because she did not learn that client-counselor relationships can direct change.
Level 1  
Analysis

Significant Statements

"I enjoyed the independence of working in the high school and being treated as a professional."

"I gave advice on college choices and the admissions process as well as talk with students who had personal problems."

"Graduate school has not changed me."

"My identity was formed by other experiences prior to coming back to graduate school."

"I have had rather traditional male careers up to this point- firefighter, navy pilot."

"It was a little different after being in all male work society to come to a class and be the only male with women."

"But having done all the traditional "he-man" stuff has allowed me to feel comfortable in this setting as a minority in my counseling classes."

"Had I come into the school environment early in my career I may have been looking to pay my male dues and do the "rah, rah, rah male things" but I have already done that."

| Level 2  
Analysis

Formulating Meanings from Significant Statements |

Age

Authority granted by age and gender-

P-5’s past career paths had allowed him a sense of autonomy and independence that is difficult to achieve as a graduate student who must take a step down and realize there is a lot to learn from others.

He was misled in his school counselor practicum into perceiving he was already a professional and ahead of the learning curve that is normally expected to occur as a student goes from classroom setting to the experiential component of the internship setting.

P-5 felt he had power and authority as a result of his age, gender, life experiences, and traditional male jobs.

This gave him an externally granted sense of authority and this is the position he attempted to remain in as a graduate student and a counselor. This prevented him from experiencing any growth as a graduate student

| Level 3  
Analysis

Clusters of Common Themes |

Age

Authority and Personal Sense of Power and its relationship to Age and Gender

P-5 had a difficult transition from the all-male world of fire fighting and fighter pilot to graduate student. He denied realizing the stark change in this transition to a new career choice and thought these changes should not be a difficult transition. He did not comprehend how his position as a white male in a dominant male career world had affected his perceptions of others. He had always been put in position of authority and he chose this way to relate to others and used it as resistance from accepting the fact that graduate school may change him.

His outward need to be an authority in charge of others prevented the occurrence of a developing sense of personal power that would have allowed him to understand the transition from an all male
"The best part of the Tuesday night group internship class was giving advice to others."

"I expected my supervision this year to be a process of checking in when I needed to make sure I was doing things right."

"Counseling is the process of working through your problems with someone who had experience, training and education about your problems."

"An ideal counseling session is when the counselor makes a breakthrough for the client."

"I want to look at the client had give the client a lot of respect and a lot of credit and recognize the ability to make changes within themselves."

"My conceptualization of the client-counselor relationship changes depending on whether I am working with families or individuals, but in either case I think it is essential for client to have trust in your and for you to develop relationship with them."

"I felt I could only show small segments of tapes that were really good because there was not a feeling of safety to be vulnerable and show where I had made mistakes."

"Her words always seemed to be telling me that I had screwed up and should have because this would have meant accepting a role that did not involve authority. He like the role as a school counselor because it involved giving advice and reinforced that authority figures are expected to give answers.

Counselor as Authority

P-5 experienced a conflict between being able to state what counseling should be about from the Rogerian, person-centered approach he had been taught and his need to be perceived as authority with clients. He needed them to trust him but he did not speak of trusting them. His authoritative stance also prevented the use of affect that is needed by a Rogerian counselor.

By the end of internship, he perceived he needed to approach families and individuals differently but could not state what the differences should be.

Supervision

Supervision stood out for P-5 as the most important variable of his internship experience and for him it was a totally negative experience. He felt he could not listen to what she was saying because of her demeaning manner with him. He did not take risks to career world to a world where one does not need authority for self-growth. He did not comprehend that making your presence in a room smaller rather than larger leaves the clients room to develop a larger self-concept.

Client-Counselor Relationship

P-5 cognitively understood Rogerian counseling theory and techniques but did not understand that his personality trait of wanting to be authority and his mistrust of individuals prevented him from emotionally adopting this style of counseling.

P-5 confused the need to form different case conceptualizing with families and individuals and the need to use different therapeutic approaches with them as meaning he needed to have different conceptualizing the client-counselor relationship.

He was unclear on what the client-counselor relationship meant to him with either individuals or families due to his difficulty developing a relationship with them.

Conflict in supervision relationship between both
done things the way she had told me to do them.”
“I could not hear things she may have told me I could have benefited from hearing because she said them in such a demeaning manner.”

<p>| show parts of videotapes he was struggling with and could have benefited most from getting supervision with. This limited his potential to grow and develop professionally during his internship. |
| P-5 and supervisor needing to be perceived as authority |
| Both P-5 and his supervisor wanted to be the authority in the supervision relationship. He thought his past life experiences granted him the ability to be authority and make decisions as he saw best and therefore he resisted supervision. His supervisor’s authority needs increased the power struggle for P-5 with supervision. |</p>
<table>
<thead>
<tr>
<th>Level 1 Analysis</th>
<th>Level 2 Analysis</th>
<th>Level 3 Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Statements</td>
<td>Formulating Meanings from Significant Statements</td>
<td>Clusters of Common Themes</td>
</tr>
<tr>
<td>&quot;I marvel at the genuine empathy I have now, it has definitely increased.&quot;</td>
<td>Philosophy of Life- P-6 has developed a philosophy of life that has become a part of her personality and is a special part of the skills she has as a counselor. The empathy, humility, and trust she brings to the counseling relationship seems to be felt by all who meet her.</td>
<td>Personal Power</td>
</tr>
<tr>
<td>&quot;I have been on a voyage of self-discovery for a long time now and graduate school is only a piece, but an important piece of this self-discovery.&quot;</td>
<td>Gender, Age and Culture</td>
<td>P-6 has developed a strong sense of personal power, which relates to her healthy self-concept. She has a sense of tranquility with her presence to others, which lets clients know their story is special to her and she will be patient until they are ready to share it. Her personal power allows her to not need or even discuss the need to be an authority with others.</td>
</tr>
<tr>
<td>&quot;I have been put in this place by powers greater than me and expect to make the most of it.&quot;</td>
<td>P-6 feels comfortable with her age, gender, and culture and can readily lists attributes of all three. P-6’s age has allowed her a wealth of life opportunities and she has made meaning of those experiences for herself and so they add to her personality dimensions. P-6’s self-discovery of feeling superior is a new one for her as she admits to growing up in a culture that did not teach that women should consider themselves equal to men.</td>
<td>Age</td>
</tr>
<tr>
<td>&quot;It humbles me to think families trust me to share a piece of their life with me, and sometimes the most important parts of their lives.&quot;</td>
<td></td>
<td>P-6’s age is an asset to her counseling identity because she uses her life experiences to transcend a message to families that they have strengths to offer each other. She truly believes in the undying spirit of mankind to improve itself because she has lived long enough to witness so much self-improvement with herself and others she cares about.</td>
</tr>
<tr>
<td>&quot;Being fifty has leads to sense of gratitude for education and the opportunity it brings.&quot;</td>
<td></td>
<td>Case Conceptualizations</td>
</tr>
<tr>
<td>&quot;Women are vastly superior to men in every conceivable way.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;As a woman, I am not usually perceived as a threat to anyone, which is helpful since sometimes coming to counseling is threatening enough.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationships</td>
<td>Mentorships</td>
<td>Supervision</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>P-6 began the internship already dedicated to being a family therapist. She knew working with families enhanced her vision of how to empower individuals and that it was through their family. She began internship already committed to the theoretical focus of structural family therapy. She had specific and realistic goals for how to improve her conceptualization of clients with this model and did achieve growth in this area.</td>
<td>P-6 is the most verbal participant in the group supervision class. The other interns seem to look forward to her comments and seek her out as a mentor. They realize and appreciate the fact she has a years worth of clinical experience ahead of them due to doing a extra practicum last year in the family therapy clinic. P-6 thinks of supervision as a mentorship also.</td>
<td>P-6 had a clear sense of how to conceptualize the client-counselor relationship, therapeutic goals, formulation of initial family assessment of needs for client change, and therapeutic techniques to lead to this intended client change. When weaknesses would arise in her assessment of her counselor performance, she could self-initiate redirecting herself to conceptualize alternative case conceptualizations to benefit the families.</td>
</tr>
</tbody>
</table>

"I want to begin to conceptualize families in structural family therapy terms."
"I want to have more than just an abstract knowledge of family therapy."
"I want a true working knowledge of family theory and I know I need to work with a lot of families for this to begin to make sense to me."
"I tend to be analytical about everything."
"Counseling is helping people find their own solutions."
"I place respect and trust at the top of the list of priorities for the counseling relationship."
"I don't mean to sound like a snob but I just love being a part of an academic environment where people are talking about and pursuing academic subjects of importance to them."
"I have enjoyed my relationships with the two co-directors of the clinic so much this year."
"I know I talk too much sometimes in the Tuesday night group but this stuff is just so important to me that I like to share my feelings."
"I love eating lunch in New Horizons on the days I'm here and joining in on the collegial lunch discussions with other interns."
"I have enjoyed my supervision this year. I have
used the time with my supervisor to run things past her for clarification."
"If I have one complaint it is that I have not been challenged enough and she is too agreeable with my ideas."
Reference List


Crawford, John S. (1989). Perry levels and Belenky’s findings: Their possibilities in the teaching of art and art history. Paper presented at the Getty Conference on Discipline Based Art Education, Austin, TX.


degree level and gender on the supervisory relationship. *Journal of Counseling
psychology, 32*, 252-262.