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SUPERVISORS' EXPERIENCE OF RESISTANCE DURING ONLINE GROUP SUPERVISION: A PHENOMENOLOGICAL CASE STUDY

by

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A Dissertation
Submitted in Partial Fulfillment of the Requirements for the
Doctor of Philosophy

Department of Counseling, Quantitative Methods, and Special Education
in the Graduate School
Southern Illinois University Carbondale
August 2017

DISSERTATION APPROVAL

SUPERVISORS' EXPERIENCE OF RESISTANCE DURING ONLINE GROUP SUPERVISION: A PHENOMENOLOGICAL CASE STUDY

By

James R. Morton, Jr.

A Dissertation Submitted in Partial

Fulfillment of the Requirements

for the Degree of

Doctor of Philosophy

in the field of Counselor Education

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May 19, 2017

AN ABSTRACT OF THE DISSERTATION OF

JAMES R. MORTON, JR., for the Doctor of Philosophy degree in COUNSELOR EDUCATION, presented on MAY 19, 2017, at Southern Illinois University Carbondale.

TITLE: SUPERVISORS' EXPERIENCE OF RESISTANCE DURING ONLINE GROUP SUPERVISION: A PHENOMENOLOGICAL CASE STUDY

MAJOR PROFESSOR: Dr. Debra Pender

Leaders in higher education institutions throughout the United States regard distance learning as an important part of their long-term strategic planning (Allen & Seaman, 2015). Counselor education and supervision training programs are following this trend as demonstrated by the increase of online programs being offered to train professional counselors (Renfro-Michel, O'Halloran, & Delaney, 2010). Some studies have investigated how online supervision compares to in-person or face-to-face counselor training (e.g., Lenz, Oliver, & Nelson, 2011). However, little is known about counselor educators' experiences of online group supervision. A phenomenological case study explored the counselor educators' lived experiences of resistance during online group supervision in Council for Accreditation of Counseling and Related Educational Program (CACREP) accredited programs. The results of the study identified four themes: *the supervisory relationship matters, differences exist between online and face-to-face supervision, positionality and privilege influence resistance*, and *resistance is dynamic*. The

study’s findings could enhance the field’s understanding of resistance and expand on how to consider and approach resistance during online supervision.

DEDICATION

I dedicate this dissertation to my family. For my wife, Jackie, I am grateful for her commitment to the doctoral program. She sacrificed much to support my attendance and work during my studies. To Grace and Hope, my blessings, I hope you see the possible and pursue it with relentlessness. Thanks to Bill, my brother, for helping out and being an encourager.

ACKNOWLEDGMENTS

The completion of this dissertation is a function of many who have supported and encouraged me along the way. To begin, thank you to those who participated in this study. It was a privilege to hear your stories and to gift me your time. I trust what you shared translates to something useful for those in the counselor education profession. Next, I am grateful to my wife for her support and encouragement along the way. I could not have conducted this study and written the dissertation without you commitment and sacrifices. Hope and Grace were sources of inspiration throughout the project. Your presence consistently reminded me what is important. Many thanks to Bill, my brother, for his encouragement and covering me during my absences. You helped me maintain my sanity. I would like to thank Deb Pender, my Dissertation Chair, for her tolerance and encouragement. Your encouragement, coach sessions, and mentoring, touched me deeply. To the other committee members, Sosanya Jones, Kim Asner-Self, Daniel Hall, Deb Bruns, and Roger Webb, thank you so much for the time and energy you took to read drafts, offer suggestions, and tolerate my challenges. I have a deeper respect for what it takes to be an effective member on a dissertation committee. I would like to thank Lyle White for his support. Because of his and others' recommendations, I was awarded Southern Illinois University Carbondale Dissertation Research Award. I would have lost my mind if I had not received a year's worth of funding to conduct this study. There have been many others who walked alongside me and contributed in unique ways. Though you are not named specifically, you are in my heart of gratitude.

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CHAPTER 1

INTRODUCTION

In counselor education and supervision (CES) training programs, clinical supervision is an intervention that promotes the development of counselors-in-training (CITs) to become safe and effective professional counselors (Bernard & Goodyear, 2014). During supervision, CITs build up their skills to conceptualize clients, select and implement theoretically aligned interventions, and understand how clinical work influences them. Counselor educators, teach, coach, and assist CITs in processing their clinical experiences (Bernard, 1997). Further, counselor educators serve as gatekeepers to safeguard clients, the counseling professions, and the CITs themselves. Therefore, there is an evaluative dimension to supervision where some CITs may experience additional anxieties to those that may surface in being new to clinical work (Liddle, 1986). Supervision is a process that cultivates growth for CITs but its demands can be stressful on CITs.

Counselors-in-training experience the most significant growth in clinical competency during their internship supervision experiences (Brendel, Kolbert, & Foster, 2002; Johnston & Milne, 2012). Maturing from an uninformed to an informed helper often demands shifts in behaviors, attitudes, and knowledge (Rønnestad & Skovholt, 2003). CITs may delay or disrupt the learning process when the learning experience is perceived as threatening during the transformation to becoming a professional counselor (Kadushin, 1968). This threat could elevate to a level where CITs may resist the demand for change and, as a result, may block them from integrating feedback from supervisors. This phenomenon is often referred to as *resistance* in the literature (Liddle, 1986; Pearson, 2000; Watkins, 2010).

Resistance expresses itself in various forms or patterns that impair learning during supervision (Bernard & Goodyear, 2014; Liddle, 1986; Munjack & Oziel, 1978; Pearson, 2000). Supervisors employ their skills to recognize resistance, to intervene, and to encourage CITs to take risks with the aim of mitigating the resistance. As a result, CITs increase self-awareness and promote growth as they navigating the resistance (Gill, 2001). Although some studies have researched resistance (e.g., Hess et al., 2008; Ladany, Mori, & Mehr, 2012; Mehr, Ladany, & Caskie, 2014), absent in the literature is an examination of resistance experienced during online CES training programs.

A more in-depth perspective of how resistance is experienced during online supervision would add to the profession's understanding of how to foster the development of CITs. Some studies suggest that there is no differences in learning outcomes between face-to-face (F2F) and online supervision (e.g., Coker, Jones, Staples, & Harbach, 2002). Yet, online supervision is much more constrained when compared to F2F supervision. There are challenges to accessing nonverbal language because of the limitations observing body language and hearing subtle voice nuances (Young, 2013). Online supervision, even when in near real-time, like videoconferences, limits visual and auditorial acuity (Olson, Russell, & White, 2001; Reese et al., 2009; Sorlie, Gammon, Bergvik, & Sexton, 1999; Vaccaro & Lambie, 2007). Furthermore, there is the added demand to have some familiarity with technology to manage software, equipment, and inherent technological challenges that naturally arise. Not having a fluidity in using technology alone can stir frustration and lead to holding back learning behaviors as a protective reaction (Rousmaniere, Abbass, Frederickson, Henning, & Taubner, 2014). It may be possible that navigating technologies compounds the likelihood of resistance or some other form of struggling to emerge during online supervision process, given that anxieties are already associated with the

supervision experience (Beutler, Moliero, & Talebi, 2002; Bradley, Gould, Counseling, & Student Services, 1994; Epstein, 2001). Therefore, counselor educators could gain a greater awareness or comprehension of how emotional restrictiveness, like anxiety, may generate effective interventions to attend to resistive behaviors.

This research study examined the lived experiences of supervisors in counselor education training programs who experience resistance during online group supervision. In particular, it focused on those supervisors who had F2F supervision experience who were subsequently providing online supervision. The study employed a phenomenological approach to illustrate how online supervisors interpret meaningfulness in their lived experiences with resistance. The boundary of the case study was restricted to blended (mostly online) Council for Accreditation for Counseling and Related Educational Programs (CACREP) accredited CES programs. The unit of analysis was the online supervisor (Yin, 2013). Investigation on the lived experiences of multiple online supervisors is argued to have enhanced the adequacy of data and increased the confidence in interpreting findings (Yin, 2013). Therefore, this study was a single case (bounded by CES CACREP-accredited programs) with multiple counselor educators (supervisors) providing online group supervision for CITs in internship (Baxter & Jack, 2008).

The reporting of the study is organized into seven chapters. The first three chapters introduce the study, examine the literature, and outline the methodology. The next three chapters report the findings of the individual participants, the findings in-between participants, and an interpretation and discussion of the findings. The last chapter is a conclusion and a presentation of recommendations.

The purpose of the introduction chapter is to frame the research problem. It begins with a background and context of online supervision. Next, the research problem, the purpose of the

study, and the research questions are explained. The research approach, assumptions, rationale, and significance follow. The chapter concludes with definitions of key terminology.

Background and Context

Some students interested in higher education within the United States (U.S.) look to distance education as a viable means to access flexible learning environments, more accommodating schedules, or less socially intimidating learning environments (Caruth & Caruth, 2013). In the fall of 2014, approximately a quarter of all U.S. undergraduate students (4.8 million) participated in some form of distance education, while 12% of undergraduates were enrolled exclusively in distance education courses (Kena et al., 2016). Some forecast an anticipated growth of undergraduate students to be 19.8 million by 2025, a 33% increase from 2000 levels (Kena et al., 2016).

There are similar growth patterns within CES programs. CACREP is the professional counselor accrediting body for CES training programs. Of the 560 higher learning institutions that provide approximately 1,018 counselor-related training programs (including psychology, counseling and rehabilitation), 338 (or 60%) are CACREP-accredited (Tyler Kimbel, personal communication, March 10, 2016). Currently, there are 740 CES programs (nearly 75%) accredited by CACREP. Further, another 70 CES programs are in the application process at the time of this writing (www.cacrep.org). Considering those CES programs that identify as having 51% or greater of the curriculum delivered online, the number of CACREP-accredited institutions that deliver offer online courses has increased by 90% (13 institutions) since 2000 (www.cacrep.org). The increase in the number of students using distance education in the U.S. and the expansion of online CES programs creates a sense of importance or understanding attributes of online counselor education programs. Nearly 75% of counseling programs are

accredited by CACREP. It is unlikely to see a reversal in this trend. Hence, understanding how online training works in the field of counselor education and supervision demands greater research attention.

Problem Statement

Supervisors have the primary functions of supporting the professional development of CITs, safeguarding clients, and regulating the quality provided the profession of counseling (Bernard & Goodyear, 2014). The increased demand for distance learning in general (Allen & Seaman, 2015) and the measurable expansion of CES programs that are securing CACREP accreditation have stimulated some research aimed at better understanding online counselor training (Matthews, 2015). Some studies have concentrated on comparing F2F supervision to online supervision through studying outcomes of supervisory working alliances (Chapman, Baker, Nassar-McMillan, & Gerler, 2011; Cummings, 2002; Dickens, 2009; Lenz et al., 2011), and counselor skill development (Butler & Constantine, 2006; Hammonds, 2014; Lin, 2012). However, absent are research studies that examine how online supervisors experience and attend to various patterns of resistance (Vaccaro & Lambie, 2007).

During the internship portion of a CIT's training, the trainee synthesizes knowledge and skills gained throughout their program to build an understanding of how to conceptualize and counsel clients. Resistance is anticipated to be present during supervision (Mueller & Kell, 1972; Pearson, 2004) and it is incumbent on the supervisor to guide trainees through anxious reactions (Bernard & Goodyear, 2014). Furthermore, the literature suggests that there are technological challenges that are unique to online supervision in and of itself (Vaccaro & Lambie, 2007). Understanding the dynamics of resistance during online supervision could provide greater clarity of the nature of supervision.

Having some perspective on or understanding of how some seasoned supervisors experience resistance during online supervision could influence how others think about and approach online supervision. Comments from supervisors, their reflections, and emergent themes could inform how supervisors might be able to anticipate and attend to resistance during online supervision. From a larger perspective, the findings from the study could shape the helping field in terms of how to consider and approach resistance in higher education, regardless of the modality. Having this knowledge is crucial to ensure CITs are prepared to meet the public's counseling needs. Without it, it is uncertain if newly minted professional counselors have acquired a suitable level of proficiency when trained online. The learning experience changes with continued technological improvements and the increasing use of distance learning. Therefore, research is necessary to understand the unique facets of resisting the learning process during online supervision (Perry, 2012).

Purpose of the Study

This study examined online supervisors' lived experiences of resistance while supervising CITs during internship using online group supervision modality. The purpose of this phenomenological case study was to explore how clinical supervisors experience resistance with clinical mental health CITs during synchronous online group supervision during the internship portion of counselor training. The aim was to describe and interpret the lived experiences of supervisors who encountered resistance while facilitating online supervision in CACREP-accredited programs. This study included those supervisors who had had F2F supervisory experiences and were now providing online supervision. Resistance will generally be defined as those behaviors that limit learning behaviors and receipt of feedback due to some form of expressed anxiety or intrapsychic issue (Liddle, 1986; Pearson, 2000).

Research Question

The principal research question is: *How do supervisors experience resistance during online group supervision of master's level counselors-in-training in internship?* The subordinate research questions are:

(a) What are supervisors' experiences with the emergence of resistance during online group supervision?

(b) What are supervisors' experiences of working with resistance during online group supervision?

(c) How do supervisors describe the similarities and differences of resistance experienced between online and F2F modalities?

These subordinate questions answer the primary or principal research question by way of exploring how online supervisors discern and address resistance during group supervision. Furthermore, one subordinate question provokes a comparison between F2F and online supervision, as experienced by online supervisors.

Research Approach

Initially, the university's institutional review board gave approval to study human subjects. The approval was to give permission to investigate the lived experiences of supervisors who facilitate online group supervision with CITs during their internship portion of counselor training. These participants had had experiences in providing F2F group supervision and were subsequently supervising online. The investigation was a phenomenological case study with the unit of analysis being supervisors (Yin, 2013). Multiple supervisors are replicates in that each is providing online supervision with all of his or her supervisees within a blended model of

supervision. Supervisees (also referred to as CITs) participated online during their group supervision sessions.

There were three sources of data from each participant: a written narrative of a lived experience description (LED), an in-depth interview, and a second interview that also served as a member check. The information obtained from the written LED and the in-depth interview were the basis for the overall findings for this study. To begin, I coded and analyzed the written LED for big ideas. Next, I transcribed the in-depth interviews and then coded and analyzed for themes. Coding began with the list of proposed codes generated from the conceptual framework identified from the literature review (Miles, Huberman, & Saldaña, 2013). As the analytical effort progressed, the codes were categorized and then analyzed for themes. Each supervisor was considered as the unit of analysis within the case (Yin, 2013) resulting in an individual analytical perspective for each participant (Baxter & Jack, 2008). As a result, individual themes emerged.

Concluding the data collection and analysis for each participant, a global analysis followed (Yin, 2013). Comparing and contrasting the themes between the participants yielded an interpreted thematic perspective of the case. Considering the attributes of the participants (e.g., supervisory experience) and the themes relative to each participant, an analysis of in-between participants yielded some similarities, differences, and perspectives at the global level (Miles et al., 2013).

The use of an auditor supported credibility and transparency of the study. A auditing trail was established and included auditing meetings and systematic reflections (Vagle, 2014) throughout the study's progression and enhanced transparency (Miles et al., 2013). The volume and quality of data from each participant supported further the credibility of the phenomenological study (Morrow, 2005; van Manen, 2014).

Assumptions

Based on my experience in facilitating group supervision with internship CITs and what the literature reveals (e.g., Olson et al., 2001; Vaccaro & Lambie, 2007), there were several assumptions regarding the proposed study. First, I assumed that I could co-constitute the lifeworld with online supervisors when they shared their past lived experience of resistance during online group supervision. This assumption rests on my competencies as an interviewer to build rapport with individuals and discuss their experiences of the learning processes they use during supervision, particularly those related to resolving resistance. This assumption is necessary since I am the only researcher for this project. Despite being a novice researcher, I used techniques described by other researchers and consulted my advisor throughout the research endeavor. These efforts reinforce transparency and increase the trustworthiness between the research process, myself as the researcher, and the reader (Morrow, 2005)

Second, I assumed I would find participants who possessed those characteristics that would provide rich descriptions of their experiences in navigating resistance through online supervision, and who were willing and capable of expounding upon their experiences with me in a collaborative manner (Brinkmann & Kvale, 2015). Furthermore, I assumed that my status as a doctoral student would have me in a less-than position with the participants. This assumption was necessary because of the hierarchical differentiation between the participants, counselor educators with a Ph. D.'s, and myself, a doctoral candidate. However, due to my being older, having clinical experiences, and aligning with counselor education profession, I anticipated a greater level of credibility by the participants.

Third, despite my not being in physical proximity to the participants, I assumed I would be able to foster a collaborative and working relationship with the participants. I anticipated that

I could solicit a richer and deeper description of the lived experiences by conducting the interviews through the Internet. Although I have a reliance on visual communication links consisting of a minimum of four dimensions (time, height, width, and depth) in the F2F context, I expected that I would not be hampered when restricted in two or three dimensions (time with delay, reduced depth of perception, and limited to head-only views). I made the assumption that I could foster enough of a relationship with the participants that I could mitigate the absence of some nonverbal cues and paralanguage that is inherent with in-person interviewing (James & Busher, 2006, 2009; Trepal, Haberstroh, Duffey, & Evans, 2007).

Researcher

I am a doctoral candidate in a CACREP-accredited counselor education and supervision program with the appropriate level of preparedness. During my doctoral training, I have facilitated F2F group supervision during master's level internships, and trained in qualitative research methods. During an internship I co-facilitated with a faculty member, two CITs participated in group supervision, remotely. Although the training program designed the group supervision to be F2F, the two CITs were permitted to participate through Internet webconferencing. It was this experience that stimulated my inquiry as to how supervisors manage resistance during online group supervision.

As the researcher, I acknowledge that the group supervision experience with the CITs participating via the Internet stimulated some biases regarding the effectiveness of online supervision in recognizing and attending to resistance. However, I committed to engaging in the research study with an ongoing critical self-reflection via journaling and dialogue with an auditor and a faculty member. The details on the auditing process and about the auditor credentials are

explained later. The study's credibility strengthens with having an ample data corpus, an auditing trail, and a level of transparency regarding my perceptions (Miles et al., 2013).

Rationale and Significance

The findings from this study advance the profession's understanding of counselor development in the field of counselor education and supervision. As more training institutions adopt online training as a way to provide supervision of their students, faculty could benefit from an increased understanding of the nature of resistance as experienced by supervisors. The results could inform the field of how to tailor or reinforce features associated with online group supervision. Students who seek online supervision could be more informed about the nuances associated with online group supervision. Supervisees could solicit supervision from those supervisors who are remote but more qualified, trusting that online group supervision is a good fit. The findings could assist supervisors and supervisees who need to complete their F2F program but need to do so from a distance.

Supervisors providing F2F may increase their understanding of how online group supervision works. Anecdotally, I often hear educators challenge how online training could be successful in developing students' affective-based skills. Some F2F supervisors may argue that one cannot adequately provide supervision without F2F contact with students. That is, F2F is seen as more effective because supervisors can collect more information (nonverbal) and interpret subtleties that contribute to increased understanding of what is transpiring with trainees (Carlisle, Carlisle, Hill, Kirk-Jenkins, & Polychronopoulos, 2013). As a result, supervisors may intervene more effectively to mitigate resistances and promote learning. When interacting with another in close physical proximity, people are able to pick up micro-information, to process it rapidly, and to apply subtle interventions in an effort to teach or reveal information. This study

encouraged online supervisors to reveal how they framed their context (online) and applied interventions to mitigate resistance.

Furthermore, the study contributes to the discussion on the viability of promoting affective learning through online pedagogy. Because resistance is often emotionally-centric (Pearson, 2000), others may be shaped or informed of how the online learning may influence affective learning (Krathwohl, 2002; Roche, 2014). Since resistance can be a manifestation of anxiety (Liddle, 1986), the themes from the study may suggest some greater understanding of how to promote affective learning through online modality. The interpretations and descriptions provided by online supervisors may promote a larger understanding of how supervisors might experience resistance during online group supervision. That understanding could influence educators in terms of how they think about and approach resistance when supervisees struggle with anxiety during supervision that is heavily reliant on technology. For some, there may be a connection to language or concepts that supervisors themselves struggle to put voice to regarding their own experiences of supervision.

Possibly, supervisors could expand their understanding of the nature of resistance and become more effective in managing online supervision. Supervisors migrating from F2F supervision may have a clearer understanding about how they might experience resistance during online supervision. Additionally, the findings for the study could inform those supervisors who grew up before the Internet was pervasive in everyday life. For example, supervisors who are familiar with using a card catalog in a library and have been teaching in-person may find insights about how to attend to resistance during online supervision. Furthermore, pre-Internet educators might see ways to transfer from this study's findings and skills associated with in-person training to online training.

Prospective students could increase their understanding of the implications of being a part of online group supervision. This would allow them greater autonomy in their decision making process on whether to participate in online supervision. Students or supervisees who are considering online supervision could apply the findings from the study to better prepare themselves or ask for support during online supervision. For example, students may need different pedagogical approaches that are more in alignment with the communications medium to promote learning..

From a technological perspective, the results could stimulate more thinking about how technology may influence how resistance is experienced. The study could expand our understanding of how technologies may or may not influence resistance. Supervisors may share how technology has influenced or shaped CITs' reactions if they were to compare experiences between working F2F and online. Furthermore, technological developers may identify and address gaps in hardware or software functions, and improve the quality of online connections. Such improvements could foster more responsive and intimate conditions that improve working alliances between supervisor and supervisee.

The significance of the study contributes to the greater understanding of online learning in the U.S. With the expansion of distance learning, other fields interested in promoting learning through online interfaces may find the results useful. Other clinical-related disciplines such as nursing, special education, and other helping fields may be influenced as educators or supervisors explore the utility of affect-related learning online.

Scope and Delimitations

Several categories define the delimitations for the study: the theoretical approach, the participants, and the phenomenological case. Regarding the theoretical approach, it stays within

the confines of phenomenology. Van Manen (2014), Vagle (2014), and Finlay (2009) provide flexibility to the study of the lived experience of a phenomenon. They suggest an intensive self-reflexive process that acknowledges the assumptions, biases, and beliefs that the research inherently holds. First, it was expected that concrete descriptions from the participants would lead to an increased understanding of meaning made by participants (van Manen, 2014). Second, my use of a reflextion plan (described later) had anticipated to aide in examining my assumptions that had origins from societal conditioning (Vagle, 2014). Third, I sought to be attuned with the participants from a relational-centric approach (Finlay & Evans, 2009). My building rapport and attuning to each participant, interpreting the meaning in his or her concrete descriptions, and making myself aware of how my views may be informed, in part, by my societal privileges such as position, race, and gender.

There are delimitations related to the attributes of the preferred participant. The study sought participants trained as counselor educators teaching in CES programs. Additionally, participants ought to have some F2F supervision experiences that they could compare to their online group supervision. However, the study aimed to exclude those who identified as counseling psychologists, rehabilitation educators, or social workers. The justification of this was the goal of exploring the experiences had in a CES online training program and supervised from a counselor educator identity. Race, gender, religion, ethnicity, and other multicultural features remained open. Participant selection is discussed further in detail in Chapter 3.

The scope of the study of online supervisors' experience of resistance during supervision was composed of six participants. Because the systematic effort generated ample data and required that I, as the researcher, be present, reflective, and open, a *thick* description (Geertz, 1994) and meaningful interpretations emerged. The participants for this study had earned a Ph.D.

or Ed.D. in counselor education or self-identified as a counselor educator. The purpose of these parameters was to solicit a shared understanding from counselor educators. The expectation for this position was to have participants provide more descriptive (Husserl, 1962) and meaningful (Merleau-Ponty & Smith, 1962/1996) data related to counselor education for analysis and interpretation of the findings. That is, other counselor educators are likely to find value from the results.

The boundary for the phenomenological case study is those CACREP-accredited programs that provided online group supervision within a blended model. The term *blended* is used by CACREP to denote those programs that use a combination of F2F and online modalities to deliver an institution’s curriculum (www.cacrep.org). Typically, students attending some form of F2F exchange through an intensive residential or workshop prior to internship or once or twice during supervision were considered to have participated in blended models. Online supervision sessions, needed to be synchronous in audio and video but were anticipated to include some asynchronous interactions (e.g., email, chat, etc.) during or outside of the online group supervision sessions. Excluded were those internships that may have some students F2F and others online or have a group of students in physical proximity of one another but conducting online supervision with the supervisor. The training programs must meet the CACREP criteria for having 51% or more of the training as being online.

Because there are broad definitions as to what constitutes as resistance, struggle, or challenges to learning during online supervision, efforts were made to encourage participants to share how they defined resistance. I took the participants’ definitions of resistance and their descriptions of moments when they experienced resistance to discern each participant’s experienced definition of resistance during supervision. That is, I drew from each participant’s

description of an event when he or she experienced resistance and his or her definition to define resistance accordingly. The phenomenon of interest did not focus solely on an attribute of online supervision such as technology, but, instead, concentrated on the phenomenon of resistance during online group supervision. Furthermore, I assumed supervisees were advanced CES students per CACREP *Standards* (2016b). Therefore, cognitive competency was not the etiology of the resistance. Stated differently, supervisees participating in online group supervision had effectively demonstrated competency with basic and advance counseling skills, and were in good academic standing at the time of internship.

Definitions

Bridling. Husserl defined the term *bracketing* as a means to hold back the researcher's assumptions, beliefs, and biases to more effectively experience or see a phenomenon under study (Wertz, 2005). Dahlberg (2006). The concept of *bridling* was explained as a value and a process in restraining the researcher's pre-understanding of a phenomenon so as to allow greater openness for the researcher to experience the phenomenon (Dahlberg, 2006). Vagle (2009) colored the concept of bridling further by suggesting that the researcher holds back or restrains an opinion or understanding about the phenomenon to a point where there is a *bursting forth toward* an understanding that comes from an implicit and explicit understanding. That is, to hold back a belief or interpretation based on some preconceived notion about what is observed allows the phenomenon under study's definition to burst forth in the mind of the researcher. Both Dahlberg and Vagle described bridling as an attitude where the researcher scrutinizes his or her own understanding of the phenomenon while maintaining an open stance to see how meaning comes to be (Vagle, 2009).

Clinical supervision. An intervention provided by a more senior professional counselor to a junior or emerging professional with the focus on counselor development, client safety, and counseling profession integrity (Bernard & Goodyear, 2014).

Concept. A word that represents an abstraction formed by a generalization from particulars such as action, characteristics, and other observed features (Conant, 1951; Kerlinger, 1986).

Construct. A concept with the additional meaning of having been created or appropriated for special scientific purposes (Conant, 1951). A representation that embodies a set of common characteristics that are defined by the investigator (Kerlinger, 1986).

Counselor, professional. A person trained, experienced, and supervised in the helping profession to empower diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals (www.nbcc.org).

Counselor education and supervision training programs. (also, counselor education programs) These university-level training programs instruct and supervise counselors-in-training to develop associated skills and knowledge to graduate competent professional counselors (Council for Accreditation of Counseling and Related Educational Programs, 2016b).

Counselor educators. For this study, counselor educators are core faculty members of a CES program who meet the criteria set forth by the CACREP *Standards* (2016). Counselor educators possess a Ph.D. or Ed.D., have been trained in a CES doctoral-granting program, and are professionally aligned with the values of professional counseling.

Cross-culture supervision. Supervisors and supervisees experience differing cultural perspectives, beliefs, and behaviors within the supervisory relationship as a means to increase awareness of cultural differences (Toporek, Ortega-Villalobos, & Pope-Davis, 2004). Cross-

culture supervision carries an intention to understand the influences of cultural features, biases, and stereotypes. Cross-culture supervision seeks to promote awareness and skills to work from multicultural frames of reference. For this study, there may be assumptions, biases, and stereotypes related to ethnic, race, gender, and class differences. Furthermore, this includes digital influence awareness as described by Porges (2007).

Face-to-Face Supervision. The particular context in which the supervision process occurs when individuals are physically present in the same room simultaneously, allowing for immediate cross-communications. Not only is the verbal integrated but the nonverbal or paralanguage is included in what is understood in conversation (Young, 2013).

Group supervision. The supervisory process that provides clinical supervision in a group format is considered group supervision. There is a designated supervisor or supervisors who monitor the quality of the supervisees' work (Bernard & Goodyear, 2014). The inclusion of peer feedback and support increases exposure to the number of cases reviewed. As a result, vicarious learning occurs within the functions of group processes (Fleming, Glass, Fujisaki, & Toner, 2010).

Intentional. Excluded from this term is the notion of intent or purpose of doing something but, instead, it captures the notion of the ways in which we are being in the world through our daily existence (Vagle, 2010). *Post-intentional* is the term coined by Vagle to maintain the quality of intentional, adding *post-* to integrate a persistent and never-ending critique of being in the experience. The concept, drawn from post-structuralism, is recognition that what is understood is defined by the structures of living. Therefore, in asking and discerning " how do I know this," those power differentials, structural forces that foster implicit knowledge, are opened up, considered, and challenged.

Intersubjectivity. As relationships form, there is a horizontal connection between objects, events, and persons (Finlay, 2009). In the exchange of the interactions, relationships with others and their experiences come into the dialogue. In this back-and-forth exchange, meaning is shaped, in part, as a function of what has been exchanged and agreed upon. Interpretivism, symbolism, and shared understanding builds from the horizontal intersubjective exchange (van Manen, 1990). In the endeavors of human science research, I, as the researcher, need others to have an intersubjective process to develop a dialogic relationship with the phenomenon.

Lifeworld. (also considered lived experience) Husserl described lifeworld as the original and pre-reflective orientation to a phenomenon (van Manen, 1990). Phenomenological research is a process that brings reflective awareness of the nature of the event experienced. Therefore, the researcher begins with the lifeworld to investigate or seek to understand a lived experience.

Online clinical supervision. (also online supervision) For this study, the supervisory process takes place through the Internet in a synchronous (real time interactions) platform that includes audio and visual exchange (Olson et al., 2001). *Online group supervision* incorporates the features of group supervision through the Internet.

Phenomenology. The study of consciousness: not a psychological study but the study of the inseparable act of consciousness and object (Lauer, 1965). Phenomenology aims to know the essence of any conscious act and to employ scientific efforts to understand or know of its object.

Practice knowledge/tacit knowledge. That knowledge that has been formed by implicit learning (learning unconsciously and producing abstract knowledge) but is in some form that is ahead of one's capability to explicate (Reber, 1989). Individuals integrate information at the nonconscious level (parallel processing of information that is outside of one's cognitive

awareness) to then have some intuition about how to function or understand. How people eat, for example, where serial thoughts do not exist but instead there is automaticity to the behavior.

Resistance. (see Struggle) Those attitudes, behaviors, and cognitive restrictions that are associated with impediments to learning during clinical supervision are defined as resistance or struggles. Liddle (1986) defined resistance "as any coping behavior by a supervisee that interferes with the learning process" (p. 118). However, supervisors could be a source of interference with the learning process as well (Pearson, 2000; Watkins, 2010). Therefore, resistance can emanate from either supervisors or supervisees. Attitudes and cognition are included in the definition because of the influence they can have on behaviors (Krathwohl, 2002). Absent in the definition, however, are attributes associated with cognitive processing. For example, students may not have the intellectual capacity to conceptualize clients based on cognitive processing skills and may not be related to anxiety.

Scientific research. "A systematic, controlled, empirical, and critical investigation of natural phenomenon guided by theory and hypotheses about the presumed relations among such phenomena" (Kerlinger, 1986, p. 10)

Struggle. (see resistance) The term *struggle* mirrors the term resistance. It is identified as a possible concept that may reveal as something independent or similar to resistance. Giving it recognition as its own possible concept gives credence to allowing the research effort to suggest its own definition.

Supervisees (also referred to as CITs, trainees, students). Individuals enrolled in counselor education and supervision programs who are undergoing supervision by a more experienced counselor or a counselor educator.

Supervision theory. A formal conceptualization of supervision process that identifies related abstract constructs and their relationship to one another. These are frameworks that guide the supervision process according to the theory's propositions and interrelated constructs and definitions (Bernard & Goodyear, 2014).

Supervisor. A more senior professional counselor facilitating clinical supervision for those with less experience, typically students or those who seek professional licensure. The professionals are either counselor educators or those who have licensure and have practiced clinically for some time.

Supervisory knowledge. An understanding used by supervisors to guide the supervision process that may include prior experiences with counseling, counseling operations, counseling theory, and supervisory-related tacit understanding.

Supervisory relationship. The working alliance between the supervisor and supervisee with three major features: (a) *mutual agreements* where goals for change can be understood and agreed upon between the supervisor and supervisee, (b) *tasks* to be accomplished that support change goals, and (c) *bonds* that connect principals around feelings of liking, caring, and trusting (Bordin, 1983).

Theory. It specifies relations amongst interrelated constructs, definitions, and propositions that present a systematic view of phenomena and provides a predictive perspective of the phenomena (Kerlinger, 1986).

Overview of the Remaining Chapters

A review of the literature in Chapter 2 examines the current understanding of resistance, supervision, and online learning. It begins with an examination of the nature of distance learning. With the advancement of technology, online forms of learning have become a staple for distance

education (Allen & Seaman, 2015). Similar to the national trend in the expanded use of Internet learning, counselor education and supervision training programs have followed. A discussion on the increasing use of online education as way to train professional counselors leads to reviewing current research on online supervision. Examined are outcome studies in three phases: exploratory, comparison between online and F2F, and concentrated studies of online supervision only. In identifying a gap in the literature, the grand research question is formulated with subordinate questions. The last portion of the chapter outlines the conceptual framework to position how to approach the study.

In Chapter 3, the methodology employed for this study is explained in detail. I discuss the rationale for using a phenomenological case study with multiple supervisors. Explanations about the context of the phenomenon, participant characteristics, and sampling procedures are specified. I outline the research design and the analytical framework for the study. My positionality and subjectivity bear weight in the study and therefore require an explanation of how I build trustworthiness. Next, the collection and analysis procedures are detailed. Lastly, explanations are given for ethical considerations and specified limitations of the study as a whole.

The themes identified for each participant are discussed in Chapter 4. A table illuminates the attributes of the participants. Then, I list the themes associated with each participant as findings. Included is an explanation of how individual themes were derived. A summary of the individual themes is provided at the end.

With the individual themes identified, Chapter 5 identifies the in-between participant findings. These findings are the themes that span across all of the participants. I regard them as

case themes or case findings as they emerged from looking at individual themes as well as the data corpus as a whole.

Chapter 6 is the interpretation and discussion of the case findings. The literature is used to interpret and discuss each finding. Subsequently, I provide my interpretation of each finding and discuss how I addressed trustworthiness for that specific finding. The final section of the chapter has my review of the initial assumptions I made in Chapter 1.

Finally, I draw conclusions for each of the findings and provide recommendations. For each case theme, I provide a conclusion based on the interpretation of the finding. Subsequent to the conclusions, I explain related recommendations. Recommendations are organized by case-theme with considerations given to online supervision, CACREP-accredited programs, and CACREP as an accrediting body. Additionally, limitations about the study are discussed.

CHAPTER 2

LITERATURE REVIEW

The purpose of this qualitative study was to explore how online supervisors experience resistance to learning during the supervision process with master's level counselors-in-training (CITs). The focus for this study is understanding how supervisors experience and respond to resistance during online supervision. The literature on supervision, online learning, and learning during supervision reveals a dearth of understanding of how supervisors experience and attend to resistance during online supervision and how such occurrences might relate to those challenges experienced during face-to-face (F2F) supervision. Such knowledge could prepare supervisors and programs to anticipate and successfully meet CITs' struggles learning. The context for this study was examining the phenomenon during the internship portion of counselor training in online counselor education and supervision (CES) training programs.

Resistance is considered a common phenomenon to be anticipated by supervisors and supervisees throughout the supervision process (Bernard & Goodyear, 2014; Halverson, Miars, & Livneh, 2006; Pearson, 2000; Watkins, 2010). Anxieties related to being evaluated by supervisors, performance, and personal issues can become amplified to a level where particular behaviors become an impediment to learning (Liddle, 1986). Furthermore, the use of computer-mediated learning, particularly in supervision, can be a source of frustration (Vaccaro & Lambie, 2007), apprehension (Ladany et al., 2012), and missed opportunities to promote learning (Gill, 2001). Although there are some references to resistance during supervision in online supervision (Reese et al., 2009; Rousmaniere, Abbass, Frederickson, et al., 2014), there are no studies to date that have focused on resistance during online supervision or how supervisors navigate resistance (Rousmaniere, Abbass, Frederickson, et al., 2014).

This chapter reviews the current literature on distance learning, clinical supervision, and the learning process during supervision. Following the literature review, a conceptual framework outlines concepts and the philosophical approach for the proposed research study. Provided is a brief history of the development of distance learning that has led to the emergence of online instruction and the current use of online instruction in counselor education and supervision programs. Next, I present an overview of the role of supervision in training CITs, corresponding definitions, and supervision learning objectives and challenges. A discussion of the counseling expectations as informed by CACREP *Standards* (2016) is included. Then, a review of the body of studies on distance supervision is organized into three sections: (a) the emergence of distance supervision, (b) comparisons between F2F and distance supervision, and (c) an examination of the nature of online supervision. Following a review of these studies, outlined are highlighted gaps and research questions are stated. Lastly, explained is a conceptual framework as informed by the reviewed literature. The framework incorporates online learning, group supervision, and resistance experienced during supervision, and the governing of the learning process by supervisors.

A review of the literature for some qualitative research approaches works to sensitize or inform how to begin framing the start of the research project. The literature identifies the current understanding of certain concepts and their relationships (Lichtman, 2012; Snape & Spencer, 2003). Some phenomenologists lean towards a more restrictive review of the literature to begin the research effort (e.g., Creswell, 2013; Denzin & Lincoln, 1994; Vagle, 2014). In phenomenological traditions, holding back what the researcher knows or understands about a phenomenon aids in his or her capacity to be open and inquiring (Finlay, 2012; van Manen, 1990). This study's review of the literature about learning during supervision is in the middle

lane. This allows me to frame the research project while being prepared to return to the literature as the analytical process unfolds that may reveal themes that were not noted at the beginning (Vagle, 2009; Wertz, 2005). Nonetheless, a review of the literature does begin the process of sensitizing the researcher in what is understood in the field regarding the phenomenon, and stimulates the initial research questions (Miles et al., 2013).

Search Method and Delimitation

The search conducted for this literature was multifold. Initially, search strings consisted of the following terms: *online learning*, *distance learning*, *cybersupervision*, *computer-assisted supervision*, *online supervision*, *supervision resistance*, and *counseling resistance*. The first round of searches concentrated on counselor education related journals (e.g., *Journal of Counseling & Development)*. Next, an expansion of the search included dissertations in the ProQuest database. Then, the search included journals in related fields: social work, family therapy, and psychology. The nursing literature was excluded in an effort to concentrate on counseling and psychology disciplines. No beginning year or bracketing of years for publications date was set since technological developments in using online education have been recent. Databases for searches included American Counseling Association (ACA) archives, EBSCO search engine (PsychINFO, ERIC, and socIndex), ProQuest, and Google Scholar.

Learning

Higher education institutions create learning environments to prepare students to meet the many complex demands of a changing society. Teachers instruct meaningful material to students who construct significance of the information (Gowin, 1981). Gowin (1981) described teaching as a social event that consists of teachers instructing some material (curriculum) to students who interact in a distinctive governing process. That is, education is a process where a teacher

interacts with students to facilitate a learning process through the implementation of a curriculum with educational goals. A common image of an in-person classroom consists of a teacher providing instructions to attentive students pursuing to understand the material taught: teachers teaching students face-to-face.

Teaching is an instructive process informed by the teacher's teaching philosophy and the student's background knowledge. Pedagogy is the discipline that studies the theory and practice of education (Merriam & Cunningham, 1989). Instead of a top-down order associated with pedagogy, andragogy frames the educational process as being between adults: teachers and adult learners (Holton, Swanson, & Naquin, 2001; Knowles, Holton, & Swanson, 1998). When examining the learning experience of CITs, supervisors employ some form of teaching theory grounded in assumptions and use instructional approaches to achieve learning objectives with adult learners.

The learning process for emerging professional counselors demands that students develop cognitively and have the skills to serve future client needs. Several studies investigated the cognitive development process for counselors-in-training. In one study (Fong, Borders, Ethington, & Pitts, 1997), researchers found little to no change in cognitive development of CITs. Although some studies suggest that there are changes in cognitive functioning (e.g., thoughts and thinking processes), Fong et al. (1997) found that the ego structure (the personhood) showed no change. Similarly, other studies reinforced that there are little to no changes in cognitive complexity. However, if changes were noted, they occurred during the internship experience (e.g., Brendel et al., 2002; Johnston & Milne, 2012). In a study conducted by Halverson et al. (2006), the authors suggested that CITs be challenged and supported during supervision due to CITs' over-estimation of their self-efficacy. The authors recommended that

supervisors both challenge and support their supervisees in an effort to temper their elevated self-appraisal in counselor competency and assist the trainees to be more accurate in their self-assessment of their skill levels.

With the advancement of technology, distance learning has become a more prevalent and acceptable means to deliver instructions (Allen & Seaman, 2015). In higher education, the use of distance education has morphed from instructional materials exchanged through the mail system to online learning via the Internet. Caruth and Caruth (2013) researched the evolution of distance education that has now made online learning common fare. Some studies have examined the efficacy of online learning and others have investigated the differences between F2F and online instructions (e.g., Bowen, Chingos, Lack, & Nygren, 2014; O'Neill & Jensen, 2014). Although some of these studies suggest there are no differences between F2F and online learning outcomes, the material learned concentrated on memorizing facts and using critical thinking skills. Absent was a focus on affective learning. In the realm of affective learning, some counselor education studies have examined how cognitive development or cognitive complexity promotes empathic learning (e.g., Brendel et al., 2002; Johnston & Milne, 2012).

Distance Education

Distance education came into being as a means to educate underserved populations. It originally took the form of correspondence courses delivered by postal mail service but has now advanced to include online instructions (Caruth & Caruth, 2013). In 1848, Anna Ticknor began enrolling women in educational classes through correspondence (Bergmann, 2001). Her aim was to provide education to women who, in that era, could not access universities. Topics covered basic disciplines such as English, history, art, and science.

Correspondence courses morphed to become a viable educational medium to promote learning for those who could not access traditional learning environments. Instructors were responsible for sending syllabi, instructions, and assignments to students via mail. However, with the advent of the Internet, online learning has become a more accessible and predominant form of distance learning (Caruth & Caruth, 2013). The technological advancement provides even more access and speed to complete coursework for rural community members or for individuals who may be restricted from attending classes. Based on the trajectory of people's use of technology to access education, one could argue that distance education will continue to gain in popularity.

Online Learning

The literature is unclear to what constitutes as distance learning and the efficacy of online learning. Some regard online learning as occurring only when coursework and all communications among classmates and instructors are conducted solely online (Caruth & Caruth, 2013). The Council for Accreditation of Counseling and Related Educational Programs, the National Center for Education Statistics (NCES) and the Babson Survey Research Group that examines online education in the U.S. have different criteria as to what defines distance education, courses, and programs. According the definitions set by the Integrated Post Education Data System (IPEDS), some forms of technology (e.g., DVD, Internet, audio conferencing) constitute as distance learning. Additionally, with the exceptions of administering a test or receiving academic support, all learning must take place via distance between the educator and learner.

Babson Survey Research Group commissions a national survey each year to examine postsecondary education use of online learning in the U.S (Allen & Seaman, 2015). The research

team categorizes programs into four groups based on classroom delivery methods. In *traditional* classrooms, a teacher delivers written and oral methods of instructions and related materials in-person. When the deliveries of instructional methods are between one and 29% through some form of web interface, it is categorized as *Web facilitated* and identified as F2F instructions. This includes computer-based learning management systems that instructors use to post assignments and syllabi online. Next, *hybrid* or blended courses consist of those courses where between 30% and 79% of instructions occurs online. Finally, courses and programs delivering 80% or more of the instructions through the web are identified as *online instruction*. In this category, nearly all of the instructional or training content is facilitated online. Some studies examined the efficacy between F2F instructions and those delivered online.

O'Neill and Jensen (2014) engaged in a convenience sample study that examined the differences in learning outcomes between social worker graduate students who went through a F2F program and those who used an online or distance learning curriculum. They found no difference in the final course grades between the two groups. The authors concluded that the educational online platforms were commensurate with their F2F counterparts. However, comparing grades does not seem useful because most courses will have majority of students passing. Having a standardized instrument that measures specific levels of the learning (comparing like to like) could have been more effective in comparing the two modalities. Bowen et al. (2014) conducted a study composed of six universities’ use of hybrid courses (those courses that blend in-person and distance instructions). Their findings revealed that there were no differences in learning outcome between F2F and hybrid courses as well. However, neither of these studies differentiated between domains of learning: cognition, affect, and psychomotor (Krathwohl, 2002).

How students perceive the experience of online learning versus F2F is another facet of inquiry. In studying the students' perception of learning experiences online versus F2F at a university, Perez-Prad and Thirunarayanan (2002) found with participating students ($N = 60$) three themes: " the importance in peer interactions and co-operative/collaborative learning environments; the difficulties and benefits of Web-based instruction; and the importance of the affective domain in the learning process" (Perez-Prad & Thirunarayanan, 2002, p. 197). Instructions were carried out through *asynchronous* (communications that have time delays like emails) and *synchronous* (near real-time communications online such as webconferencing) approaches. No videoconferences were used during the study's use of online facilitation. The authors suggested that peers fortified the learning process when online instructions employed cooperative learning activities. Yet, in examining the students' journals, the researchers found that some students experienced greater emotional connections when topics were discussed during F2F classes among themselves. The authors proposed that the difference between connecting in person in the classroom versus online was due to the interpersonal interactions in the physical classroom. One conclusion the authors suggested was that those courses requiring students to develop empathy or other affective features might not be suitable for web-based learning platforms.

To understand more about empathy in supervision, Ladany et al. (2012) conducted a mixed-method design survey involving 128 participants who were currently or had in the past experienced supervision. One of the three purposes of the study was to examine the relationship between supervisors' behaviors, supervisory process, and outcome with clients. Concerning behavior, the relationship was identified as an important influence on supervisees' learning. Particularly foundational for effective supervisory interventions were *empathy* and

encouragement. The authors noted the supervisors' use of empathy or displays of care as well as a high level of competency or knowledge were notable. The combination of competencies and emotional responsiveness suggests a value for learning that is conducted through a genuine concern for others and a competency on task completion. The authors were unclear if some sort of distant or online platforms were used with any of the participants. How might the effective supervisor or expert group leader use an online platform to achieve a similar level of satisfaction? Nonetheless, the reports by the participants do suggest that establishing a collaborative and non-threatening supervisory relationship appeared to have made a formidable impact of how they perceived this form of intervention in their professional development.

Bloom's taxonomy categorizes learning into three domains (Krathwohl, 2002). Learning cognitively is associated with thought processes such as memory, memory speed, and processing speeds (Mayer, 2003). Affective learning is about emotion-based learning. Motivation, emotional literacy, and emotional awareness fall in this domain. Finally, psychomotor development is more about skill acquisition. Voice control, body posturing, and facial expressions are body-based skills that can be learned. The studies cited earlier did not make efforts to differentiate between these three domains in F2F and online learning. This matters because learning math or science concentrates more on cognition (Mayer, 2003) whereas counseling requires accurate empathic responses and constructing effective clinical hypotheses (Holloway & Wampold, 1986). Therefore, there is a greater reliance on affective awareness (feelings) and related psychomotor skills (communication skills; Ivey, Ivey, & Zalaquett, 2013). Learning within the affective domain may be more challenging online since facing someone in physical proximity provides a considerable amount of information being relayed, visually (Young, 2013).

The existing research suggests that when learning is cognition-based, there appears to be little difference in the knowledge learned through online delivery versus F2F (O'Neill & Jensen, 2014). However, when attempting to develop affective-type learning, it may be more challenging to deliver instructions through distance or online methods (Bowen et al., 2014). The difference in the learning process for affective and psychomotor skills between F2F and online is unclear at this time.

In the counselor education field, the accrediting body, CACREP, defines programs as online when 51% or more of the course material is facilitated through the Internet (CACREP, 2016b). This categorization includes programs consisting solely of online learning with no F2F interaction (e.g., University of the Cumberlands) to hybrid formats (e.g., Oregon State University) that combine internet-based instructions with some F2F contact. While it is evident that online education is an accepted form of learning, there is yet a consensus as to what constitutes as online programming.

In summary, higher education institutions are increasing their use of distance learning to achieve educational goals. However, there appears to be a wide and varied definition of what programming constitutes as distance learning. A review of the literature suggests that the field of education does not have consensus as to what defines programming as being distant, online, or hybrid. Despite the lack of consensus, some researchers have examined learning through distant learning arrangements, particularly within the cognitive domain. What remains unclear is how affective learning compares between F2F milieus versus virtual settings. Later in the review is an examination of those studies that have investigated learning in counselor education, particularly during supervision. First, however, a broader view of what is understood about counselor education and supervision training is necessary.

Counselor Education and Supervision

Counselor Education

Training professional counselors requires a unique and varied process that includes not just the cognitive domain (informational and declarative knowledge) but the affective and psychomotor domains as well. There is a developmental learning process that moves the CIT from learning information such as theories, to acquiring skills such as interviewing clients and being empathic (Gibson, Dollarhide, & Moss, 2010). Among CACREP-accredited programs, it is common for CITs to begin their training with a counseling skills course (CACREP, 2016a). Students begin learning how to ask open-ended questions, reflect feelings and meaning, and summarize what clients share (Ivey et al., 2013).

Once CITs achieve a level of proficiency using basic counseling skills, they advance to practicum. Practicum is often the first time CITs work with clients under clinical supervision (hereinafter referred to as supervision). During this initial phase of training, CITs learn how to be aware of client feelings and the internal conflicts or tensions that motivated them to come to counseling. Through the process of supervision, considered as an intervention (Bernard & Goodyear, 2014), CITs learn how to: conceptualize or understand their clients' needs, consider appropriate counseling approaches, and apply counseling skills in an effort to promote client growth (Ivey et al., 2013; Young, 2013). Case conceptualization and connecting with clients empathically are two foundational skills (Ivey et al., 2013). However, CITs may have personal unresolved emotional challenges that may impair their capacity to work with their clients in helpful ways (Glance, Fanning, Schoepke, Soto, & Williams, 2012; Homrich, 2009; Ziomek-Daigle & Christensen, 2010). These unresolved emotions can manifest into behaviors that resist the supervisor's feedback and training (Liddle, 1986; Pearson, 2000). Therefore, supervisors

require skills to recognize resistance and to employ strategies that support supervisees as they address emotional challenges. Because of this necessity, supervisees learn how to be more effective when working with clients (Campbell, 2011; Falender, Shafranske, & Ofek, 2014; Ladany et al., 2012).

The final segment of training is the internship or field placement (CACREP, 2016a; Halverson et al., 2006). This cumulating training experience requires CITs to bring together their knowledge acquired throughout their coursework and the counseling skills they have developed. It is argued that during internship, students further crystallize their professional identity (Gibson et al., 2010; Hensley, Smith, & Thompson, 2003; Johnston & Milne, 2012; Rønnestad & Skovholt, 2003). The CITs have woven their knowledge about theories, ethics, diversity, and social justice, to name a few, to a level where they can begin working with clients as counselors. Their counseling skills have developed to a level at which they can conceptualize the case, personalize their counseling approach, and provide adequate interventions to support client growth (Stoltenberg, 1981).

During internship, the supervisory relationship serves as a formative learning process: refining counseling skills, building implicit knowledge, and shoring up the counselor professional identity (Coe Smith, 2007; Frawley-O'Dea & Sarnat, 2001; Ladany, Ellis, & Friedlander, 1999; Patton & Kivlighan Jr, 1997). This period of training can be, at times, simultaneously overwhelming and exciting. By the end of internship, CITs have developed more into their professional identity and are prepared to launch as professional counselors (Gibson et al., 2010). Throughout a CIT’s integration of instruction and experience working with clients, supervision is central to guiding the professional identity (Bernard & Goodyear, 2014; Gibson et al., 2010). However, the counselor educator profession expects that supervisees will struggle

with disclosures regarding their performance, lack self-confidence in their capabilities, or struggle in their interpersonal relationship with their supervisors (Epstein, 2001; Ladany et al., 2012; Mehr, Ladany, & Caskie, 2010; Mehr et al., 2014).

Professional counselor training includes an array of learning processes that incorporates knowledge, understanding, and effective counseling skills. Knowing theories, understanding practices, and developing skills throughout the training program has a progression (Gibson et al., 2010). The literature suggests that as students progress in their program, there are periods of instructions that include hands-on application. During these particular training periods students (supervisees) may experience struggles in their learning process. Supervisors provide interventions that assist supervisees moving through these resistive moments (Bernard & Goodyear, 2014).

Supervision

Bernard and Goodyear's (2014) definition of clinical supervision is explained as a relationship between a senior member (supervisor) of a profession a junior colleague (supervisee) to promote the supervisee's development, safeguard clients, and gate-keep for the profession at large. Supervision is an *intervention* that is evaluative in nature and intended to develop competency in CITs. Supervisors employ a variety of measures to stimulate growth and counseling competencies within supervisees. Research suggests that the nature of the relationship between the supervisor and supervisee is what serves as the intervention (Bordin, 1983; Ladany et al., 1999; Watkins, 2011, 2014). That is, the supervisory relationship serves as an active and significant feature in what makes supervision effective (Ladany et al., 2012; McMahon, 2014; Watkins, 2014).

Two primary goals for supervision are to develop the counseling trainees and to protect from harm clients to whom trainees are providing counseling services (e.g., Bernard & Goodyear, 2014; Campbell, 2011). Holloway and Neufeldt (1995) argued that through supervision, counseling trainees: (a) develop attitudes and beliefs related to the profession, (b) increase in their performance as counselors, (c) improve interactional processes in supervision and counseling, and (d) indirectly support client change. Supervision improves clinical competency (Page & Wosket, 2015) and builds multicultural awareness (Campbell, 2011).

Effective supervision may also include the transmission of knowledge and skill-building process. Holloway and Neufeldt (1995) argued that the supervisee integrates not only the attitudes and beliefs of the supervisor but also the skills relevant to treatment efficacy. As the supervisee builds confidence through the supervision process, it translates over into the supervisee's therapeutic relationship with his or her client. As the supervisee develops, the therapeutic alliance between the supervisee and the client improves. According to Gibson et al.'s (2010) grounded theory study of CITs, the supervisee builds confidence and efficacy in working with clients and constructs a more coherent professional counselor identity. Here, the interplay between the supervisory relationship and direct experiences for supervisees in their working with clients serves as a bidirectional growth process between competencies and relationship building. As the supervisee experiences and observes client changes by way of the beliefs, attitudes, and skills developed through supervision, the greater the supervisee invests and commits to the supervision process and the relationship with supervisors (Gibson et al., 2010; Wheeler & Richards, 2007). Learning manifests in the supervisory process.

Training programs. In a nationwide survey of counselor supervisors, Freeman and McHenry (1996) surveyed 329 counseling supervisors to imagine their ideal counselor training

program in four areas: (a) functions of supervision, (b) methods of delivery, (c) goals of supervision, and (d) preferred supervision roles. Although this type of survey has not been replicated to incorporate Internet usage, the study does suggest relevant interests for counselor education. First, clinical skills were the most frequently (59%) selected feature. The second most identified goal (22%) was to experience a supportive learning environment. Those surveyed saw the role of the supervisor as a teacher of clinical skills (36%) and a coach to give feedback on strengths (32%). The least identified role was supervisors giving advice about appropriate interventions (3%). Yet, of the supervision approaches, enhancing supervisees' self-awareness/self-evaluation was number one at 27% with teaching counseling process/skills at 22%. The results suggest that clinical supervisors are most interested in developing CITs' capacities to be self-aware and self-evaluative while improving clinical competencies through teaching clinical skills in a supportive learning environment.

Regulatory boards (e.g., State licensure boards for professional counselors), professional credentialing groups (e.g., the National Board for Certified Counselors [NBCC]), and accrediting bodies for learning institutions (e.g., CACREP) develop and assist in maintaining standards set for supervision. Successful completion of supervision in training programs and following graduation are expectations set by accrediting bodies and state licensing boards. The combination of professional credentials (e.g., degree completion, successful supervision, examination) held by emergent mental health providers builds trust with the public. Some institutional bodies establish training standards or governance through statutes that specify supervision criteria or expectations. Training program accreditations (e.g., CACREP and American Psychological Association, [APA]), state licensing bodies, and professional educators expect supervision to promote individual supervisee fitness and becoming contributing members

of their respective professions (Holloway & Neufeldt, 1995). Accredited bodies set minimum standards for how professional mental health providers are to be trained and licensing bodies govern the process by which counselors are validated. However, expectations for technology use in supervision are not so clear. Therefore, it is imperative to understand how andragogical approaches effectively achieve competency levels for future professional counselors.

The CACREP *Standards* (2016), Section 3, specifies the purpose and expectations for practicum and internship, referred to as professional practice. The section covers professional practices required, requirements to complete practicum and internship, and supervisory qualifications. The faculty-to-student ratios are specified but they are not delineated between in-person and online supervision modalities. In fact, *online* is written only once throughout the entire document. The statement, "effective approaches for online instructions" (CACREP, 2016, p. 35) refers to the doctoral core area of teaching. Otherwise, learning objectives or supervisory requirements for online are not mentioned.

Researchers at CACREP identified 1,018 counselor-training programs in the country, or approximately 560 institutions (Tyler Kimbel, personal communication, March 10, 2016). Of the 560 institutions, 338 are CACREP-accredited at the time of this writing. The CACREP *Standards* (2016) specifies the learning outcomes that programs are to achieve to satisfy accreditation expectations. At the time of this writing, there are 740 programs (approximately 73%) accredited, with another 70 in the application process (www.cacrep.org). The number of accredited online institutions has increased by 90% (13 institutions) since 2000. Currently, there are 30 programs (4%) which CACREP has identified as online, where 51% of the instructions are delivered online. Given that there are nearly 75% of the counseling programs in the country

are accredited by CACREP and the increased rate of online accredited online programs, there is a need for an in-depth understanding of online counselor training.

It is unclear, however, how to distinguish which programs provide online supervision outside of contacting each institution. What appears the common stance is the use of a hybrid model (a combination of in-person and online supervision). Two counselor-related governing institutions, the ACA and NBCC, provide some guidelines regarding the use of distance counseling and the use of technology. The literature is consistent in identifying supervision as a necessary part of training counselors (e.g., Bernard & Goodyear, 2014). Governing bodies and accreditation institutions (e.g., CACREP) outline the expectations regarding supervision for training programs and for state licensure. However, specific guidelines for online supervision are absent. For example, missing are expectations for what online supervision must include, how to evaluate its efficacy, or qualifications necessary to facilitate it.

Group Supervision

Supervision typically includes several different types of supervisory arrangements: individual, onsite (at the place counseling is provided), and group (among peers). Group supervision is typically used in university training programs for mental health students. CACREP (2016) specifies conditions or standards for how counseling training programs are to employ group supervision. In group supervision, supervisees practice and refine counseling skills, share video/audio recordings of sessions with clients for feedback, and use peer interactions to build on learning (Werstlein & Borders, 1997). The initial group supervision experienced is *practicum* (CACREP, 2016a, section 3.). Students review recordings one-on-one with a supervisor and peers. Students advance to *internship* following successful completion of practicum and near the end of training. It is during internship where students appear to bring

together their coursework and clinical experiences to truly adhere into a professional identity (Gibson et al., 2010).

The experiences of group supervision have some common attributes. The group process is a unique dynamic that is not experienced in individual supervision. Therefore, it is useful to describe the process here. In group supervision, peers and faculty observe and discuss the recordings, receive didactic training, and leverage group processes as a way to facilitate learning (Prieto, 1996). First, supervisees can learn about technical or operational elements for performing the role of the counselor. For example, practiced and refined are skills of how to communicate through written and verbal means, how the supervisee conceptualized, employed interventions, and developed a therapeutic alliance with clients (Falender et al., 2004).

Second, supervisees are encouraged to receive and give feedback among group members. The aim is integrate the feedback to improve one's counseling skills (Ladany et al., 2012). However, it can be challenging to hear criticism from peers or the supervisor in front of others. Third, supervisees report a greater sense of feeling professional through improving presentations, experiencing successes in working with clients, and noticing an increased sense of self-confidence (Gibson et al., 2010; Rønnestad & Skovholt, 2003). Fourth, group dynamics experienced during supervision foster learning among members (Linton, 2003). Students develop group cohesion, experience inter- and intra-personal transformations, and improve conflict resolution (Trotzer, 2006; Tuckman & Jensen, 1977; Yalom & Leszcz, 2005).

Fleming et al. (2010) studied group process and learning for CITs. In examining six semesters of group supervision, their grounded theory study revealed a process that recognized the influence of emotional safety. The group members experienced group dynamics such as universality, interpersonal learning, and group cohesion. The group members were more likely to

learn the instructional material than those who had not reported experiencing group dynamics. However, the authors did not specify what constituted learning. Nonetheless, the self-reports in the study suggest how interpersonal interactions experienced through group process influenced CITs' attitudes: the greater the level of safety experienced within the group process, the more CITs regarded the supervision experience in a positive and constructive view.

Linton and Hedstrom (2006) studied group processes in supervision using a somewhat different approach. They performed a qualitative investigation of group processes for masters-level practicum students that identified several themes that challenged the productivity of group supervision. Time issues, different backgrounds of the supervisees, class sizes, and non-clinical practicum stressors were themes that appeared to influence learning negatively. In both studies, the group supervision context was in-person.

Overall, counselor education and supervision facilitate learning and the development of future professional counselors. Programming typically is progressive by way of CITs learning how to reference theories as a means to conceptualize clients, develop intervention plans, and use counseling skills. Internship or fieldwork is professional practice that integrates knowledge when putting into action CITs' counseling skills with clients, while under the supervision of counselor educators. During supervision, supervisees can anticipate the greatest degree of growth during the internship. However, in group supervision, supervisors can anticipate that supervisees may experience some resistance to the learning process for reasons noted above. With counselor education programs increasing their use of online training, the literature is sparse regarding studies on the effectiveness of andragogical approaches to online counselor education, particularly with online supervision. Not found in the literature were studies examining safety,

procedural knowledge construction, and professional development while experiencing group processes in supervision online.

Learning in Supervision

The literature is consistent regarding how supervisors steer the supervision process and anticipate supervisees' needs (Meyers, 2014). Some needs include building working supervisory alliances (Bordin, 1983), and providing instructions and guidance (Hess, Hess, & Hess, 2008). One consideration for training CITs revolves around their development. Some authors (Brendel et al., 2002; Johnston & Milne, 2012) have suggested CITs develop cognitively through their training, but it was too much to expect a change in their egoic structure. Meaning, CITs could change some cognitive processes but their ego structure remained unchanged. Furthermore, changes in CITs' development as a professional counselors were more likely to occur during internship than during any other training portion. Another consideration regarding the development of CITs is anchored to the supervisor-supervisee relationship. One dimension is the supervisor's positionality that acts as a fulcrum that can leverage mistakes and lessons learned, and celebrate success with supervisees to foster growth. That is, the working alliance provides a direct experience for CITs to try on new behavior, take risks, and be open to change. If the supervisory relationship is supportive, supervisors can anticipate growth in CITs as they navigate struggles in the learning process successfully (Bernard & Goodyear, 2014; Campbell, 2011; Pearson, 2000).

Development

The combination of cognitive development and behavioral skills training for counselor training improves counselor empathy when compared to behavioral skills training alone (Morran, Kurpius, Brack, & Brack, 1995). Fong et al. (1997) examined the cognitive development of

counseling students in a longitudinal study. They found no change in participants' ego development through counselor education training. Some change was noted in the participants' cognitive appraisal but not until after internship. Participants had small incremental gains in counselor cognitive functioning over the span of a master's training program. To measure cognitive complexity and behavioral skills, Halverson et al. (2006) conducted a study evaluating the developmental impact of moral reasoning, conceptual level, and counselor self-efficacy in counselor education. In their study, participants demonstrated increases in empathy when cognitive development and behavioral skills training were entwined. One implication of interest from the study was the need to challenge overly optimistic CITs because of the elevated self-appraisals of their own efficacy during internship.

In Brendel et al.'s (2002) study of cognitive development of counselor preparations, the results supported that cognitive development growth happened only through internship. The authors argued that only during interactions with actual clients were the CITs able to develop accurate empathy and increase their ability to read and accommodate their clients. Johnston and Milne (2012) conducted a grounded theory study on the perception of developmental processes during supervision. The authors identified reflection, Socratic information exchange, scaffolding, and supervisory alliance as a set of core processes that were thought to have enabled learning across developmental stages.

The developmental context existed along two continuums: *competency* and *awareness.* Similar to Bloom's taxonomy (Krathwohl, 2002) and Perry's scheme (1997), Johnston and Milne (2012) studied a progression of learning that moved from external verification to internal process in making meaning for oneself during supervision. Participants who moved through the supervision process reported higher levels of trust and empathy. However, if the supervisors'

feedback was inconsistent or critical, participants reported that they were less open and honest. Those participants who were further along in the supervision process reported placing greater value on the need for reflection time. The study integrated the participants' preferences for having structure, collaboration, and experiential work to foster learning. Moreover, such learning took place within the context of the supervisory relationship. The greater the alliance between supervisors and supervisees, the more learning happened. Although the supervision process was F2F in this particular study, it could give provide a framework for understanding online supervision experiences.

Supervisor Positionality

Supervisors are also charged with the duty to provide safety for current clients and the public at large (Ziomek-Daigle & Christensen, 2010). There is an inherent power differential in the supervisor-supervisee relationship; supervisors have decision-making capacities and can act unilaterally or without supervisees' approval (www.acesonline.org). Power is synonymous with influence. In training programs, supervisors who are often also faculty members, are in the position to issue grades and either remediate or dismiss students from programs (Glance et al., 2012). This power disposition can stimulate anxiety in CITs (Pearson, 2000). If CITs experience levels of anxiety that exceed the tension that motivates them to learn, the condition could perpetuate CITs resistance. That is, as anxiety exceeds the level that can motivate learning, supervisees may struggle to manage their anxiety and use behaviors to mitigate the anxiety, or attend to the anxiety with maladaptive strategies (Liddle, 1986).

Participants in supervision can expect to experience conflict. Bernard and Goodyear (2014) explained that when there is a conflict between the supervisee and supervisor, there is an opportunity for repair. If the conflict is resolved, the relationship strengthens. As each

subsequent conflict manifests and resolution is achieved, the strength of the relationship continues to build greater strength. The opposite is true for unresolved conflict. The authors argued that if a conflict is unresolved, the supervisory relationship weakens. When a subsequent conflict arises and there is no resolution, the relationship continues in a downward direction towards a weakening connection. Bernard and Goodyear use Ramos-Sánchez et al.'s (2002) study of negative supervisory events to support their argument.

Supervisory Relationship

The supervisory relationship serves as a conduit for learning and developing supervisees (e.g., Bernard, 1997; Bordin, 1983; Gibson et al., 2010; Wheeler & Richards, 2007). It is argued frequently in the literature how the supervisory relationship is argued frequently supports learning in supervision. Meyers (2014) suggests that the supervision relationship has some similarity to a counselor-client relationship in that there is a holding environment that consists of support, challenge, and continuity. Based her interviews of professional counselors, she argued that supervisors should be encouraged to keep present an attitude of a therapeutic relationship when working with supervisees. In Jennings and Skovohlt's (1999) study of master therapists, the authors argued that effective supervisors posses sed strong relationship skills and build effective working alliances among other attributes. A focused definition of the supervisor relationship is anchored to the supervisory working alliance, which is defined as the emotional bond between the supervisor and supervisee that is grounded in the agreement on the tasks and goals of the supervision (Bordin, 1983).

Supervisors and supervisees have roles they each must fulfill in the supervisory relationship. Supervisors serve as administrators, clinicians, and case managers whereas CITs' primary role is to be the learner (A. K. Hess et al., 2008). The roles create inherent power

differentials as a means to protect clients while establishing confidence within the public that those who serve as professional counselors are deemed competent and safe. CITs and supervisors share some symbiotic interplay: supervisors want to impart knowledge in a positive environment and CITs would like to learn in a constructive learning context (Freeman & McHenry, 1996). Scholars have identified supervisory alliance (e.g., Ladany et al., 1999), parallel process (e.g., Mothersole, 1999) and real relationship (e.g., Watkins, 2014) as three major components to the supervision process.

Watkins (2011) argued that the real relationship was composed of realism (acuity to the supervisees needs) and genuineness (or authenticity). That is, the supervision relationship is realistic or reality-oriented and there is a genuine or true connection between the supervisor and supervisee. He continued to define the real supervision relationship as when the person-to-person interactions or experiences affect the treatment process and client outcome. Absent in the definition were specifications as to what constitutes as a real relationship and what does not. Watkins did not offer an explanation of how real relationships promote learning with supervisees.

Although McMahon (2014) relied solely on her clinical experiences, she developed four guiding principles for establishing supervisory relationships. These principles offer an initial starting point to begin viewing how supervisory relationships may manifest and offer insight to how resistance may appear between supervisors and supervisees. First, supervisors present themselves to supervisees as having emotional presence and sensitivity. This trait encourages the emotional experience of supervisees as welcomed and valued by the supervisor. This parallels Jennings and Skovholt's (1999) findings with master therapists.

Second, fostering vulnerability and competence, argued McMahon, leads the supervisory relationship to a condition where fears, challenges, and mistakes can be openly discussed and explored. As noted by Mehr et al.'s (2014) study of trainee nondisclosure in supervision, rapport and an emotional bond with their supervisors mitigated the propensity for trainees to withhold mistakes or areas of embarrassment during supervision. Creating this openness through emotional safety with supervisees was argued to be more effective in understanding the experiences of trainees, therefore, allowing development and learning to take place. Through the relationship, the process of supervision unfolds by encouraging supervisees to disclose and learn from their experiences through a supportive supervisory relationship.

McMahon's (2014) third principle is that supervisors offer their knowledge and experiences to their supervisees with a sense of humility and vulnerability. This aids in normalizing the novice-type mistakes that many supervisees are likely to experience. The interactions are less master-apprentice like and more grounded in shared personal experiences. She argued that this type of relationship creates a dialogical and generative learning space. Lastly, the author recommended developing a relationship that supports continued personal and professional growth. This aligns with a number of professional counselor development models (e.g., Dollarhide, Gibson, & Moss, 2013; Gibson et al., 2010) in that there is a parallel maturation in both the personal and professional counselor identities. Additionally, the supervision process matures from the teacher-student hierarchy matures into a more collaborative and equilateral relationship (Stoltenberg, 1981).

There are various forms of instrumentation to understand facets of clinical supervision. One particular instrument used examines the working alliance between the supervisor and supervisee. The Supervisory Working Alliance Inventory (SWAI) was developed by Efstation,

Patton, and Kardash (1990), based on Bordin's (1983) view of the working alliance in therapy relationships. Efstation et al. (1990) argued that the "working alliance in supervision is, then, a set of actions interactively used by the supervisors and trainees to facilitate the learning of the trainee" (p. 323). The supervisor and supervisee versions of the SWAI have been used to evaluate the nature and strength of the supervisory relationship during training (White & Queener, 2003). As anticipated with any instrument, there is an absence of a descriptive depth of how supervisors might experience supervisees' behaviors. Particularly, no instrument exists at this time to understand or gauge resistance that might be experienced within the supervisory relationship.

The learning process within the supervisory process is suggested to hinge on the supervisory relationship. The perception of the supervisory relationship (Efstation et al., 1990; White & Queener, 2003), the development of skills (Johnston & Milne, 2012), and the management of conflict (Ramos-Sánchez et al., 2002) all seem to have some influence on the learning process in supervision as well. Supervisors have the charge to direct the supervision and appear to hold considerable power. The supervisee, however, has some accountability to the learning process as well. A working supervisory relationship (Bordin, 1983) appears to be one that requires both parties' active involvement to make supervision a learning experience.

In sum, CITs grow personally and professionally during their counselor training (Gibson et al., 2010). However, it is during the internship portion, the last phase of training, where growth developmentally will most likely occur (Halverson et al., 2006; Johnston & Milne, 2012). Therefore, the relationship between supervisors and supervisees is critical to promote social safety for learning as well as enhancing CITs' skills that can then used successfully with clients in their own practice. Supervisors can anticipate their supervisees will have anxieties. Liddle

(1986) has suggested that the management of anxiety seems to be a factor in understanding how resistance can influence the learning process.

Resistance

In the process to achieve the dual objectives in supervision, developing CIT competencies and protecting the client during supervision, supervisors ought to anticipate conflict in the supervisory relationship (Bernard & Goodyear, 2014; Mueller & Kell, 1972; Pearson, 2000; Ramos-Sánchez et al., 2002). Whether the conflict is a manifestation of maladaptive behaviors in reaction to anxiety (Costa, 1994; Liddle, 1986) or conflicts associated with building two-way trust (Proctor, 1994), supervisors have the responsibility to navigate these struggles (Bernard & Goodyear, 2014; Pearson, 2004). Resistance is a significant experience that occurs during supervision.

Resistance was first introduced and scientifically studied as a psychological phenomenon by Freud (Anderson & Stewart, 1983). Freud likened resistance to a defense mechanism, a form of protection from becoming aware of their unacceptable thoughts and impulses, or unresolved intrapsychic conflicts. Patients experience intense anxiety inherent in becoming aware of the undesirable thoughts or conflicts. Patients would inherently resist treatment for fear of becoming aware of the suppressed conflicts. Later, resistance was a concept used to explain similar dynamics experienced during supervision between the supervisor and supervisee.

Kadushin (1968) first explained how struggles or conflicts can surface in supervision. In his seminal piece on the games that people play in supervision, he notes how supervisees can feel threatened when there is an admission of unknowing or inadequacies as they integrate the information learned during course work and practicing skills with clients. Compounding the level of tension that may be experienced can be in part a function of age or being an adult. Being

older, one typically perceives oneself as established in a vocation. However, transitioning into a new vocation can be a source of anxiety. The older person has been competent in the prior vocation, but now, learning new material and skills may lead to experiencing a sense of incompetence. Furthermore, the loss of position, perceived threats, and anxieties can manifest in the interpersonal interactions between supervisees and supervisors. As a result, supervisees, explained Kadushin, engage in unhealthy interactive patterns or *games* in an effort to cope with the anxiety. *I am nice to you so be nice to me* was one example the author used to show how supervisees try to appease their anxieties. Games, however, are not a solitary venture.

Supervisors can be caught up in playing games, too. Kadushin (1968) notes that sometimes supervisors play along in the game because it feels good or to manage uncomfortable feelings. When supervisees are being nice to the supervisor, Kadushin highlights how supervisors could fall into a trap trying to enjoy and maintain the favorable condition. Alternatively, supervisors worry about potential conflicts with challenging supervisees. Either way, there is a sense of complicity to the dynamic of avoidance. However, Kadushin does not provide a construct or concept to reference this dynamic. However, Liddle (1986) draws from Kadushin in an effort to operationalize this phenomenon and identifies it as resistance.

Liddle (1986) used the term *resistance* as a way to label those maladaptive coping strategies that are a reaction to anxieties. She argued that the resistant behaviors were a response to perceived threats. Professional adequacy and impression management were common sources of anxiety and could lead to developing unhealthy reactions as means to mitigate the anxieties. Liddle defined resistance "as any coping behavior by a supervisee that interferes with the learning process" (1986, p. 118). In this definition, the supervisee is the actor and the behaviors are what impede the learning process. With a definition, Liddle (1986) discussed the variety of

means that resistance manifests. Evaluation anxiety, performance anxiety, personal problems or unresolved conflicts, and being risk-adverse because of the fear of the negative consequences are several identified sources of anxiety. The model Liddle (1986) put forth for reducing resistance is cognitive-based. Normalizing the possibility, identifying sources of anxiety, and identifying measures to assist in reducing the experience of threat are some approaches Liddle outlined. Absent, however, from her definition is the role of the supervisor. This removed a critical actor, the supervisor, that Kadushin (1968) had referenced in earlier writings.

In Pearson's (2000) exploration of opportunities and challenges in the supervisory relationship, the author integrated the supervisor as well as the supervisee in his discussion of resistance. He reinforced what Liddle (1986) discussed about supervisees' sources of anxiety, such as the evaluative nature of the supervisory relationship. Supervisors evaluate students and this power differential can become a factor in supervisees' experience of anxiety (Hess et al., 2008). Supervisees can react to this evaluative dynamic by attempting to protect disparaging information coming to light or cast a more positive image (Mehr et al., 2010). In addition to supervisees' role, Pearson highlights how supervisors can be anxious about the supervision process. One such threat for the supervisor is about being accountable for the supervisee's behavior. The supervisor becomes liable for what the supervisee does or does not do while serving clients. Maltreatment of the client, the supervisee in crisis, or ethical violations could place the supervisor in a position of accountability. Therefore, the supervisor could be held liable by his or her professional organization or licensing body.

In addition to a supervisor's concern of being held accountable, there is a hierarchical nature in the supervisory relationship. The positions of supervisors are in an evaluative role that could be perceived as threatening by supervisees (Hess et al., 2008) . Supervisees may practice

nondisclosure behaviors in fear of being judged by others because of negative feelings about the client (Yourman & Farber, 1996), personal issues (Ladany & Melincoff, 1999), or exhibiting clinical mistakes (Hess et al., 2008). When resistance reaches a level where there is a rupture in the relationship, an opportunity for repair is present. One result can be an improved working alliance and promotion of individual growth (Bordin, 1983). Therefore, understanding resistance experienced in supervision has the potential to empower the supervisory working alliance (Ladany et al., 1999). When the supervisee uses a maladaptive coping strategy, the supervisor assists in reducing the perceived threat in an effort to bypass the resistance and empower the supervisee to promote learning and adapt more healthy coping strategies (Liddle, 1986).

Watkins (2010) explored how characterological issues could be a source of resistance that may be more developmentally related. From a psychotherapy frame of reference, Watkins discussed how supervisors could be experiencing intrapersonal and interpersonal struggles associated with the process of professional identify formation. As a result, threat conditions could stimulate regressive behaviors aimed at self-protection. He identifies how new supervisors are more susceptible to these kinds of dynamics as they grow their identity as supervisors. Watkins (2010) identified three forms of characterological resistances in the psychotherapy supervisor: autonomy-, shame-, and narcissism-based resistance. It is beyond the scope of the current study to explicate each of these. The contribution, however, is that Watkins's work highlights how diversified this idea of resistance can be contrived.

In Pearson's (2000) exploration of challenges in supervision, he distinguishes resistance and anxiety from transference, countertransference, and parallel process. Each of these features can be a source of threat to the relationship but Pearson holds accord with Liddle's (1986) perspective of resistance. He sees resistance as an interference with the learning process and the

quality of services to clients because of maladaptive coping strategies. Transference, countertransference, and parallel process, in contrast, are related to unconscious patterns that are tied to psychodynamic theory. However, what is common among both groups is how each can impair learning. Projecting supervisee-client dynamics into the supervisee-supervisor relationship can limit learning. The source may differ but the common denominator of threat remains consistent.

The approaches to recognize and mitigate resistance are noted in the literature. Liddle (1986) and Pearson (2000) both recognize the contributions made that support from the supervisor can make in addressing resistance. Liddle's approaches are somewhat similar to Dodge's (1982) cognitive behavioral techniques for addressing supervisee anxieties. Liddle discussed the sources of anxiety and brainstormed ideas of how to reduce it by engage the supervisee's and supervisor's understanding and addressing the anxiety in a supportive way. Pearson (2000) presents a more person-centered approach that includes unconditional positive regard, empathy, and respect. He suggested strategies that include giving the supervisee the permission to make mistakes and to engage in more calculated risk-taking, which fosters a safer supervising environment. If the supervisee perceives that it is acceptable to take risks and that he or she will not be punished for mistakes, the supervisee will be more willing to engage in the supervisory process in a more transparent way.

This aligns with some of the research on nondisclosure by supervisees (Ladany & Melincoff, 1999). Mehr et al. (2010) studied psychology trainees (*N* = 204) aiming to understand the content and reasons supervises do not disclose during supervision. Although the study was conducted in a single supervisory session, the researchers reported that nearly 85% of the participants withheld information from their supervisors. The most common reason for

nondisclosure was associated with a negative supervision experience. Furthermore, when the anxiety was higher, so was the level of nondisclosure and the overall level in willingness to disclose was lower. If disclosing is perceived as threatening, the opportunity to learn becomes hampered because there is not the opportunity to increase knowledge or understanding. Although the term resistance was not associated with Mehr et al.'s (2010) study, one can draw a connection between perceived threat, anxiety, and blocks to learning by not disclosing.

Throughout the literature regarding resistance, several terms were associated with the concept. The words *challenge, threats, conflict,* and *struggle* were tied to the phenomenon of some kind of resistance. Considering the word resistance generically in the U.S., stopping, limiting, and drag are all connotations of some form of resisting. The proposed study being phenomenological, the philosophical underpinning in trying to interpret and describe a phenomenon goes beyond the topical description. Instead, it must allow for a more flexible exploration and maintain a very loose definition of resistance. Although the literature sensitizes the focus for the study by providing a definition of resistance, there must be a recognition of the need to explore what is manifesting when there are challenges to the learning process. There needs to be an openness to investigate what the lived experience of this struggle or challenge in learning is, as experienced by supervisors. Therefore, in this study, the term *struggle* is used with the term *resistance* to provide participants and researcher with a broader, more flexible conception of those challenges associated with the learning process during supervision.

Often in the literature describing or studying the challenges associated with supervision, the phenomenon of resistance is expected as a real possibility during supervision. Having some sense of how the literature describes anxiety and resistance (Liddle, 1986), and learning about the various ways scholars think about how resistance manifests (e.g., Mehr et al., 2010; Pearson,

2000; Watkins, 2010), provides a familiarity to the concept of resistance. However, as noted, there are different facets to it that make it difficult to concretely measure and manipulate.

Furthermore, the literature, albeit not explicitly, revolves around F2F settings. Absent in the literature reviewed were specific theories, or studies that examined resistance experienced during online supervision. However, some references are discussed regarding the frustrations experienced using the technology for online supervision (Olson et al., 2001; Watson, 2003). If considering a larger array of words that include struggles or challenges, then studying resistance during online supervision is logical.

Although there is a general encouragement in phenomenological research to not do an exhaustive literature review before commencing a study (e.g., Creswell, 2013; Denzin & Lincoln, 1994), the following provides some context to begin investigating how supervisors experience resistance during supervision. Bernard and Goodyear (2014) outlined a comprehensive perspective on the variations of supervisor and supervisee resistance. This literature review is meant to sensitize the research efforts of how scholars regard resistance. Outlining how the literature defines resistance (Liddle, 1986), the variations and dimensions of resistance as a phenomenon (Hess et al., 2008; Ladany et al., 2012; Mehr et al., 2010, 2014; Pearson, 2000; Watkins, 2010; Watkins, Reyna, Ramos, & Hook, 2015), and explaining the value in studying resistance during online supervision provides a useful framework. However, it is incumbent on me, as the researcher, to be constantly reflexive about how pre-existing knowledge could influence what I come to understand as the supervisors’ experience of resistance.

Online Counselor Education and Supervision

Online counselor training programs are changing the counselor education landscape. Training programs have leveraged technological advances to provide greater access to remote populations (Vaccaro & Lambie, 2007), capitalized on society's fluency in technology (Bennett & Maton, 2010; Prensky, 2001), and reduced associated costs when compared to brick-and-mortar programming (Bowen et al., 2014; Olson et al., 2001). Because of the expansion of online learning, there are research efforts that explore or investigate how distance supervision differs or is akin to learning in person. Studies suggest that there is little to no difference in outcome between online counselor training and F2F approach (e.g., Lenz et al., 2011). However, most studies have had very small sample sizes. Most recently, research efforts have shifted from comparing the two formats, F2F versus computer-assisted, to investigate more deeply the experience of online training. For example, Hammond's (2014) phenomenological study of supervisors experience of the supervisor's working alliance concentrates on identifying themes of the supervisor-supervisees' experiences. An examination of these studies below reveals current research efforts with online supervision.

Online Counselor Training Programs

As noted, the use of online training for counselors appears to be accepted. The change in milieu from classroom to virtual room, the technological developments for using the Internet, academic programming, and even the competency students have with technology all appear to influence the application of online training for counseling students (Olson et al., 2001). Additionally, economic implications are a driving force behind the expansion of online training (Baker & Ray, 2011)

Training. As universities look at cost-saving measures, providing online classes can reduce the expenses as compared to the use of physical classrooms (Caruth & Caruth, 2013). Universities can deliver instruction to students who may be afar while not having to support the infrastructure demands associated with in-class instruction. However, there are some costs in developing and maintaining a digital infrastructure to support virtual classrooms. CES programs often use virtual classrooms to provide instructions for courses such as career or counseling theories. Some evidence suggest that counseling-skills training (Murdock, Williams, Bruce, & Young, 2012) and case conceptualization (Lin, 2012) can be successful when taught online.

With respect to distance supervision, Abbass et al. (2011) outlined a practical guide that employed web-based videoconferencing as a means to support supervision for advanced psychotherapy training. The authors outlined various measures that supervisors could exercise and prepare to use such platforms for supervision. Selecting and setting up web-conference applications, attending to technical support issues, and providing training for the users were some of the suggestions the authors offered as ways to facilitate web-based supervision. The authors noted consent issues, supervisee anxiety, supervisory alliance, and supervisee personal process in their guide. The authors suggested that the use of web-conferencing ought to be augmented with occasional in-person interactions to maintain an emotional bond between the supervisor and supervisees. References were made that an annual in-person training event was a part of the training program.

Technology. Olson et al. (2001) outlined how technological advances have implications for clinical supervision. By providing videoconferencing, for example, students located afar from training programs can participate in clinical training that would be otherwise prohibited. The authors do note some of the ethical and legal issues that come along with using such technology

such as consent, privacy, and licensure. However, the use of computer-based supervision by medical, mental health, and education fields establishes that virtual training and supervision will continue to be a substantial working platform.

To consider some of the different applications used in distance supervision, Vaccaro and Lambie (2007) explained some of the features. Email, videoconferencing, chat rooms, and IM (instant messaging) are some mechanisms by which computer-based mediums facilitate online supervision. E-mail works asynchronously in that the communication has time delays between when one sends a message and when another receives and responds. The advantage with any written form of communication through computer-based mediums is that it provides the opportunity for individuals to reflect on what they wish to communicate with others (Rochlen, Zack, & Speyer, 2004). The challenge, however, is the possibility for misunderstanding intent when one person writes without clarifying meaning or the receiver interpreting the paralanguage that would be normally present when in-person (Ivey et al., 2013). Chat rooms and IM are synchronous or in real-time, however, the absence of visual information can be a challenge to promoting personal connection between communicators. Videoconferencing allows synchronous communication that includes some visual interface. The supervisors-supervisee communications are in real-time where the audio and visual qualities are experienced immediately and by both. This experience can aid in minimizing misinterpretations that occur without visual or audio information. However, there remains the issue of having a larger spectrum of visual and audio information that normally accompanies in-person supervision (Haberstroh, Parr, Bradley, Morgan-Fleming, & Gee, 2008). The inability to read nonverbal cues, the experience of technological competencies, and the lack of robustness can be disruptive to the supervision process.

Digital fluency. Considering digital or technological fluency, the era in which a person grows up may influence how comfortable one is with or a feeling of ease with which one uses Internet-based technologies. Currently, there is a broad age continuum within supervisors at universities that spans from those who were born before the pervasive use of the Internet began to those born after. That is, some supervisors grew up in a pre-Internet period (born before 1980) who do not have some of the implicit knowledge associated with growing up navigating in the Internet. Prensky (2001) explained that as a result, those who are *digital non-natives* may experience greater challenges learning and using computer-based applications. Others, born after 1980, are much more at ease interfacing with Internet-associated technologies like those used in school, social media, and other Internet applications. There is a greater ease with which these *digital natives* navigate web-based technologies (Elmore, 2010). When considering what could stimulate tension or resistance during online supervision, the competency one has with using the technology has some implicit implications (Bennett & Maton, 2010; Prensky, 2001). Digital natives may experience less anxiety or frustration working with technology whereas digital non-natives may be more easily frustrated problem-solving or experience a lack of competencies.

Even if a person has an ease in using Internet technologies, the virtual format can be challenging to navigate. Some scholars identified some features associated with technology, such as technological sound delays, limited sight of the participants, and efficiency in managing an online presence during supervision, which could impair or reduce the flow of information between participants (Olson et al., 2001; Vaccaro & Lambie, 2007; Watson, 2003). What has not been examined closely enough, argued Vaccaro and Lambie (2007), is how technological variability influences interpersonal interactions. That is, how might one's experience of technological challenges influence how one feels during online supervision? Not understood is

how those who perceive themselves with not having easiness with technology or having a sense of competency in working technology may experience anxiety. Furthermore, there is a lack of understanding of how this form of anxiety might influence interpersonal interactions between individuals during online supervision.

Counselor education programming. Instead of CACREP dictating andragogical practices and specifying what instructional platforms are best for online learning, the institutions themselves establish how they will achieve the learning outcomes with students. As of March 2016, out of the 30 CACREP-accredited online counseling programs (www.cacrep.org), five programs self-identified as providing only online training for professional counselors. However, according to the research representative of CACREP (Tyler Kimbel, personal communication, March 10, 2016), there was only one fully online training program, where all educational interactions are distant, being accredited (University of the Cumberlands). Instead, most institutions use some form of hybrid model that combines online and F2F instructions. Unknown, however, is if there are differences in learning outcomes between the various forms of online counselor training formats. It is also unclear if particular hybrid models achieve different results in knowledge acquisition or skills development with counseling students (Reicherzer, Dixon-Saxon, & Trippany, 2009). This suggests that there is variability in how online supervision is facilitated. Furthermore, it is unclear how such variability influences outcomes regarding supervisee competence and confidence. Some research studies do identify some student characteristics (e.g., motivation) that tend to be tied to achieving learning objectives (e.g., Chapman et al., 2011; Hammonds, 2014).

Online Supervision Studies

In studies (e.g., Gibson et al., 2010; Rønnestad & Skovholt, 2003) that examine the trajectory of the professional development of CITs, beginning CITs are described when entering a training program as uninformed helpers and progress to become skilled and competent professional counselors. As noted earlier, practicum students are in their beginning process in learning how to be a counselor. It is the first intensive training period when students experience supervision. By the end of their counselor training, CITs reach internship. At this stage, they have nearly completed their training. Their supervision during internship is the last step before graduating (Gibson et al., 2010). There have been several efforts to study, by comparison, the differences in effectiveness between in-person and distance professional counselor training.

The fields of psychiatry, psychology, and counseling have made some inroads to understanding distance supervision, differences between F2F and distance supervision, and the attributes of supervising online. Beginning in 1999, studies began exploring distance supervision and their differences between F2F and online supervision (Sorlie et al., 1999). The collection of studies is organized into three categories below: exploratory, comparative, and focused on online supervision. Exploratory studies were the earliest studies near the turn of the millennium to begin contributing by examining how individuals experience distance supervision. These studies are some of the foundational research perspectives concentrating on distance learning and supervision. The second section type of study, the comparative, concentrated on investigating the differences between distance supervision and F2F within the counselor education discipline. Studies focused online supervision consist mostly of dissertation research efforts that continue to concentrate singularly on online supervision by examining how online supervision is effective in

developing counseling skills and fostering working alliances between supervisors and supervisees.

Exploratory studies. One of the first studies to examine the experiences of synchronous distance supervision was conducted in Norway with psychiatric residents. Sorlie et al. (1999) studied psychotherapy supervisors and their supervisees in Norway where six trainee and supervisor pairs alternated between F2F and videoconferencing supervision sessions. Self-report data was collected and analyzed to learn of the quality of communication and the disturbing elements in supervision sessions. Using questionnaires, ratings of recorded sessions, and qualitative interviews at the end of study, the authors reported that the only significant difference between the F2F and videoconferencing sessions was that disturbing factors were experienced during the distance format. By way of a factor analysis of 204 questionnaires from supervisees and supervisors, Sorlie et al. (1999) found that both reported videoconference sessions as frustrating, feelings of insecurity about communicating difficult matters, and having upsetting feelings before the distance supervision session. During the interviews, some participants reported feeling a lack of control and some anxiety at the beginning of the study. Some trainees reported that they had difficulty monitoring how their supervisor was reacting towards their presentations due to the visual limitations of the videoconference monitor. Some reported that they would wait until their F2F session to discuss more difficult emotional issues. Trainees reported that this factor diminished over time, probably because of the ability to adapt to the situation. No mention was made of how supervisors experienced supervisee anxieties or if such anxieties influenced the learning process.

In an effort to examine more closely the nature of distance supervision, Coker et al. (2002) investigated how CITs responded to the use of technology during supervision versus in-

person format. The study compared one group that used only technology for supervision against another group that included F2F supervision and technology. In both of the groups studied, researchers employed an adapted form of the Supervision Working Alliance Inventory (SWAI; Efstation et al., 1990) for the supervisees to report their perspectives of rapport and client focus as a means to measure the supervisory relationship. The participants rated the supervisory working relationship as high. In one group, the summative score was 6.1 on a Likert scale of 7 and for the other the score was 6.8. This suggested that the participants, measured by way of an instrument, found the supervisory working alliance as satisfactory. The authors reported no significant differences between the groups. However, this may be attributed to the low statistical power based on there being only eight participants. Additionally, some participants provided comments at the bottom of the instrument. Although the study did not discuss any form of qualitative methodology, the researchers reported that participants commented about how they did not like the technological experience of supervision. Issues of lag time between responses, problems with the software, and the absence of non-verbal communications were sources of frustration. This indicates that there may have been some struggles during the distance portion of the supervision as participants experienced frustrations.

Comparison studies. By the mid 2000s, two general categories of studies began to form: one concentrating on techniques and instructional methods for online counselor education and supervision, and another empirically examining the experience of online counselor education versus traditional in-person approaches. In the first category, educators explained how to approach online supervision. They ranged from making use of e-learning for counselor education programs (Benshoff & Gibbons, 2011), to discussing how to best integrate Web 2.0 technologies (Holmes, Hermann, & Kozlowski, 2014), and explaining how to approach clinical supervision

online (Perry, 2012; Watson, 2003). These articles provided information to the counselor education field about considerations and approaches educators were using within online training programs.

In the second category, researchers investigated differences between online supervision and F2F approaches (Butler & Constantine, 2006; Conn, Roberts, & Powell, 2009; Dickens, 2009; Lenz et al., 2011; Nelson, Nichter, & Henriksen, 2010; Reese et al., 2009). In examining supervisee self-esteem and ability to conduct case conceptualizations of clients, Butler and Constantine (2006) split 48 school-track CITs evenly into two peer groups to compare those undergoing online supervision to those who did not. Using a case conceptualization ability exercise and the Collective Self-Esteem Scale (CSES; Luhtanen & Crocker, 1992), the authors found that those in the online supervision model had significantly higher collective scores for case conceptualization skills and self-esteem than the other group. The researchers suggested that this may have occurred because peers provided written feedback and there was extensive time for CITs to reflect on the feedback given. Branching out to include the supervisor working relationship and satisfaction with supervision, Reese et al. (2009) found in their study of nine counseling psychology students that there were no differences with the use of online supervision. However, in their study, participants were assessed after each in-person and online supervision session. The authors discussed how online supervision could augment in-person sessions in an effort to meet some distance supervision needs, such as students in rural settings that may require some but not all distance supervision.

Researchers have made a more deliberate examination of the differences between online and F2F supervision in the context of the supervisory relationship. Lenz et al. (2011) conducted a mixed methods study that incorporated the SWAI (Efstation et al., 1990). With a small sample

size of eight, the authors sought to examine the quality of the supervisory relationship during supervision in computer-mediated and in-person formats. In addition to using the SWAI, journal entries and a focus group of the master's level internship students during a summer session provided qualitative data for analysis. The internship class configuration had eight students with one using a computer-mediated distance supervision format. Despite the negligible statistical power, the authors' examination of the qualitative data identified several themes: concerns held by distance learners, a value for focusing on the client, an appreciation for experiencing rapport with others in the group, and a contentious experience with the technology used in the supervising relationship. Although the authors purport no difference between the two formats, the explication of the qualitative evidence warranted further discussion. The study did not have a large enough sample size to make a firm statement of the validity of their findings. The qualitative portion lacked specifying the rationale used for their methodology. No information was given about the qualitative data was coded or thematized.

Using a larger sample size (N = 76), Conn et al. (2009) split school counseling interns between hybrid (online plus F2F) and F2F-only supervision groups in an effort to compare the satisfaction levels between the two. What constituted for *hybrid* in this study consisted was a combination of Web 1.0 (e.g., email and chat rooms) and Web 2.0 tools (e.g., Skype and social networking). The authors found that participants in the hybrid group supervision reported having an overall satisfactory experience. In comparing the levels of satisfaction of the groups, the authors found that there was no difference between the two groups. However, the authors argued that there was limited bonding between the supervisor and students. Not examined more closely or presented very clearly was the concept of *bonding*. More importantly, the study encourages

more attention into understanding further how or in what ways technology specifically thwarted the bonding process.

Dickens (2009) had an even larger sample size (*N* = 190). The study included CACREP and non-CACREP-accredited programs. Recruited through counseling listserves. Dickens sought to determine the differences between the perceptions of online and F2F supervision by having participants assess their value of supervisory working alliances and supervision satisfaction. In her MANOVA and correlational analyses, she found no significant difference between the type of faculty (online or F2F) or the experience level of the students (practicum or internship). However, in the qualitative portion of the study where Dickens interviewed eight of the participants for 25 minutes each, she identified some issues. Those issues revolved around participants finding supervision sessions to be too short or too long, lacking individual supervision, or having personal issues with the supervisor. The qualitative portion of the study suggested that there were some supervisory issues that were not captured through the quantitative portion. Questions of how supervisees or supervisors navigated some of the personal characteristic challenges were not explored.

Coker et al. (2002) conducted two studies of the use of technology in supervision during the first practicum. In one study, students were supervised online while in the other study students were supervised partly online and partly F2F. The results from both studies suggested that F2F supervision was the preferred modality. Each student completed the Supervisory Working Alliance Inventory (SWAI; Efstation, Patton & Kardash, 1990). The rating of the overall quality of the online supervisory session was positive with a mean of 4.2 on a range of 1 to 7 scale. The overall quality rating for the blend of online and F2F was 6.8. The study suggests

that online supervision does support a positive supervisory relationship, but with F2F supervision included, F2F was more preferred by students.

The technology available when Coker et al.'s (2002) study was conducted (in 2001) was arguably different in 2001 than it is now in 2017. The infrastructure of the Internet has moved from dial-up-connections to broadband widths that support larger streams of data. The software programs are more complex and have been markedly revised over the past 15-plus years. However, students during the time of the study reported greater appreciation for the F2F aspect of supervision.

In a more recent study Reese et al. (2009) conducted a mixed method study examining how practicum students experienced videoconferencing supervision. Similar to Coker et al.'s (2002) participant comments about frustrations with the technology, participants in Reese et al.'s (2009) study reported mild frustrations when videoconferencing. Noted were poor quality of the picture, loss of nonverbal cues, and the need to be repetitive because of disrupted streaming. Nonetheless, both the supervisory relationship measures and the qualitative reporting suggested that the supervisory relationship was not affected by the use of videoconferencing format.

The studies referenced in this section provide some empirical perspectives on how supervision provided online compares to that provided in person. The studies suggest that supervisees are able to develop conceptualization skills (Butler & Constantine, 2006), see themselves as being effective as counselors (Coker et al., 2002), and experience a positive working relationship with supervisors (Conn et al., 2009; Dickens, 2009; Lenz et al., 2011). Although some authors provide some qualitative components through their mixed methods (e.g., Dickens, 2009; Lenz et al., 2011), absent is an examination of how the supervision relationship is experienced between the supervisor and supervisees during online supervision.

Focused online supervision studies. Recently, some studies have concentrated singularly on the experiences of online supervision. Changes in supervisee competency and confidence (Chapman et al., 2011), the supervision working alliance (SWA) as a phenomenon (Hammonds, 2014; Lenz et al., 2011), peer supervision and group processes (Yeh et al., 2008), and a Delphi study of expert clinical supervisors (Matthews, 2015) are the most recent areas investigated on online supervision. This suggests there may be a maturation of knowledge when understanding the phenomenon of online supervision.

Chapman et al. (2011) conducted a single-study quantitative design with five participants in their practicum phase of counselor training. The research effort studied the confidence and competence of the participants while they received online supervision (or cybersupervision as labeled by the authors) during a semester term. Based on the CSES scores that were collected throughout the study, the authors argued that there were improvements in confidence and competence. However, as critiqued in the previous section, an $N = 5$ does not provide the necessary statistical power to suggest generalization (Howell, 2013).

Shifting the attention from supervisees, Hammonds (2014) examined supervisors' experiences of SWA during online supervision. Through the analysis of phone interviews Hammonds identified two major themes: intentionality and personalization. In her phenomenological study of six participants recruited from a professional counselor listserve, she identified several factors supervisors demonstrated during online supervision. *Intentionality* described how supervisors were deliberate in conducting supervision sessions and relied on structural components of online supervision (e.g., chat spaces). Additionally, supervisors translated strategies from F2F supervision to distance supervision. *Personalization* consisted of three subthemes: awareness of strengths and capabilities, personal impact of experience, and

challenge recognition. With respect to the challenge recognition, the author highlighted how supervisors identified some challenges when facilitating online supervision. Hammonds noted that supervisors recognized several common challenges: with their own selves, with the supervisee, with the lack of physical proximity, and with the use of technology. Furthermore, the in-depth study took notice of how supervisors experience particular changes associated with distance supervision. The researcher identified supervisors' personal reactions, their level of experience, and the characteristics of supervisees as sources of challenges for effective online supervision. Hammond's (2014) study provided a stepping-stone for future research to begin exploring how supervisors experience these challenges.

To better understand peer supervision and group processes, Yeh et al. (2008) studied 16 master's level counseling psychology students in an online peer support group (OPSG) model. With a web page that was specifically designed for the study, supervisees posted comments between one another and could maintain threads of conversation that could span over weeks. The authors concentrated a portion of their study on analyzing discourse through verbal response modes (Stiles, 1979), and found that 40% of the analyzed discourse consisted of self-disclosure and 20% was guidance- or information-related. In their conclusion, the volume of self-disclosure supported group cohesion (Yalom & Leszcz, 2005) and information provisions supported professional development (Ladany et al., 1999). The authors suggested that OPSG has the content that supports group processes and the components associated with supervision. Absent from the study was an examination of the supervisor. It is unclear how a supervisor was interacting with the students and what types of conversations the supervisor was facilitating. Another attribute of the group that caused some confusion was the anonymity of participants. Participants used pseudonyms, masking their identity. The justification provided by the authors

was that the condition promoted greater levels of sharing by not having one's identity known. As a result, the researchers argued that the condition permitted greater levels of disclosure among participants. From the professional counseling ethical perspective for the supervisor to be gatekeeping (ACA, 2014), it is unclear how the supervision context could be supported given that the supervisees would have to be known. Additionally, this study used counseling psychology students, it is unclear how the results might be different if they were counselors-in-training.

Recently, Matthews (2015) conducted a three-round Delphi study with 16 participants from counselor education training programs who provided online supervision. The focus on the study was to elicit the experiences supervisors had with using online supervision to support supervisees in securing state licensure to practice as professional counselors. Themes identified from her narrative analysis were that supervisors had to be responsible for facilitating effective supervision, supervisees had the opportunity to access qualified supervisors, and supervisors attended to the security requirements by using technology during supervision. Although not commented on in the study, an implication from the identified themes suggests the importance of supervisors having to attend to the technological demands in addition to managing the supervision sessions with supervisees. This added demand prompts inquiry as to how supervisors experience the additional demands that are unique to online supervision. How might these additional requirements influence supervisors' responsibilities in providing effective supervision?

The studies examining online counselor training have matured from exploratory approaches, to comparisons between F2F and online delivery platforms, to concentrating solely on online supervision. Consistent through all the studies is the inclusion of technology and the

examination of how the technological aspect influences the supervisory process. What is not known are the in-depth experiences had by supervisors directing and facilitating online supervision. For example, with the added challenges identified with using technology, how might that feature influence how supervisors and supervisees communicate with one another? Extended further, how do supervisors recognize and work through struggles that might impede the learning and development process of CITs?

Role of Supervisor

Within educational settings for training counselors at the graduate level, the standard for a CACREP-accredited program is for faculty members to possess a doctorate, Ph.D. or Ed.D. in counselor education (CACREP, 2016a). By the time CITs graduate, they will be knowledgeable about the roles in clinical supervision and how learning can take place during supervision when it comes time to have supervision for licensure. Additionally, counselor educators experience training to provide supervision, and they are familiar with the modalities of supervision (CACREP, 2016a). However, this does not include competency training for how to use technology effectively during supervision. Accrediting bodies do not mandate counselor educators be competent at employing effective andragogy when using technology to instruct CITs. Arguably, counselor educator supervisors do not have a standard for a level of proficiency in using technology to foster learning with CITs.

On the whole, the body of research on online supervision has progressed over the past 15 years. Investigations of the differences between F2F and online supervision show some preliminary results, yet the lack of statistical power continues to make the question of achieving learning objectives unanswered. Interestingly, while there appears to be an acceptance of online learning throughout the field, research efforts are limited and the knowledge gaps pervasive.

That is, there are efforts to expand the knowledge to understand online supervision more clearly. The opportunity ahead is to investigate how supervisors make meaning of their experiences during online supervision. Furthermore, remaining unclear is how supervisors experience resistance during online supervision processes with CITs.

Literature Summary

The critical review of the literature serves as a means to understand or gain perspectives about the use of online supervision of CITs in counselor education and supervision programs. Beginning with an extrapolation of learning within the field of counselor education in the context of distance learning, the literature suggests that there is a deficit of knowledge of how supervisors experience resistance. Supervision as an intervention (Bernard & Goodyear, 2014) and the importance of supervisory relationships between supervisors and supervisees are more clear (Bordin, 1983). Yet, how supervisors make meaning in their andragogical process of providing supervision online is unclear. The literature includes studies that focus on the supervisory alliance, cognitive development, and compares some of the differences and similarities between F2F supervision and online. However, the lack of statistical power in a number of studies (e.g., Lenz et al., 2011), perpetuates the uncertainty of how to generalize learning during online supervision. One opportunity that lies ahead is investigating how supervisors make meaning of their supervisory process with CITs online. The following section identifies the concepts explicated in this literature review and maps out the phenomenon of supervisors facilitating learning during internship, particularly when resistance surfaces.

Conceptual Framework

The conceptual framework serves as a bridge from the reviewing the literature in an effort to establish a lens for understanding how to view a research problem, provide a

philosophical approach to answer the research questions, and suggest a methodological order (Bloomberg & Volpe, 2012; Maxwell, 2012; Vagle, 2014). Incorporated in the conceptual framework are not only the current perspectives in the literature but my experiences with and insights about clinical supervision. This leads to developing research questions that, when answered, contribute to knowledge by bringing forward a deeper understanding of the meaning of the phenomenon of supervisors' lived experience of resistance during online supervision (van Manen, 2014).

In reviewing the literature on online counselor education and supervision, the identified concepts and their relationships exclude an understanding of the lived experiences of supervisors facilitating online supervision. Although some studies provided some reflection of how supervisors experience supervision (e.g., Lenz et al., 2011), absent is an in-depth exploration of how supervisors make meaning of their experiences as they challenge and support resistance during online supervision. Some studies (Brendel et al., 2002; Fong et al., 1997; Halverson et al., 2006) suggest that during fieldwork or internship, CITs shift the most in their cognitive development and integrate at more substantial level their professional identity as counselors (Gibson et al., 2010).

Research Questions

The review of the literature examined how online supervision in counselor education and supervision programs train counselors, the empirical evidence associated with learning outcomes of CITs, and theories of how supervisors facilitating the learning process during supervision. However, it is unclear how online supervisors make meaning of their experiences of supporting and challenging CITs during this phase of counselor training. Therefore, the primary research

question is, *How do online supervisors experience resistance during online group supervision of master's level counselors-in-training in internships?*

When considering the larger question regarding how supervisors experience the learning process, there are several supporting attributes of interest. First, there are two sides to the CIT's learning receptivity. One part is when CITs are at ease with the transition into the identity of a professional counselor. There is an in-the-moment receptivity to learning. Alternatively, when challenged by the experience, supervisor, or peers, CITs may become resistant or holding-back as they struggle to integrate their emerging identity. The first subordinate research question is, *What are supervisors' experiences with the emergence of resistance during online group supervision?*

Second, in addition to gaining insights on how online supervisors experience online supervision, there is an opportunity to learn how they approach facilitating the process of learning when they experience resistance. The second subordinate research question is, *What are supervisors' experiences of working with resistance during online group supervision?*

Third, those supervisors who have experienced F2F supervision but are now providing online supervision may have a unique perspective on how they make meaning of the learning process during online supervision. The tacit knowledge associated with F2F supervision may have themes of understanding that inform supervisors in their making sense of online supervision. The third subordinate research questions is, *How do supervisors describe the similarities and differences of resistance experienced between online and F2F modalities?*

These research questions focused the investigation that drives the collection and analytical processes. The effort is to hone in on understanding how online supervisors make meaning of their experiences between F2F and online supervision in the midst of those learning

struggles inherent during internship. Additionally, the second subordinate research question gives permission to collect what themes could be present when addressing resistance during online supervision. These questions get at the perceptions, understandings, and behaviors that online supervisors experience during online supervision.

Philosophical Position

Phenomenology as a philosophical perspective and a research methodology (Vagle, 2014; Wertz, 2005) was used in a multi-case research design (Yin, 2013). Investigating how online supervisors experience the challenges associated with learning during group supervision during internship requires a deep description from supervisors about the phenomenon. Therefore, to answer the above research questions, a qualitative approach is better suited than quantitative methods. My role as a researcher was to focus the inquiry to answer the research questions. Inquiring with online supervisors to learn and clarify how they experience resistance during online supervision permits me to discern themes from their lived experiences. However, the aim is not to solicit opinions or stated beliefs but instead to have online supervisors share with me concrete and detailed descriptions of their experiences of supervising CITs during internship (van Manen, 2014). From that effort, meaning structures of how online supervisors experience resistance were discerned and shared.

A critical review of the literature of online supervision reveals a need to have a more in-depth perspective of how online supervisors make meaning of their experiences facilitating online supervision (van Manen, 2014). Particularly absent in the literature are perspectives on how resistance is defined or considered during online supervision. Unknown are themes of how online supervisors make meaning of the experience of resistance within the learning process in supervision. Unclear is what it means to be faced with and engage resistance. Furthermore, with

the visual, audio, and technological challenges associated with online supervision, knowing how supervisors understanding the learning process for supervisees would be useful. More specifically, the phenomenon of how supervisors attend to supervisees' struggles to generate understanding and build counseling skills, and how supervisors foster a disposition as a professional counselor was of interest for this particular study.

The philosophy of phenomenology serves as a useful means to examine the supervisors' experience of resistance in supervision. The philosophical approach focuses the researcher to deconstruct with is assumed or taken for granted to get discern meaning-making structures (van Manen, 2014). The method is reductive. It consists of two opposing actions: one suspends or brackets the researcher's knowledge and the other aims to get to the meaning structures. Restraining or holding back assumptions during the inquiry keeps the field of inquiry from being crowded. Simultaneously, genuine inquiry fosters a genuine openness to hear and learn from other. As a methodology for conducting research, the research questions inform and drive what materials to collect that later are explicated for phenomenological analysis. Direct descriptions of the experiences are the best materials.

Particularly, a post-intentional phenomenology as outlined by Vagle (2010, 2014) and Finlay's relational-centered model (Finlay, 2009; Finlay & Evans, 2009) offer a viable way to investigate the phenomenon. Because supervisors are clinicians, the relational-centered approach capitalizes on the affective nature of the phenomenon. The post-intentional lens supports my inclination of how I view the world from a meta-reflexive orientation. Reflecting on the reflection of meaning is an effort to look at how one makes meaning. This research approach offers a flexible yet robust method that values the interplay of consciousness of the individuals directly involved in investigating the phenomenon.

Post-intentional phenomenology conflates several philosophical perspectives of phenomenology. First, drawing from Husserl (1962), Vagle (2010) describes individuals' sense of consciousness as the interplay between psychology and the observed natural world. The researcher can then describe and interpret the lived experience of participants through intensive interviews, post-reflexivity journaling, and analyzing written narratives. Understanding the lived experience of supervisors provides a more rich and detailed perspective of how supervisors make sense of the learning struggles that are common occurrences in supervision (Creswell, 2013).

Second, I assumed people make sense or make meaning through their lived experiences (van Manen, 1990). Not necessarily being cognitive or aware, people are in a stream of unknowingly making sense of the world they live in through their experiences. However, there times when people are not necessarily making sense of it. By investigating how supervisors experience resistance or struggles in learning while in online supervision, the researcher can move more into the supervisor's experience in an effort to make sense of or have an understanding of the phenomenon. Heidegger (1996) introduced hermeneutics as a form of phenomenology as a means to capture the interpretations and making meaning of phenomenon.

Third, interpretation is the product that is reflexive of the reflection and gives rise to discerning how the unconscious meaning-making influences what is interpreted. Vagle (2010) encourages the concept of *post-intention* as a way to have researchers examine how they are reflecting on the reflection of the phenomenon. Drawing from post-structuralism, Vagle posits that the nature of any moment has multiplicity, partiality, and variations of context (Vagle, Hughes, & Durbin, 2009), so much so that there is no one truth or essence. Instead, through the integration of the researcher, the participants, the context, era, time, etc., there can be a snapshot of a moment, but the phenomenon is every dynamic. Nonetheless, the interpretation by the

researcher acknowledges the influence of shared conversation with the participants. Participants are consulted on the interpretations and meanings organized by the researcher. Multiple perspectives are collected that can contribute to the view in that moment.

Finlay (2009; Finlay & Evans, 2009) encouraged researchers with clinical backgrounds to use their developed interpersonal clinical skills to make a connection with participants and use the interactions to make meaning of lived experiences. The researcher's empathic approach and awareness of bodily experiences (Todres, 2007) becomes a creative process to get at the meaning of what the participant is understanding. Like a therapy session where the clinician sits with the client to listen deeply to the other, ask clarifying questions, and reflect a deeper meaning of what is shared, the researcher does the same. As a result, like that between a clinician and a client, different perspectives are brought into view that allow the participant to more clearly identify the implicit knowledge that is gained from their life experiences (van Manen, 2014).

The combination of the two models, post-intentional and relational-centered, provides a philosophical window that can provide a conduit to learn more deeply the *lifeworld* of online supervisors (Heidegger, 1969). First, gaining an empathic connection with participants encourages deeper sharing by the participants. Second, being reflective on my own reflexivity as a researcher aids in my capacity to step back and look at my own lived experience of the research effort. The two together authenticate my own inclinations and promote a discerning process that can illuminate the lifeworld of the participant.

Concepts

A review of the literature captured a number of concepts regarding the phenomenon of resistance experienced during online supervision. I generated a visual representation (see Figure 2.1) to assist in communicating the conceptual framework. The conceptual map identifies the

concepts of interest in the phenomenon of online supervision. It includes the hierarchical relationship between supervisors and supervises, the arrangement between CITs as peers, the influence of group dynamics, and how these relationships are facilitated through technology while out of physical proximity. The combined dashed line and solid line symbolizes how the supervisory relationship consists of a supportive and sometimes conflictive relationship. Absent in the figure is the concept of *learning*. The learning process is embodied in the supervision process. Learning manifests through the relationships, the experiences, and even in the conflicts. There are varied theories, strategies, and skills when examining the learning process during counselor education training.

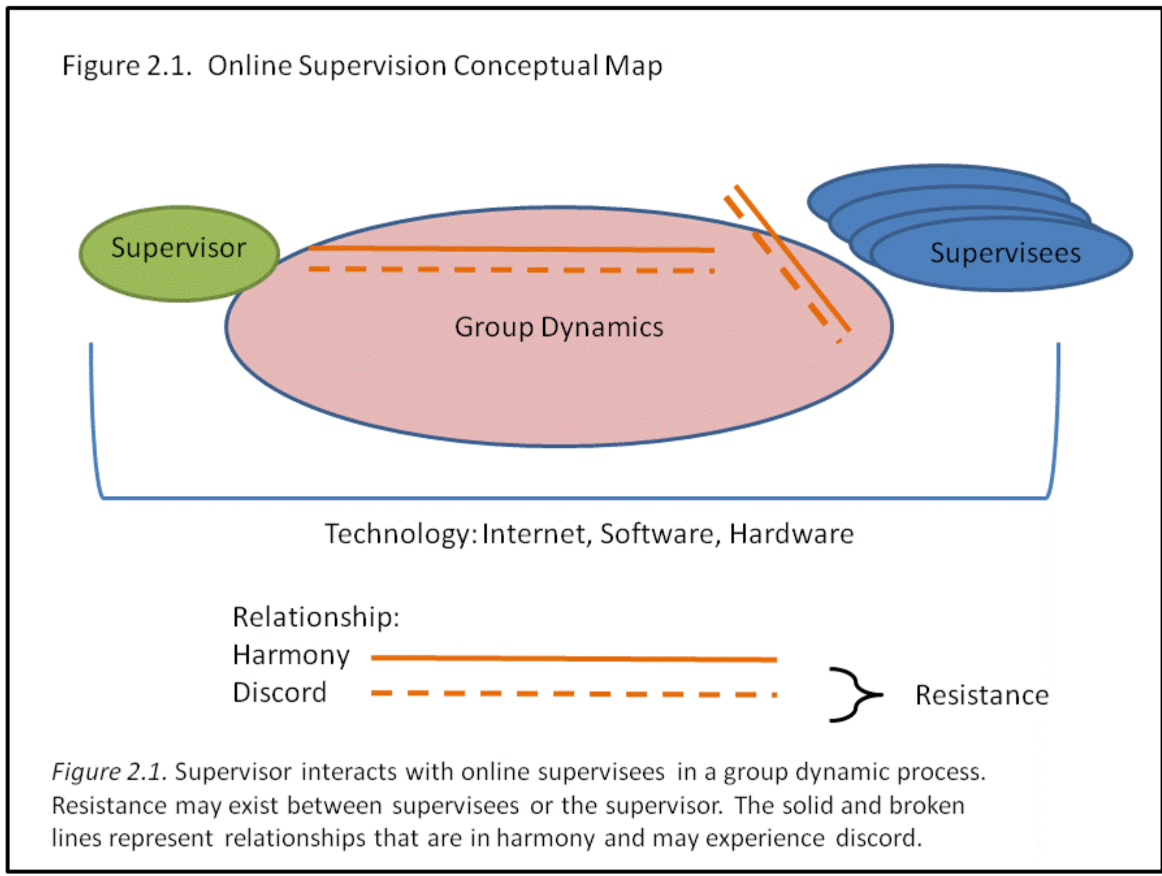

Figure 2.1. Supervisor interacts with online supervisees in a group dynamic process. Resistance may exist between supervisees or the supervisor. The solid and broken lines represent relationships that are in harmony and may experience discord.

In summary, the conceptual framework developed for this study assisted in focusing and shaping the research process, informed the methodological approach, and informed the data collection and analysis processes. The various iterations of coding, the development of themes, and the study's findings were informed by the conceptual framework (Creswell, 2013; Maxwell, 2012). The foundation of the study's framework is grounded in Vagle's philosophical approach toward studying phenomenon through the post-intentional lens (2014). This allows for the inclusion of the researcher as a portion of the lived experience with the supervisors, the supervisees, and the context. The openness and fluidity inherent in the study is based on the combination of the multiplicity in viewing the phenomenon and the rigor in being reflective on the reflection-of-the-experience. Although this framing gives the flexibility to adjust the drafted research questions, the questions remained the same throughout the research endeavor. The proposed research questions offered a starting point in conceptualizing the phenomenon and remained consistent. I continually reevaluated the conceptual framework throughout the study. Like the research questions, the framework remained consistent (Maxwell, 2012).

CHAPTER 3

METHODOLOGY

This study examined online supervisors' lived experiences of resistance while supervising counselors-in-training (CITs) during internship in online group supervision. The purpose of this qualitative study was to answer the following grand question: *How do supervisors experience resistance during online group supervision of master's level CITs?* In particular, this study focused on understanding how counselor educators serving as supervisors experience and responds to resistance while training CITs during online group supervision in fieldwork or internship. Selected for this study were qualitative methods due to the paucity of empirical research conducted with online counseling training programs. Little research to date explores or reveals the lived experiences of online supervisors. The findings from this study may be useful to counselor educators working with resistance during online supervision.

The study is a phenomenological, single case study composed of individual supervisors. The supervisor is the unit of analysis (Yin, 2013) within the context of online supervision during internships. A written narrative describing a lived experience of resistance by the supervisors and an in-depth interview were the two primary sources of data for each supervisor. First, each supervisor wrote a narrative of a lived experience description (LED) of an event when he or she experienced resistance during online group supervision (Vagle, 2014; van Manen, 2014). Second, an in-depth, semi-structured interview with each supervisor provided the most descriptive source of data that illustrated the supervisor's lived experience of the phenomenon (Brinkmann & Kvale, 2015; Patton, 2005).

A second interview served as a member check (Miles et al., 2013) and a means to search for additional thoughts, feelings, and meaning-making that occurred post the in-depth interview.

It confirmed the participants' attributes such as education, time as a counselor educator, and other related information. Additionally, themes discerned from the written LED and the in-depth interview were shared with the respective participant in an effort to confirm or modify the interpretations made during analysis.

Throughout the study, I approached each conversation with participants, whether through email or interview, through a relational-centered approach (Finlay & Evans, 2009). I used counseling-related skills to build rapport, clarify understanding, and encourage the participants to share. The aim was to elicit rich descriptions while validating the participant's lived experiences.

The sections in this chapter explain in detail the organization and efforts used to conduct the research. To begin, I provide the rationale for using qualitative approach and the justification for using a phenomenological case study approach. Next, a discussion of the specific context or setting of interest for the study outlines the boundary for the case. An explanation describes the nature of online counselor training and the specificity that supervisors experience during online supervision. Then, I describe the efforts of how to foster trustworthiness throughout the study. This includes a discussion of how to build trust between the reader and myself, the researcher, by articulating how I, as the research instrument, influenced the data collection and analysis processes. Subsequently, the research design, data collection methods, and data analysis are detailed. A discussion explaining the theoretical and the targeted research population for this study is reviewed (Heppner, Wampold, & Kivlighan Jr., 2007). This section also includes identification of the specific attributes of the supervisors who provided rich and detailed descriptions that answer the research question. Following that, the ethical considerations employed to protect the participants and to foster confidence with the research process are examined. The materials covered in this section include how I protected the participants'

identities, minimized the influence of my subjectivity, and highlight potential ethical dilemmas. Lastly, there is a brief description of how to report findings. These sections frame the conduct of the study, explain how the research process unfolded, and promote trustworthiness with the conduct of the research process and with reporting research findings.

Research Tradition and Rationale

Qualitative Methodology

A qualitative approach provides a means to answer the grand research question. The use of quantitative instrumentations such as surveys, measurements of supervisory working alliance, or skill measurements of CITs have had some attention in the literature (e.g., Chapman et al., 2011; Lenz et al., 2011). However, the use of quantitative methods does not allow the degree of flexibility for the researcher to explore deeply how supervisors experience resistance. When seeking a rich investigation of the lived experiences of online supervisors, qualitative methods allow for an interactive process between the researcher and participants (Wertz, 2005). This study aimed to understand how supervisors experience the phenomenon of resistance to learning during the supervisory process in the internship portion of counselor education training. This was achieved by investigating the supervisors' direct experiences through narratives and in-depth interviews (Creswell, 2013; Denzin, 2001). The study used a phenomenological methodology (Heidegger, 1969; van Manen, 1990; Wertz, 2005) to identify the themes within the lived experiences described by the supervisors during online group supervision.

Phenomenology

Phenomenological research is both a philosophy and a method (Finlay, 2011; Merleau-Ponty & Smith, 1962/1996; Vagle, 2014; van Manen, 1990). The central concern for phenomenological researchers is to enter into and embody the experiential meanings with the

aim of having a rich and vivid perspective of phenomena. Phenomenology can be descriptive (Husserl, 1962) and interpretive (Heidegger, 1996).

Interpretive. Describing the lived experiences of supervisors demands that the research bracket (epoché) one's own understanding or interpretation of the resistance. However, the researcher will always have some form of knowledge of the phenomenon, making an absolute bracket impossible (Heidegger, 1969). Instead, there can be a continued holding back or *bridling* (akin to holding back a horse) until a clear interpretation of what the subject is sharing bursts forward (Dahlberg, 2006; Vagle, 2009). It is that quintessential "ah-ha" moment when pieces of information come together about the lived experience. An openness was maintained to hear and learn what the participant described and felt as he or she re-awakened the lived experience of resistance (Finlay, 2011). The researcher's bridling of personal knowledge and interpretations of resistance is to support an interpretation of what was experienced and described by the supervisors. The goal was to achieve that transcendental subjectivity; being aware of and restraining biases, identifying preconceived notions, and holding back perceptions through bridling. The effort permitted the object of study to be seen in an essential form.

Interpretation is inherent in the description in that the mere use of language to describe phenomenon is embedded with preexisting interpretation (van Manen, 1990). Therefore, supervisors who described their lived experience of resistance during supervision had their own definitions. The challenge for the researcher was to listen deeply while bridling subjectivity. Another dimension to bridling is considering how knowledge (epistemology) is partly constructed and informed by institutional structures that manifest through culture and history.

Post-intentional. The post-intentional approach to phenomenology acknowledges how cultural and political culture inform the interpretations of experiences implicitly (Vagle, 2014).

For example, being a White male with cultural privileges, the researcher's assumptions are based on those privileges, such as the freedom to travel with minimal social threats that is grounded in White supremacy (Freire, 2000/1968). That is, assumed knowledge informed and powered by cultural institutions socializes people to define what constitutes as knowledge. Some knowledge is constructed implicitly through social and political structures (e.g., Foucault, 1980).

Vagle (2010) weaves in post-structural elements in his proposed post-intentional approach to investigate phenomena. Post-intentional phenomenology includes the descriptive quality in describing what is being experienced, and, simultaneously, authenticates that descriptions are inherently interpretive and can be informed by cultural and political structures such as how the researcher, as a White male, could interpret a phenomenon differently than an African American female. By recognizing this as an inseparable historical and contextual nature of the researcher, there can only be partial and temporal reflections of the phenomenon studied (Vagle, 2010). To attend to this influence, reflexivity is an effort to acknowledge possible influences on the development of themes from the data.

Considering I am a counselor-educator-in-training (CET), I am conditioned in professional attitudes toward the values and mores that are part of the counselor educator identity. These assumptions could influence how I interpret what a seasoned counselor educator shares with me during the study. Post-intentional phenomenon demands the researcher be reflexive on what is coming to be known (Vagle & Hofsess, 2015).

In sum, post-intentional phenomenology extends earlier philosophies of phenomenology. It uses bridling as a means to promote one's interpretation of the phenomenon under investigation (Vagle, 2009). Furthermore, the importance of historical and cultural forces that shape knowledge and the process of acquiring knowledge is acknowledged (Vagle, 2010). The

use of post-reflexion journals (discussed later) provides a tool to promote the acknowledgement of possible structural influences and work to bridle the researcher's assumed knowledge.

Relational-centered. The phenomenological research approach incorporated a relational-centered research process (Finlay, 2009, 2011). That is, the relationship or the interactions between individuals brought forward co-constructed meanings (Finlay, 2014). There was an interaction between avenues of descriptions and clarification of understanding to come to a place of shared knowledge (Finlay, 2009). This approach relied on the attributes and skills clinicians possess to conduct phenomenology research such as empathic attitudes and interview skills (Ivey et al., 2013; Young, 2013). As a result, the research encouraged the researcher's clinical attitude and skills to be active throughout the process (Finlay, 2011). For instance, I anticipated that a shared meaning would have been constructed from the interview with the supervisors, known as *intersubjective* dialogue (Finlay & Evans, 2009). The interactions between each supervisor and me created or co-constructed an interpretation. The supervisor described his or her lived experience and I asked questions to clarify, test, or inquire further. The process of interacting created a shared meaning that is intersubjective.

Another aspect of a relational-centered research approach is its humanistic quality. As a professional counselor and emerging counselor educator, my professional identity embraces person-centeredness (Rogers, 1980) when in contact with people (Mellin, Hunt, & Nichols, 2011). Person-center embraces an unconditional positive regard for others that encourages an empathic approach to understanding how the other experiences his or her reality (Rogers, 1980). Furthermore, the researcher's assumptions about reality may differ from marginalized individuals. For example, some participants were females. Therefore, I had to consider how assumed privileges in being a male could influence what was described by female participants or

how such privilege might shape the researcher's interpretations of the data. Using a relational-centered approach engaged counseling skills and frames of references (multicultural and social justice advocacy) while being mindful of how the researcher's assumptions are grounded in male privilege.

Research Design

The following outlines the research design in an effort to provide and overview of the research project. Provided are explanations on the boundaries of the case and its context. To assist in conceptualizing the research design, I created the Research Collection Scheme (see Figure 3.1).

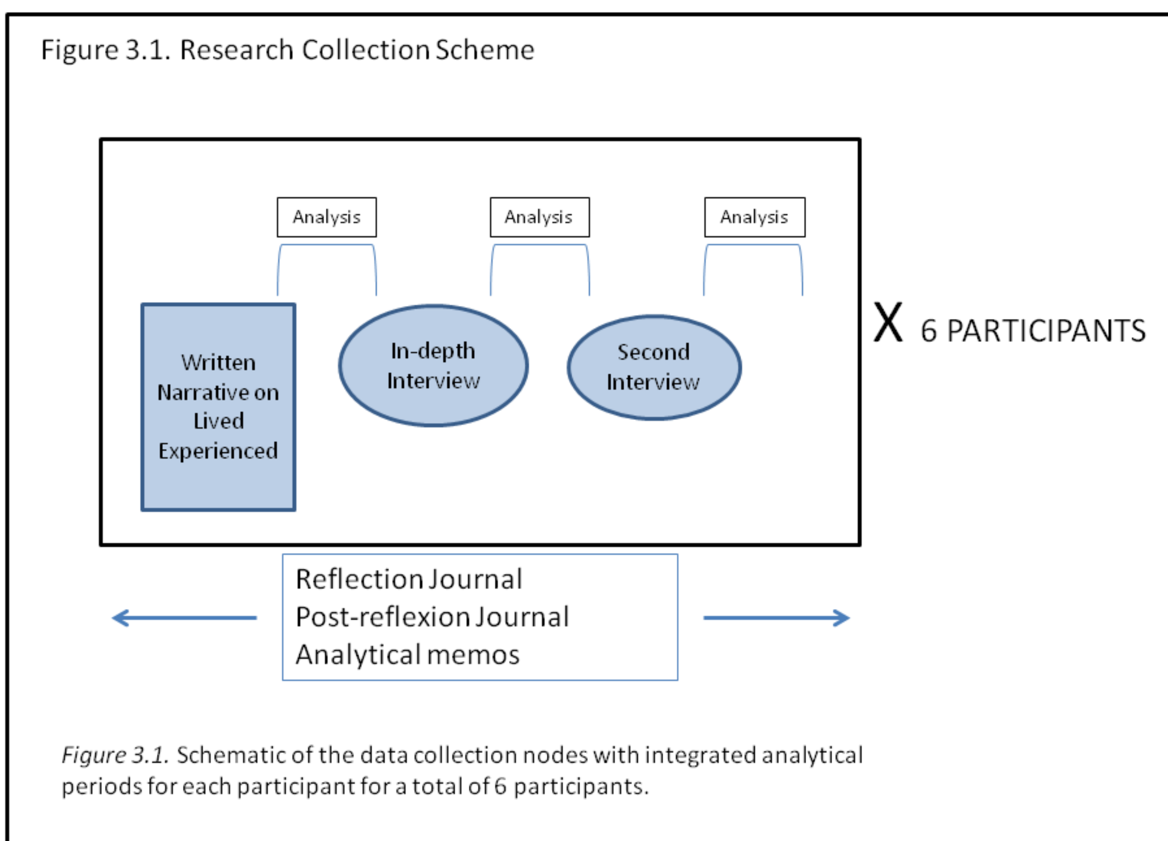

Figure 3.1. Schematic of the data collection nodes with integrated analytical periods for each participant for a total of 6 participants.

It provides a visual schematic of the interplay between data collection and analysis. Explained later are the specific details about collecting, processing, and analyzing the data in the Research

Procedure section below. The research design parameterizes the case and compares the lived experiences of resistance during online supervision between supervisors. It provides a holistic perspective (Yin, 2013) and ample data to answer the research question.

Case and Context

Case. Yin (2013) identified several components essential for establishing a case study design. First, there are propositions or issues that drive what ought to be examined within the scope of the study. The supervision learning experience during online group supervision, experience with resistance during learning in particular, the supervisor's historical experience with F2F group supervision, and the online learning environment and the in-group experiences are four propositions or issues that focus the study's collection and analytical efforts. Second, the unit of analysis is the supervisor. The phenomenon is the lived experience of resistance during online group supervision in CACREP-accredited programs, while the supervisor's lived experience of the phenomenon defines the focus for study. Third, there are data links between the propositions. Collecting and analyzing the descriptions (data) shared by a supervisor with past F2F supervisory experience regarding his or her lived experiences of supervision training, resistance, and technology (propositions) links the data to the associated propositions. Fourth, interpreting the findings will not be associated with statistical strategies but, instead, identifying and addressing rival explanations of the descriptions provided by each supervisor after completion of data collection. Collecting data from multiple supervisors within the boundaries of the case study (accredited programs) provided data to consider possible rival explanations.

Context. Multiple contextual features bind the holistic case study of the supervisor's experiences in working with supervisees during online group supervision. First is the examination of CACREP-accredited online counselor education programs. Second, the learning

process will be revisited during supervision for CITs. Research findings suggest that CITs develop their abilities to conceptualize clients, and select and employ interventions during internship (e.g., Butler & Constantine, 2006; Lin, 2012). Third, discussed is how the supervisor's dual role of an educator and as a gatekeeper could influence the supervisory alliance. Fourth, provided is a discussion of the milieu or learning environment that is expected supervisors work within during online group supervision. Fifth, the online supervision uses technology that consists of hardware, software, and the Internet to facilitate the near real-time exchanges.

Accredited programs. Online CACREP-accredited programs provide the optimum context for this study. With nearly 75% of counselor education programs in the U.S. being CACREP-accredited (www.nces.org), most adhere to and are verified to be in compliance with specified training requirements. Non-accredited programs may not follow similar expectations. By concentrating on CACREP-accredited-only programs, the study reduced some threats for other attributes such as geography, faculty background, and student demographics shaping the experiences of the supervisor.

This study concentrated on supervisors who used synchronous online platforms with real-time supervision sessions with visual and audio as their primary mode of supervision. For this study, CACREP-accredited online programs that provided a hybrid model of supervision of internship students (some F2F interactions but with most being online) were the source for recruiting potential participants.

Learning process. When anxiety reaches intolerable levels for a CIT, resistance may manifest and interfere with the learning process during supervision (Liddle, 1986; Pearson, 2000). This shift into resistance is observed through CIT's behavior and understood when F2F, but little is known about how supervisors identify and work with these shifts when in online

environments. For this study, only synchronous, Internet-based supervision of internship students was considered; the asynchronous-only supervision format was not. This did not preclude synchronous online group supervision classes which also used using asynchronous forms of communication. Specified, however, was that counselor education programs facilitate online group supervisions through the Internet and were synchronous or near real-time.

Learning environment. The learning environment of an online, synchronous supervision can be challenging for students and instructors (Fishkin, Fishkin, Leli, Katz, & Snyder, 2011; Olson et al., 2001). Two forms of challenges are reading body language and working with technology. When interfacing online through a webconference, attendees typically only observe faces (Vaccaro & Lambie, 2007). Absent are other body movements or positions that may communicate feelings, like shaking one's leg because of experienced anxiety. Supervisors need to be able to read cues to discern if a supervisee needs encouragement or challenge (Bernard & Goodyear, 2014).

Technology. A final feature is the software, hardware, and associated levels of technological sophistication by the user. Sometimes the software and the technological understanding of how to operate as an online participant can be challenging. Even if a supervision group has the most recent versions of software, the ability to have real-time communications can spawn frustration and misunderstanding. In order to be included in this study, a supervisor has to provide synchronous, Internet-based supervision, using basic software, hardware, and a supporting infrastructure that met the boundaries for this study.

The context for the case study was online group supervision during internship for CACREP-accredited counselor education programs. Discussing the facets of the phenomenon include identifying the technological aspects used during supervision, the learning processes

associated with supervision, and the role of the supervisor. The supervisor's lived experience of resistance during online group supervision can illustrate the answer to the study's question.

Trustworthiness

Unlike quantitative research, qualitative researchers look to persuade readers that their findings have undergone a rigor that is systematic and transparent (Guba & Lincoln, 1994; Lincoln, Lynham, & Guba, 2011). Miles et al. (2013) explained how the use of an auditor could build greater confidence for the reader that some form of systematic process was followed. Explained in further detail is how the auditor was selected and used for this study. Furthermore, illuminating and considering the influences of the investigator's positionality and subjectivity increase the reader's sense of trustworthiness (Lichtman, 2012). Having a method that tracks the research process and highlights how the investigator's worldview shapes or influences the findings builds greater credibility for the reader.

Rigor

Qualitative research relies on the rigor of reflexivity and contextual variation as means to promote transparency and trustworthiness that is unlike the constructs of validity and reliability as applied in quantitative research (Creswell, 2013; Morrow, 2005). Morrow (2005) suggested several elements to support trustworthiness: social validity, subjectivity and flexibility, and adequacy of data and interpretation.

Social validity. The study approached social validity by anchoring to the current literature on online supervision. Peer-reviewed academic journals at this particular time are resources that define what is considered current knowledge. A gap in knowledge provides an opportunity to investigate and contribute to the literature. Next, themes established from the analytical processes may return to the literature to what has been reported in other peer-reviewed

journals. Implications from themes referenced in the literature can assist the reader in extending what is known (review of the literature) to what is learned (findings and discussions).

Subjectivity. My subjectivity and flexibility permit me to interpret the meaning of the lived experiences of each supervisor (Morrow, 2005). The phenomenology approach as defined by van Manen (2014) and Vagle (2014) authenticates the inherent integration of the researcher's subjectivity, such as the researcher asking participants questions. However, being aware of preferences and biases supports keeping them out of questions that are asked. Further, subjectivity considers how culture, positionality, and biases influence the interpretations. By being aware of these attributes, there is an inherent intellectual flexibility to ask questions or clarify responses from participants with the aim of getting at their lived experience of online group supervision. Being transparent with the reader about how such actions were taken during the research endeavor supports credibility of the findings (Lichtman, 2012).

Biases, assumptions, and preferences require a level of awareness to marginalize their influences and to be transparent with the reader (Morrow, 2005). First, I have formal education and personal experiences with a wide range of conflict. Therefore, I intended to be sensitive of how this inquiry into another's experience of conflict might influence him or her. Participants may have had protective reactions around conflict and could have felt put off by or more protective about my inquiry. To sensitize myself as the researcher, I checked in with the participants to learn how they experienced the process. The invitation provided an opportunity for the participant to discuss struggles or anxieties related to the content of the questions and how I asked them.

Second, I regard myself as a digital immigrant because I am a Generation Xer (Prensky, 2001). As a Generation Xer, my familiarity and implicit understanding of the Internet and use of

digital technology are not second nature. My experiences with online learning and instructions are not robust and are somewhat slanted to the in-person approach to teaching and learning. In addition, I value the in-person supervision experienced during graduate counselor training. There is a preference for in-person interactions, and my non-digital history required bridling opinions and being open to how supervisors navigated resistance during online supervision.

The use of the reflection and post-reflexion journals (described later) captured how my subjectivity may have influenced how I interpreted meaning from the supervisor's description of the phenomenon. The auditor (discussed later) was employed to reveal how the researcher might have missed an understanding related to how technology was integrated into social interactions when examining how themes were derived during the analytical process. Lastly, I consulted with the participant as to whether interactions with me suggested that I lacked a technological understanding: for instance, applying technological terms inaccurately to describe some aspect of online learning.

Adequacy of data collection. The rigor of data collection is based on the procedures discussed by researchers such as Creswell (2012), Lincoln and Guba (1985), and Miles et al. (2013). The sample range sought was six to eight participants, to increase confidence in the volume of data collected. This exceeds Yin's (2013) the recommendation of a sample size of two to three. Some of the techniques to process and store data are referenced from the above authors. In addition, Vagle (2014), Finlay and Evans (2009), and van Manen (2014) inform data collection and analyses. A written LED and an in-depth interview provide two means to report the lived experience of supervisors. The combination of sample size, a written LED, and two interviews for each participant provides ample data. I will discuss relevant implications of the

data collection experiences in an effort to be transparent about how the process unfolded and influenced the results.

Adequacy of interpretation. Adequacy of interpretation improves the acceptability of trustworthiness (Morrow, 2005). Morrow (2005) argued that there is inseparability between data analysis, interpretation, and presentation when establishing adequacy of interpretation. However, she did separate them to distinguish between each form. For this study, an immersion in the data exists. The volume of data, transcribed interviews, and data analysis were a means to immerse myself in the data. Additionally, an analytical framework has been articulated below of how I systematically interpreted and made meaning of the data via specific coding and analytical processes. Lastly, the writing process served as a balance between interpretations and the use of supporting quotations from participants. Justifications of the interpretations was informed by the participants' words. Further, the second interview served as a means to confirm interpretations and themes derived from the respective participant's data.

Auditing

In addition to the four elements explained above, the use of an auditor has enhanced trustworthiness (Miles et al., 2013). By tracking the data collection trail, reviewing themes answering the research question, checking for biases, and examining the practiced protocol outlined above (Creswell, 2013; Lincoln & Guba, 1985; Miles et al., 2013), the auditor increased the trustworthiness of the findings. The qualifications of the auditor included: a familiarity with qualitative research--case study methodology, availability to conduct case analysis meetings, and a capability to share observations from looking at the themes derived from the coding. For this study, the auditor was recruited from the researcher's doctoral cohort.

At the beginning of the study, the auditor was familiarized with the research question, data collection and analysis protocols, and the use of the journals. The tasks the auditor performed were to: (a) track the collection trail, (b) check to see if themes answered the research question, (c) check how biases may have influenced interpretations, and (d) examine the protocol used to collect and analyze the data (Miles et al., 2013). The auditor and I discussed the analytical protocol, reviewed themes from the data, and explored the potential influences of biases, assumptions, and preferences. There were no unresolved disagreements between the auditor and me that required an arbitrator. Furthermore, the research advisor confirmed the collection and analysis trail, and reviewed the findings and interpretations.

Researcher as Instrument

Unlike quantitative methodologies, the researcher is the primary instrument when collecting and analyzing qualitative data (Lincoln et al., 2011). Thematizing a phenomenon is invariably partially pre-constructed in: socially acceptable research (Guba & Lincoln, 1994), my positionality and subjectivity in how I understand reality (Luckner & Nadler, 1997), and the unacknowledged understanding of reality by the participants (van Manen, 2014). The challenge for me as the investigator was to recognize how my positionality and subjectivity may have influenced findings that were potential conflations between the participants and myself (Cousin, 2010). That is, my position as influenced by my gender, class, or abilities could influence my interactions with participants. Personal biases, preferences, and opinions naturally lend to a subjective perspective or understanding of lived experiences. Because this study's approach sought to understand the lived experiences of participants, acknowledging my positionality and subjectivity warrants acknowledgement to aid in bridling what I think reality is and promoting

transparency for the reader about how such attributes influenced the research process and reporting (Denzin, 2001; England, 1994; Lincoln & Guba, 1985).

Positionality. There are several attributes related to positionality that could have influenced the approach and conduct of the research project. The privileges of being a White, male, and able-bodied researcher allow me to ignore or be unaware of challenges or perspectives of marginalized individuals (Sue & Sue, 2012). The effort to acknowledge positionality gave me pause to think about how interactions may have been influenced by academic status and gender differences. Such recognition increases transparency for the reader about how such positions influence how a researcher approaches and interprets the research endeavor (England, 1994; Patton, 2005).

Maintaining my awareness of privilege was an ongoing effort throughout the study (Ratts et al., 2015). Privileges can permit the researcher to assume some freedoms and be blind to the challenges others may face (McIntosh, 1992). I acknowledged differences between owned privileges and another's marginalization in an effort to promote transparency and consider more openly the other's worldview (Sue & Sue, 2012).

To support transparency and recognize my positionality and subjectivity, I used the post-reflexion journaling as outlined by Vagle (2014): reflexion on the reflectivity. The purpose and procedure of the post-reflextion journal are discussed later. The journal served as a mechanism to bridle what I thought was known during the research process. Additionally, the entries illustrated how I made an effort to bridle assumptions and biases (Vagle, 2009).

One particular issue that surfaced in the reflection and post-reflexion journals was my own experience of bias and resistance. During the interviews, I found myself on a continuum between favoring participants to feeling agitation. With some participants, I experience fluidity

in our conversation that I interpreted as a co-constructive dialogue. I felt comfortable with how we engaged one another, between interviewer and interviewee. There were times, however, when conversation lacked fluidity and I found myself challenged in collecting responses to interview questions I posed. Observing my own biases and inclinations toward one participant over another assisted me in putting in check my own positionality and subjectivity.

Another aspect of my being a researcher as the instrument is my being a clinical supervisee, a clinical supervisor-in-training, and researcher supervisee. During my clinical training as a mental health counselor, I was supervised in a CACREP-accredited program. A faculty member supervised my peers and me in a group-supervision format. During my doctoral training as a counselor educator, I supervised F2F CITs in an CACREP-accredited program. I was supervised by a faulty member during my leading F2F group supervision. Further, I supported some CITs in their participation in group supervision through the Internet. For this study, I was supervised by a faculty member. These three roles have influenced how I consider group supervision in a CACREP-accredited program. However, my experiences of supervision online is much less than my F2F experiences.

To sum up trustworthiness, several approaches discussed above have supported accountability of the research process and the transparency of it. A systematized reflection process had the intention of considering my subjectivity and positionality. Anchoring what was known to what has been discussed in the literature supported social validity. The methods for collecting and interpreting were referenced from phenomenological methodologists. Finally, an auditor provided a means of tracking data management and provided observations and comments on interpretations from the data.

Research Procedures

The Research Design section above outlined the case framework, context, and the research methodological approach. This section details the specific steps for collecting, processing, and organizing data; analyzing data; and integrating journals and memos into the analytical process for this exploratory phenomenological case study. The processes used for storing, organizing, and preparing data for analysis are explained in detail.

Analysis of the documents consisted of combined techniques outlined by van Manen (2014), Miles et al. (2013), and Vagle (2014). Once all participants had individual summaries, themes from those summaries were compared for similarities and contrasts (Baxter & Jack, 2008). Throughout the collection and analytical processes, the use of reflection and post-reflexion journals were used to record perspectives and insights gained. Analytical memos served as building blocks for synthesizing the findings (Miles et al., 2013).

Instrumentation

Overview. This study began with recruiting perspective participants and ended with their final round of interviews. Data collection began with collecting the written LED, and then led to an online, synchronous, in-depth interview with each participant (James & Busher, 2009; Kvale & Brinkmann, 2014). Audio recordings of the interviews were transcribed verbatim (Kvale & Brinkmann, 2014), processed for analysis (Miles et al., 2013; Vagle, 2014; van Manen, 2014), and then organized and stored in the CAQDAS (Miles et al., 2013). Upon the completion of an analytical process (described later), a second interview served as a means to confirm themes identified in the initial interview and allowed for new perspectives (Kvale & Brinkmann, 2014). Similar to the first interview, it was synchronous and online. The transcribing, processing, and storing of those interviews were similar to the first interviews. The data collection process was

repeated for each participant. The span of time from the first participant signing consent to the end of the second interview of the participants spanned 14 weeks.

Participants. The theoretical population for this study consisted of supervisors providing online supervision for supervisees. To answer the study's research question the target population was supervisors from CACREP-accredited online training programs. Specific attributes of the sample population illustrated how online supervisors experienced resistance during group supervision including the types of counselor education programs in which supervision took place, the levels of training and experiences in supervising both F2F and online supervision, and the configuration of the online supervision. Additionally, a rationale for the purposeful sampling for the number of participants for this case study and approach for recruiting subjects is provided. Discussed later is the recruitment process.

Considering the context of the case assisted in identifying those participants who could best answer the research question (Miles et al., 2013; Vagle, 2014; Yin, 2013). One criterion for selection was position as a counselor educator in a CACREP-accredited program. Participants were to have received their Ph.D. or Ed.D. in counselor education. The purpose of this criterion was to integrate doctoral training influences to their personal and professional identities (Dollarhide et al., 2013). This assumes that they possessed the knowledge, skills, and disposition to reflect on an event and seek out understanding from their experiences. One particular interest for this study is a greater understanding about how supervisors who have experienced resistance in F2F may have experienced resistance in online supervision. The purpose was to permit or accept that tacit knowledge of counselor education would be present during data collection. That is, if they were educated and trained, and self-identified as counselor educators, their

perspectives of the phenomenon were anticipated to include tacit as well as declarative knowledge (Reber, 1989).

An additional criterion was participants having had at least three academic terms providing in-person and online supervision, each. The rationale for having this level of experience is multifold. First, supervisors with some F2F supervision experiences are assumed to have some understanding of and perspectives on in-person supervision. Providing three academic terms of supervision familiarizes them with supervising F2F. They will be familiar with some references of how to recognize, intervene, and bring closure to experiences of resistance. Participants providing online supervision most recently have experiences with current technology used to facilitate online supervision. Lastly, the justification for having facilitated supervision for three academic terms for each learning medium is based on the notion that when teaching a course, it takes three iterations of teaching that particular course to develop a foundation for instructing on that material (Clark & Mayer, 2011). However, the three-three criterion was flexible based on sample availability.

A further condition regarding supervision experience is that supervisors had to have conducted supervision with supervisees, remotely. For the purpose of this study, as long as the supervisor had provided supervision to the entire group remotely and the supervisees were not co-located among one another as a group, the supervisor would be suitable for this study. The purpose of the criterion was to prevent students being grouped together physically and not remotely and having some students sitting in a classroom with the supervisor while others are remoted in for supervision.

Sampling. Sample size, type of sampling, and recruitment process are aspects of the sampling process (Denzin & Lincoln, 2008; Miles et al., 2013; van Manen, 2014; Yin, 2013).

What defines the number of participants is not as easily gauged as evaluating the statistical power of a quantitative study (Howell, 2013). Instead, the criteria in the literature suggest that the number of participants is a function of producing an ample amount of data for analysis that can yield a rich and vivid understanding of a phenomenon (Miles et al., 2013; Vagle, 2014; van Manen, 2014; Yin, 2013). Yin (2013) suggests that two to three units of analysis are adequate for replicating the themes between each unit. Miles et al. (2013) shared a similar position in that the number ought to be large enough to yield an ample amount of data for analysis. However, the authors considered five participants as adequate. From the phenomenological perspective, a minimum number is not suggested (Finlay, 2011; Vagle, 2014; van Manen, 2014). Instead, the emphasis is placed on ensuring that the participants selected are those who can provide rich and descriptive details of the phenomenon under study.

Given the literature, the context for the study, and that the study unit is a single case, six to eight participants was the target sample size. The participants were to be online supervisors providing online supervision to CITs during the internship portion of their counselor training. With 30 counselor education programs accredited as online (www.cacrep.org), the six to eight participants could provide an ample volume of data and be considered adequate (Yin, 2013). With the written LED and interviews, anticipated was a yield of data that could contribute to illustrating the lived experiences of these online supervisors. Additionally, because this study was exploratory and not comparing theories, six exceeds the range suggested by Yin (2013). Given the literature, the context of the study, and the sources of data being a written LED and two interviews, six to eight participants was the target sample size.

Sampling was purposeful (Miles et al., 2013; Patton, 1990). Participants were screened to ensure they not only met the criteria outlined above but also are were willing and capable of

describing their experiences with resistance in vivid detail (van Manen, 1990). Identifying prospective participants for this study required intentionality and suitability for the interviews. Not only do the participants require the knowledge but they ought to be capable of engaging in an interactive conversation with the interviewer (Kvale & Brinkmann, 2014).

Recruiting participants began through contacting CACREP-accredited institutions that were listed on the CACREP website (www.cacrep.org). I contacted 16 CES program coordinators through their university email addresses identifying the criteria for participants (see Appendix A). Of the 16 CES programs, 7 (44%) programs responded that led to three (19%) programs generating consenting participants. If I did not receive a response from the program coordinator within three to five days, I sent a follow-up email. If there was still no response, I attempted to telephone the program coordinator at his or her office. If there was still no response via emails or calls, I discontinued the recruiting effort with that particular individual.

Once contact was made with the program coordinator, he or she shared the information with prospective participants in the program's faculty members. Only those perspective participants then contacted me through email. For those perspective participants, I attached the recruiting letter (see Appendix A). Although assessing a participant's motivation and capability to share detailed descriptions is arguably subjective, I determined through the communication process the prospective participant's ability to share information about the phenomenon.

Once the prospective participant was informed about the research project, he or she received a participant packet via email with a consent form (see Appendix B), instructions for submitting a recent syllabus for an online group supervision for internship, and instructions about how to construct the written LED about a recent lived experience with resistance during supervision (see Appendix C).

Upon receipt of the consent form, I attempted to schedule the first interview. The intent was to have approximately three weeks from the receipt of the signed consent to the first interview. I sought to give ample time for the participant to write and send the LED via email. However, from the initial recruiting emails to collecting the first written LED was in reality three weeks with another four weeks until the first interview. The recruiting timeframe was during the winter holiday period when faculty were transitioning between academic terms and taking holiday. Email correspondence went through the SIUC email exchange, was stored on a secured flash drive and a password protected desk drive and then deleted from the exchange. The effort was to protect the participant's identity and ensure the email and attachments were not lost on an institution's server.

An effort was made to secure all six to eight participants, simultaneously. A total of six participants responded to the recruitment announcement that was channeled through the program coordinator. All six met the selection criteria and submitted consent forms. My intention was to collect and analyze data related to each individual, and summarize themes for each participant in parallel. That is, I attempted to recruit participants at one time, collect data from participants simultaneously, and then finish analyzing data on all the participants. Running the recruiting, data collection, and analysis for one participant after another would have gone beyond the available timeframe for this study. Instead, I managed all participants in a semi-parallel process. Solicitation for participants was simultaneous. However, there were times when one participant's data was being analyzed while another was being recruited. Nonetheless, each participant began the process by submitting his or her written LED, being interviewed, and concluding with a second interview.

Each participant had his or her data filed in a Microsoft Excel spreadsheet with an assigned pseudonym (explained later). Details were recorded regarding: (a) date contacted, (b) program affiliation, (c) date signed consent received, (d) date written LED received, and (e) dates interviews were conducted.

Participant confidentiality. Safeguards were put in place to protect personal identifying information (PII) of participants. Although anonymity cannot be exercised for this research study (because I know the identity of each participant), every effort was made to maintain confidentiality (Brinkmann & Kvale, 2015). Once consent was given, the participant was assigned a pseudonym. To generate the pseudonym for a participant, the last letter of the first name became the first letter of the pseudonym. For example, a participant's name "Delores" will have a pseudonym that begins with the letter "s," like "Sarah." The rationale was to keep the human connection with the participant throughout the data collection process. All PII associated with the pseudonym wwas stored electronically. Only I had access to files continaining PII.

Data Sources

Written lived experience description. Each participant wrote about a lived experience of resistance while supervising online. The process allowed the participant the time and space to consider the phenomenon more intimately (White, 1980). Each participant received the same instructions and submitted the written LED of the lived experience. This artifact generated data and served several needs. First, it primed the participant to consider or contemplate the phenomenon of resistance (Vagle, 2014). The participants thought, wrote, and clarified what they had experienced. Second, in the analysis (described later) the written LED was a source of data with details about each participant's experience with resistance (Miles et al., 2013). Themes noted from the analytical process assisted in preparing for the first interview (Vagle, 2014).

Information gaps in the written LED were filled in during the interview; meanings were clarified with the participant; and summaries were confirmed. The interview could be a rehash of the written LED and/or another situation could be shared. Third, having the narrative LED provided another opportunity to collect rich descriptions (van Manen, 1990) that contributed to illustrating how a participant experienced resistance during online group supervision.

The written LED was sent as an attachment in MS Word through email. Once received, I reviewed the document for completeness and removed any PII. The participant's pseudonym was written on the document and stored in the participant's electronic file, and the file was prepared and uploaded to the CAQDAS for analysis.

Preparing documents to be uploaded to NVivo required a particular process. First, the MS document had to have the margins reduced to 2.5 inches and had to be saved in plain text. The file then had to be reopened in MS Word. Once in MS Word, the document was scrubbed of PII and formatted to include the participant's name, the name of the researcher, the type of document, and the date of the event from which the document was created. Numbered lines were placed in the left-hand margin and then the file was saved as an MS Word document. The result was having a line-numbered document to reference in NVivo. The document was then uploaded to the Sources folder to be thematized. In addition, a hard copy of the source document was printed for some of the analysis.

Although I prepared for participants becoming confused with the instructions in generating the written narrative, it was unnecessary. There was no need to modify the instructions as the participants were able to generate the written LED adequately according the written instructions given.

Interviews. To gain knowledge of a person's point of view, lifeworld or *Lebenswelt*, I explored experiences had by the participant through interviews (Kvale & Brinkmann, 2014; Merleau-Ponty & Smith, 1962/1996). I facilitated a conversation with the participant to co-construct or conflate a shared meaning of the phenomenon (van Manen, 2014). Through the interactions, the participant described from his or her own view how the experience was lived (Kvale & Brinkmann, 2014). The interview provided another form of a voice (in addition to the written LED) for the supervisor to express the lived experience of resistance. Additionally, the interview could promote the participant obtaining new insights into his or her own experience of the phenomenon.

The following presents the approach and rationale for the interviews. From the numerous variations of phenomenological interview approaches (Wertz, 2005), three are detailed here. Next, similar to the study examining an online experience of supervision, I conducted synchronous (near real-time) online interviews. James and Busher (2009) explained some attributes and considerations when conducting online interviews. Finally, explained are the protocols for the first and second interviews (see Appendices D and E). Each protocol includes planning, conduct, and processing of interview data (Kvale & Brinkmann, 2014; Miles et al., 2013).

Interview approach and rationale. The study's question is about understanding how supervisors experience online group supervision with master's level CITs during their internship. The interview process was phenomenological, informed by meaning-making (van Manen, 2014), relational-centered (Finlay, 2009), and post-intentional (Vagle, 2010) theories. The interview questions and approach were phenomenologically oriented with the particular focus on the meaning made of those experiences of resistance during online group supervision.

The phenomenological attitude (Finlay, 2008) holds an inquiring or inquisitive wondering about the lived experience of the participant. Preparing, conducting, and analyzing consists of not only holding back on what I believe is happening within the phenomenon (bridling) but also leaning forward or having an inquisitive energy (Vagle, 2009) about what is experienced. Preparing for the interview and developing the kinds of questions and the way questions would be asked aimed at bringing forward different responses from the participant's meaning (Kvale & Brinkmann, 2014).

Several perspectives informed how the researcher constructed the interview process and questions. To begin, the questions for the first in-depth, semi-structured interview were partly informed by van Manen's (2014) suggestion of how to elicit the lived experience of a phenomenon. Concentrating on the specifics of a particular lived experience provides a perspective as though one is living through it in the present. For this study, I was interested in the most vivid time that a supervisor experienced resistance during supervision. By revisiting the most memorable event with the participant, there was an increased chance of sharing the most vivid and comprehensive details of a specific event. However, participants may not have the most accurate details if an event transpired over a considerable lap of time.

Next, I inquired with the participant what feelings were experienced then and during the interview as he or she reconstructed a past experience with resistance (Finlay & Evans, 2009). Drawing on Finlay and Evan's (2009) relational-centered approach to interviewing and conducting phenomenology research, I used counseling and interviewing skills to work empathically with each participant. Connecting with the participant's emotional state related to the experience of resistance was anticipated to enhance the accounting of the event. Accessing the thoughts and feelings broadens the view of how a supervisor may have experienced

resistance, more so than recounting thoughts or feelings alone. Building rapport, listening intensely to the emotional experience, and learning along with the participant the meaning of the experience, was thought to have yielded a more comprehensive view of the participant's experiences (Finlay & Evans, 2009).

One final consideration that informed the interview approach was the post-intentional phenomenology orientation outlined by Vagle (2010). Post-intentional, as described by Vagle (2010), challenges the researcher to consider how one comes to understand given one's historical and cultural exposure. In preparing for the interviews, I had thought about positionality of being a male through a power-structured frame of reference when interviewing women. When conducting interviews, I listened for the influence of this inherent position. This is in addition to the existing power differential that is structurally derived from the interviewer asking the questions (Vagle, 2010). The use of a post-reflexion journal, discussed later, throughout the interviewing process encouraged me to consider what structural existences could be influencing the process of making meaning that were beyond the typical reflective process usually associated with interviews and qualitative research in general (England, 1994).

Online interviews. Online interviewing is an increasingly used medium for conducting qualitative studies (Bampton & Cowton, 2002). Conducting interviews through the Internet allows researchers to access some participants who would be otherwise unavailable. Online interviewing can bridge time zones and support participants who may struggle with social interactions, such as F2F, providing greater flexibility or freedom to participate (Busher & James, 2012). For the purpose of this study, the interviews were synchronous and online through Zoom (www.zoom.us), a webconferencing software. A desktop computer, webcam, and microphone were employed to conduct near real-time dialogue with participants. Some of the

issues associated with conducting online interviews such as technology competency; access to the Internet, software, and technology; and working with a limited view of physical characteristics were relatively negligible given that the participants facilitate online supervision. However, there were some disruptions in the technological protocol.

The researcher invited the participant to the virtual room, a feature Zoom provided. The interviews were conducted in a controlled and secured office. I was prepared to reschedule the interview if the Internet service failed, a computer crashed, software froze, or similar circumstance. However, there was only one incident when the participant was unsuccessful when attempting to enter the virtual room. That interview was redirected to be conducted telephonically through Freeconference (www.freeconference.com). Either way, the audio portions of the interviews were recorded through the computer using Audacity software and a digital recorder capturing the interview through the computer speakers in a private room.

Interview protocol. The protocol used for the interviews was a derivative of the planning process for the study and the need for transcribing interviews. There were two interviews: first, the in-depth semi-structured and second, the follow-up. The first interview was an intensive, semi-structured interview that followed the analysis of the written LED. Its purpose was to interview the participant in an effort to capture a rich and vivid description (van Manen, 2014) of his or her experience of resistance during online group supervision. Interviews were planned to be between one and one half hours, to provide time for exploration of the phenomenon and solicitation of specific data to answer the research question (Brinkmann & Kvale, 2015).

The purpose of the second interview was to clarify interpretations of the themes developed from the written LED and the first interview (Brinkmann & Kvale, 2015), propose follow up questions (Turner III, 2010), and provide space for new contributions or additional

perspectives that were stimulated from the interactions. The second interview was planned to last 30 to 45 minutes.

The first interview was in-depth to capture the pre-existence of material of interest (van Manen, 2014), semi-structured to give some direction and flexibility for conversation (Brinkmann & Kvale, 2015), and relationally centered to foster wellness in the interview relationship (Finlay & Evans, 2009). Already discussed above are planning considerations for the first interview, the research question to be answered, and philosophical or theoretical orientations in approaching the interview. Next, the questions themselves need some explanation.

The interview questions served as the mechanism to focus the conversation to capture the data that reveal lived experiences (Finlay & Evans, 2009; Kvale & Brinkmann, 2014; van Manen, 1990). I designed the questions to gain an understanding of the supervisor's approach and conduct of supervision when experiencing resistance. The supervisor's pedagogical perspective (particularly the supervision theory) provided the approach used to conduct supervision, in general. Next, the supervisor was asked to recall and describe a vivid experience with resistance. Then, identify noticeable differences between F2F and online supervision when experiencing resistance. Lastly, to illustrate techniques or approaches he or she used to attend to resistance. The format of the questions elicited descriptive responses that included thoughts and feelings (Finlay & Evans, 2009; van Manen, 2014). The first question aimed to explore the feelings associated with writing the LED. During the entirety of the interview, I paid attention to nonverbal communications such as tone of voice and pitch. Next, a question asked about the participant's supervisory theory as a means to understand the approach the participant takes towards supervision. Then, a question solicited the participant's description of the most recent lived experience of resistance during online group supervision. Subsequent questions invited the

participant to describe differences and similarities between F2F and online supervision. Asking the participant what he or she understood as the source of the resistance was a follow-up question. The purpose of the question was to reveal the participant's perspective on the etiology of resistance. Lastly there was a question on the techniques or approaches the participant uses to address resistance during online group supervision. This information could yield theoretical assumptions that participants rely on but cannot necessarily articulate. Furthermore, it provides the larger counselor education community a chance to consider other approaches used to address resistance. The questions described here solicit responses necessary to answer the research questions.

The initial plan was to prepare for the interview by having the participant and me undergo a practice session with the technological protocol that would be used to conduct the interview. However, participants expressed disinterest in a practice Internet link and preferred to wait until the time of the interview to connect. The day and time was scheduled through the Zoom scheduling feature. The times scheduled for interviews were outside of Internet high usage periods such as early mornings and evenings. The effort was to avoid disruptions of interactions. I emailed participants the day prior to the scheduled interview as a reminder.

I opened the virtual room approximately five minutes prior to the scheduled time. Initially in the interview, my main effort was to continue building rapport, ensure the interview was being recorded properly, and resolve any technologically related issue that surfaced (Brinkmann & Kvale, 2015). The software used during the online interview, a separate audio recording software (Audacity), and a digital hand-held recorder were three means to record the interview. Zoom has a recording feature that is on-command. Audacity software recorded the conversation through the researcher's computer. A digital hand-held recorder captured the

interview through the computer speakers. I checked the functional operations of each of the three recording mechanisms prior to each interview. Having three means to record the interviews provided redundancy in case one failed.

Once the interview was completed, I collected, labeled, and stored each of the recordings on a flash drive and the desktop computer. I copied each recording to the participant's electronic folder and placed another copy in a transcription folder. I transcribed the recordings in an effort to keep close to the data and prepare for analysis (Brinkmann & Kvale, 2015; Miles et al., 2013). Once a transcription was completed and prepared for analysis, a copy went into the participant's folder and another in the CAQDAS.

The second interview was to confirm the accuracy of a narrative to introduce the participant in the study, share interpretations of themes, pose additional questions, and elicit new or additional perspectives (Brinkmann & Kvale, 2015). Scheduling the second interview followed some analysis of the written LED and the first interview. I drafted a narrative that noted the participant's education, time as a counselor educator, time supervising F2F and online, and his or her supervisory theory. I sent it to each participant prior to the second interview to allow the participant to review before and comment on during the interview. Additionally, I prepared themes identified in the written LED and the first interview to be discussed in the second interview. As I shared each theme, the participant was asked about his or her thoughts. This dialogue with the participant confirmed the interpretation and provided an opportunity for the participant to elaborate or modify noted themes. Lastly, I posed additional questions that were developed through the analytical period. The shortest session was 20 minutes and the longest wast one hour. The recording, processing, and storing of the recorded session and transcription followed the same protocol as outlined for the first interview.

The interviews provided the necessary quality and volume of data to answer the research question (Miles et al., 2013; van Manen, 2014). Soliciting the details of a moment when a supervisor experienced resistance during online group supervision in an in-depth semi-structured interview supported an interaction between the participant and I to conflate a shared perspective of the phenomenon (Vagle, 2014). Interviewing online is an acceptable form of qualitative research activity (James & Busher, 2009) and parallels the phenomenon under investigation: supervisors supervising online and the interview of supervisors online.

In summary, the data sources provided ample data to identify the themes of the lived experience of each participant (Vagle, 2014; van Manen, 2014). The collection of data from the written LED of the lived experience and the interviews offer three points to collect the participant's lived experience of resistance during online group supervision. Furthermore, six participants being compared to one another provided a means to identify similarities and differences between participants (Baxter & Jack, 2008; Yin, 2013). The process relied on the collection of data primarily with the interviews and secondarily with the written LED. The data collected was organized, processed for analysis, and secured electronically. Following is a discussion of the analysis procedures on the collected data.

Data Analysis

The analytical process for phenomenological research tends to have a framework that examines the data corpus, then the intentionality of the parts, and then returns to look at the whole (Creswell, 2013; Finlay, 2014; Vagle, 2014; van Manen, 1990, 2014). The process of whole-parts-whole directs me to a holistic view of the context, interpreting the intention in parts, and then placing those parts in context with others parts to create a new analytic whole that has specific meanings in relation to the phenomenon (Vagle, 2014).

This exploratory study investigates the lived experiences of resistance of supervisors providing online group supervision. Supervisors sharing their descriptions of their lived experiences provided data to be analyzed and illuminated their intentionality or meaning-making of resistance. For the purpose of this study, the phenomenological framework analyses incorporated: (a) a whole-parts-whole process; (b) a focus on meaning-making (intentionality); (c) a balance among direct quotes, paraphrasing, and my interpretations; and (d) an understanding that text is being crafted (Vagle, 2014). The analytical lens interprets the meaning made by supervisors through a whole-parts-whole process with the aim to construct text of how supervisors experience resistance. A balance among interpretations, paraphrasing, and direct quotes illustrates an understanding that answers the research question.

Analysis is grounded in van Manen's (2014) interpretive process, informed by Vagle's (2014) post-intentional perspective, and with Miles et al.'s(2013) techniques for conducting analysis. There were two major analytical efforts due to the study being a single case with multiple participants: one for each participant and the other between participants. First, I co-constructed themes from each participant's description during the interview and checked them in the second interview. I clarified the interpretations with the participant. The participant and I generated a shared perspective to create a composite understanding of the phenomenon. This led to an analysis for each participant, individually reflecting the interpretive description (van Manen, 2014) for each participant (Miles et al., 2013). Second, an in-between participants analysis provided an interpretive description of the case (Baxter & Jack, 2008). The separate analyses of the participants were combined to construct an interpretive description of the collective (Yin, 2013). The use of coding, jottings, and analytical memoing assisted in interpreting the data (Miles et al., 2013). The reflection (Finlay, 2012) and post-reflexion

journals contributed to the analytical process at the individual and in-between participants levels. This was through positioning my thoughts and considerations of how I might have been influenced through history and culture in when thinking about the data (Vagle, 2010). The balance of this section discusses the analytical framework and specifies how the analysis portion of the study was conducted.

Analytical framework. The approach used for analyzing the data blends the phenomenological philosophy of interpretation and description (van Manen, 2014) with a systematized analytical protocol (Miles et al., 2013). The study's research question focused the efforts to understand how supervisors experience resistance during online group supervision. The lens used to answer the question was informed by interpreting how the participants made meaning of their lived experiences of the phenomenon, through identifying the meaning of what was presented during the analytical process for the documents and interview transcriptions. This demands a combination of a holistic view and detailed perspectives (Brinkmann & Kvale, 2015; Vagle, 2014; van Manen, 2014).

The frame of reference for analysis was thematic analysis as described by van Manen (2014), organized into steps as explained by Vagle (2014), and applied techniques as articulated by Miles et al. (2013). The process oscillates between seeing contexts as a whole and parts that lie within their contexts. Thematic analysis is a process of extracting structures of meanings that are embodied and animated in the human experience and expressed in text (van Manen, 2014). Grasping and formulating meaning from the text was driven by epoché and reduction or bridling assumptions to lead back to intention.

The analyses had two phases. The first phase analyzed the written LED and the first interview. The second analyzed the second interview transcriptions. For the first phase, the

process began with a holistic or whole reading of text (written LED and interviews) to attune me to the description. This reacquainted me with the data and assisted me to gain a sense of the main significance of the text as a whole. Next a line-by-line reading was done to perform the initial coding (Miles et al., 2013) and then a second time for themes (Vagle, 2014). With themes identified, a fourth reading of the written narratives and transcriptions of the first interview, done as a whole, searched for patterns among the emergent analytical considerations. Analytical memos and anecdotes were adjusted according to the re-read of the whole:

1. Whole reading: phenomenological meaning or main significance as a whole;
2. Selective reading: Statements or phrases that revealed the experience being described;
3. Line-by-line, first: marking, coding, brief analytical thoughts (jottings);
4. Line-by-line, second: thematizing, analytical thoughts, analytical memos;
5. Whole reading: patterns of meaning, consolidated themes.

For the second phase, the analysis followed the above format but only for the second interview. During this study, there was no need to return to the written LED or the first interview as the themes identified were aligned with the member check. This protocol produced a phenomenological text revealing interpretive meaning, derived from the intersubjective dialogue between the participant and the researcher. Before going further into the details of this process, additional considerations are necessary.

Miles et al. (2013) provided detailed and specific approaches to analyzing qualitative data. For this study, some of these techniques assisted in coding, organizing, and synthesizing the co-constructed themes. However, there was required some flexibility in the analytical process that permitted reflection and a *being-in* the descriptions (Finlay, 2014). Vagle (2014) warned against being too constrictive when analyzing phenomenological projects. For this study there

was a utility in having a blend between flexibility to allow an absorption into the lived experience, and a structure to manage the analytical process.

Analysis happens not only after data collection but during the collection process itself (Brinkmann & Kvale, 2015; Miles et al., 2013). The concepts identified in the conceptual framework that was introduced in Chapter 1 inform what data is to be collected (Maxwell, 2012). Therefore, the analytical process is always discerning if the collected data will fully answer the research question (van Manen, 2014). In this study, interview questions were derived to elicit participant responses to answer the research question. During the interviews, I had a rolling analysis of what the participant was sharing, to ensure that the responses given addressed the phenomenon of interest (Brinkmann & Kvale, 2015). However, this process tends to rely on experience in conducting research related interviews. Not only is consideration given to discerning if the responses are meeting the intention of soliciting detailed lived experience, but considerations must be given to the meta level of the process (Vagle, 2014). Stated differently, the researcher is embodied with historical and cultural influences that inform and co-generate the text. Therefore, being in a state of reflexion, being mindful of how these influence the generate conversation, is an ongoing part of analysis (Vagle & Hofsess, 2015). Caution, however, was necessary to ensure that managing the reflexion process did not overwhelm the focus of data collection.

Participants. Once I collected an artifact (e.g., written LED) from the participant and processed it for analysis, I conducted a whole-part-whole analysis. The first whole reading aimed to refamiliarize me with the data (Vagle, 2014) and I began investigating significance within the artifact. Reading holistically allowed the fullness of the text to be absorbed (Vagle, 2014; van Manen, 2014). Big ideas (Bloomberg & Volpe, 2012) were annotated in the reflections journal

and in the analytical notes form (see Appendix F). The artifact was prepared for analysis as described above and printed as a hard copy. The whole reading was done manually and not in the CAQDAS. At the conclusion of the whole reading, with the big ideas or major impression recorded, a more detailed reading followed.

Additionally, a line-by-line reading and coding was done on a hard copy of the artifact. Miles et al. (2013), refer to this as the first cycle of coding. Codes provide symbolic meaning to segments of the data. They are representations that translate meaning to datum or detect patterns (Miles et al., 2013). For this study, the three methods (descriptive, in vivo, and process) described by Miles et al. (2013) were used. First, descriptive codes summarized the topic of the passage in a word or short phrases. Second, in vivo used words or short phrases from the participant's own language. Third, processing coding used gerunds (-ing words) to symbolize action. These were the three primary methods used for coding meaning.

During this line-by-line coding, analytical blurbs, referred to as *jottings* (Miles et al., 2013), were incorporated. Jottings are insights or themes that lead back to the meaning of some chunk of data. Because performing the analysis is through software, tying jottings to the text was possible. The combination of codes and jottings assisted the second line-by-line coding, or thematizing (Vagle, 2014; van Manen, 2014).

At the conclusion of the whole and line-by-line analyses, a second line-by-line reading involved articulating the meanings based on the markings (underlines, highlights, etc.) and assigned codes (Vagle, 2014). Sometimes described as subcoding (Miles et al., 2013), this phase of analysis considers the jottings, codes, and markings to bring together all of the potential parts to generate phenomenal text. Next, analytical memos and anecdotes were constructed as a means to begin connecting parts to contexts within or between participants. Analytical memos are brief

or extended narratives that integrate reflections about the data (Miles et al., 2013). Each draft-iteration conceptualizes the intent of the codes and ties together different representations of data into themes. Anecdotes are another tool that distills clusters of data or a narrative into condensed accounts (van Manen, 2014). This tool works to reduce the text into a narrative that becomes a cluster of themes. It differs from analytical memos in that it is a brief narrative encapsulating themes from the participant's voice rather than the researcher's voice. The second line-by-line reading concludes when the participant's artifact includes the researcher's analytical thoughts (Vagle, 2014).

The subsequent whole readings considers the analytical thoughts while looking for patterns of themes, contradictions, and new insights (Vagle, 2014). I added, deleted, or modified analytical thoughts as necessary. Analytical memos were written to articulate newly recognized patterns that were expressed in themes.

At the conclusion of data analysis for each participant, I generated a *participant analysis summary* (PAS; see Appendix G). Instead of being a case summary as outlined by Miles and Huberman (1994), it was modified to be a subunit summary of the case. It reflects those emergent themes from each participant. This summary incorporated the analysis of the written LED, the first in-depth interview, the second interview, and the holistic analytical review of all the text for that particular participant. Having all participant analysis summaries completed marks the end of the individual participant analysis. These summaries then become the base documents for conducting the in-between participant analysis.

In-between participants. The purpose of this level of analysis was to compare and contrast identified themes between participants with the aim of describing, understanding, and explaining the phenomenon in single, bounded context (Miles et al., 2013; Yin, 2013). The

second level of the analytical effort began after all participant analysis summaries were completed. Each participant was a replication within the case (Yin, 2013). Using a case-oriented analysis (Ragin, 1987), the case was considered a whole entity and examined in-between participants to look for configurations within and between participants, associations, causes, and effects within the case (Miles et al., 2013).

This approach allows for a smaller number of participants to be compared for interpretive synthesis (Denzin, 2001). Themes from the participant analysis summaries were incorporated into matrices to reveal multiple instances across participants (Miles et al., 2013). Themes fell into clusters or characteristics of groups of participants that shared similar and contrasting attributes. The intention is to note essential elements of information that tie themes across participants. The process was interpretive, looking for meaning that spanned across participants but within the context of the case. To assist the interpretive synthesis, I read anecdotes to draft phenomenological texts (Vagle, 2014), and developed matrices to illuminate potential relationships (Miles & Huberman, 1994). First, reading, contemplation, and writing supported how I interpreted participant narratives (van Manen, 2014). This led to drafting additional phenomenological texts but instead of drafting them for each participant, they were in-between participants. Second, tables listed identified themes with respect to each participant. From this perspective, I could reveal patterns and provide explanations or considerations as to why themes existed across some participants and not for others (Miles et al., 2013).

Computer assisted qualitative analysis software. A CAQDAS provides a tool to store and analyze data, associate datum-to-datum, organize memos and journal entries, and display analytical results (Miles et al., 2013). I stored and organized the written narratives, transcriptions of the interviews, and journal entries using the software. For this study, NVivo 11 (QSR

International) was the principal software used. CAQDAS also served as an archival resource that could decrease errors in associating codes to data and aid in representing themes. Because much of the data analysis was conducted manually, the use of the CAQDAS did not threaten the interpretive process. For instance, I populated the CAQDAS with prepared and digitized documents. I conducted the first whole and line-by-line readings by hand on a hard copy. Subsequently, I drafted themes, wrote jottings, and constructed analytical memos in the CAQDAS. Further, the data sources underwent exploratory queries to search other stored documents and notes. I manually coded the sources, drafted interpretive meanings, and associated potential relationships. The CAQDAS electronically enhanced my ability to find, access, and associate among parts.

Data analysis procedure. The following explains the procedures used to conduct the analytic portion of this study for the individual and in-between participants. The individual analyses of each participant provided the material (themes and anecdotes) to be analyzed at the second level (in-between). It is at this analytical level that I answer the research question. Explanations of the use of the reflective and post-reflexion journals as analytical tools conclude the procedure section.

For each participant, the written LED, the in-depth interview, and the second interview provide the necessary data for analysis at the individual participant level. Once each data source (artifact) had been processed in preparation for analysis and stored in accordance with the process outlined above, a thematic analysis approach began. The analytical process will followed a similar approach for each data source.

Individual participant coding and analysis. Key concepts from the study's conceptual framework are the source to construct the initial set of provisional codes; they are derivatives of

the conceptual framework (Miles et al., 2013). Categories are conceptual variables and are like "bins" where related codes are deposited. Each code fits into a bin or category. Provisional codes, the initial set of codes, are the starting point for analysis.

For this study, the initial code categories were technology, learning (andragogy), skills (counseling), and resistance. Then, while interpreting meaning, I modified the coding categories. Provisional codes were the first codes to populate, a running collection of codes with their associated definitions. It was a working document that morphed as the research endeavor advanced. The format followed that was prescribed by Miles et al. (2013).

Lived experience description. With the provisional codes in hand, analysis began with the written LED. After receiving, processing, and storing the electronic copy of each written LED, I read and coded as described above using in a whole-parts-whole method. First, I read each document in whole, identifying my interpretation of meaning (Miles et al., 2013; Vagle, 2014). I annotated interpretation(s) in a journal note; each note is dated, and stored within the CAQDAS project folder. Second, I conducted a selective reading based on the question of what statements or phrases revealed insight about the phenomenon (Miles et al., 2013; Vagle, 2014). The combined journal entries from the whole reading and recorded jottings were saved for analysis later in the process. I stored these analytical pieces in a new document, an analysis journal entry, for each participant (Vagle, 2014).

The next step was conducting the first line-by-line analysis, where codes were assigned as symbolic representations of the text (Miles et al., 2013). Miles et al. (2013) discussed 25 coding approaches. Each has its own purpose or function but not any one needs to be the defining approach. Descriptive, in vivo, process, and emotional coding were emphasized for this research project.

For coding, text was positioned on the left-hand side of the document and the codes written on the right. As described above, I assigned codes into categories with accompanying descriptions. Codes and their respective categories were adjusted according to the development of how I interpreted the text. Codes were modified, deleted, or added. Further, as analytical perspectives or insights surfaced during the process, they were recorded as jottings and filed in the individual analysis journal for the participant. The focus during this stage was to code the text with a bridled attitude (Dahlberg, 2006) and allow meaning to emerge.

The second line-by-line reading shifted from coding to developing analytical thoughts (Vagle, 2014). The question used for reading each line is: How does this sentence or cluster reveal something about the phenomenon or experience being described? (Vagle, 2014; van Manen, 2014). The focus was to identify and capture thematic expressions or text that revealed the phenomenological meaning of the experience (van Manen, 2014). This is the first thematic analysis of the written LED.

As analytical thoughts congealed from reviewing the marks, the assigned codes, and jottings, they were made into writing jottings or analytical memos. Based on the initial coding on the left, the markings in the text, and any jottings that were written during the first line-by-line reading, the second line-by-line reading considered the meaning that was at the root of the text (van Manen, 2014).

During this phase of analysis of the written LED, I drafted the first round of analytical memos and anecdotes. Analytical memos serve to document the researcher's reflections and thinking about the codes and markings. These become more elaborate when piecing together various themes (Miles et al., 2013). The memos helped answer the research question, identified problems with the study, or noted emergent patterns or themes to name a few. These were typed

and stored in the CAQDAS associated with the participant. However, memos were also drafted to support the in-between participant analysis when patterns appeared.

When conducting the final whole reading of the text, I returned to the entire body of text to consider an overall theme (van Manen, 2014). I saw opportunities to develop further analytical memos and codes. Like the first whole reading, I went to selected text to confirm prior analytical perspectives. Concluding the analysis for the written LED, I was sensitized more acutely to the participant's lived experience of the phenomenon. Thus, I entered the first interview with questions and ideas that lent to the conversation-like interview with each participant (Vagle, 2014).

First interview. The transcription of the first interview is the second artifact analyzed. There are two aspects to the analytical process for the interview: one refers to the analytical outcome of the written LED and the other is the analysis of the interview transcripts. The analysis performed on the written LED provided me the backdrop for interviewing the participant. During the actual interview, analytical opportunities emerged following a participant's response. For each participant, I posed questions related to the phenomenon and then sought to affirm or clarify participant responses. Clarifying questions about what was written, exploring theme(s), or asking the participant to elaborate on some phrase or situation that was shared became potential directions that could be incorporated during the interview (Brinkmann & Kvale, 2015).

At the conclusion of the interview, the audio recording was transcribed by me, prepared for analysis, printed, and uploaded to the CAQDAS for analysis. Similar to the analytical protocol outlined for written materials, the analysis process followed the whole-part-whole sequence. First, there was a whole reading of the transcript to generate an interpretation of the

interview. Second, a selective reading honed in on statements and phrases about online supervision. Third, the first line-by-line reading coded the text coded, developed categories, and drafted jottings. Fourth, the second line-by-line reading concentrated on developing analytical thoughts. Analytical memos and jottings contributed to the participant's understanding of resistance. Considered during the last whole reading were the themes from the second line-by-line reading.

Upon the completion of the whole reading of the text, the analytical process concentrated on synthesizing themes, noting contradictions, and drafting phenomenological text that illustrated the participant's lived experience of resistance during online supervision. This segment of analysis began with a review of the analytical memos, anecdotes, and jottings not integrated in some other analytical product. Through writing and rewriting, I integrated the analytical pieces to interpret the meaningfulness of the participant's lived experience (van Manen, 2014). Drawing on the participant's concrete descriptions of his or her experiences of the phenomenon, I crafted a text that illuminated the interpretive meaning. I scribed questions, contradictions, and areas that the participant could clarify further in preparation for the second interview.

Second interview. The second interview served as an opportunity to share my interpretations of themes, to have outstanding questions answered, and to confirm the write-up to introduce the participant. Bringing themes developed and questions, I engaged the participant in a co-constructive conversation. The audio recording of the second interview was processed and stored similar to the first. The analytical procedures followed again the whole-part-whole procedure. By this stage of the analytical process, I had much of the phenomenological text

drafted for each participant. Woven into the final summation of the lived experience of a participant were the additional insights collected during the second interview.

Participant analysis summary. The participant analysis summary (PAS, Miles et al., 2013) following the analysis of the second interview. The analysis journal provided some analytical material to draft the participant analysis form. It was modified from what Miles et al. (2013) suggested. The purpose was to capture the participant's developed themes, the anecdotes that illuminated an understanding of the lived experience, and other analytical perspectives that colored how the participant experienced resistance. Although this product does not stand on its own, it does supply the analytical pieces to support an in-between participant analysis (Yin, 2013).

In review, the first analytical level honed in on analyzing the lived experience of the participant. Initiating with the written LED, it was analyzed to provide a perspective of the lived experience. Simultaneously, each participant was aided in focusing on the lived experience of resistance in preparation for the in-depth interview. Further, I used the written LED to sensitize me to the participant's lived experience prior to the in-depth interview. This was repeated for each participant.

In-between participant analysis. Concluding the in-between participant analysis led to constructing a phenomenological text for the case (Yin, 2013). This is a global level of analysis integrating codes, categories, and themes generated from each participant's data corpus. As a result, themes emerged for the case (Yin, 2013). This level of analysis interprets and describes themes within the boundaries of the case.

Pattern-matching as described by Yin (2013) was the primary technique for analyzing in-between participants. The approach compared codes, categorical information, and themes

between each participant. Additionally, comparisons between participants' themes provided a display to note similar, dissimilar, or contradictory themes. Tables were a tool used to compare and contrasts themes as well as participant attributes (Miles et al., 2013). The result was a display that connects themes associated to participants that tie in-between participants. There were similarities, contradictions, and differences.

Contextual differences or participant attributes may hold some explanation for the variation of themes. The format of the online supervision, the experience levels of participants, and student attributes are suspected explanations for the differences noted between the participants' lived experiences. As a result, hypotheses are suggested and serve as potential future research opportunities.

Journals. Because the journals are a part of analyzing data, specific attention is required for two of the three types. The analysis journal, which is used for capturing analytical memos and jottings for each participant, was already discussed.

The reflections journal is often used in qualitative research (Lichtman, 2012). For the purpose of this study, the reflections journal captured my here-and-now thoughts about the research endeavor (Finlay & Evans, 2009). The process began with recording pre-study reflections regarding my thoughts, opinions, biases, assumptions, and emotions about the phenomenon. These considerations aided in constructing questions asked of supervisors about their experiences with resistance during online supervision. Highlighting my awareness about the ways I consider or regard the phenomenon encouraged transparency and began to sensitize how to approach data collection. The reflections journal encouraged me to consider how my perspectives or beliefs might affect my interpretive process during analyses. This journal concentrated on exploring and identifying the "who" that was conducting the collection and

analysis, and its conduct. What it did not account for were my social, cultural, and historical influences. Descriptions of these were recorded in the post-reflexion journal.

The post-reflexion journal, as described by Vagle (2014), is intended to capture the post-reflexivity process. The process of post-reflexivity is to see what informs our construction of reality and how these assumptions construct our interpretations. For instance, how might my being a White, male, abled person influence how I perceive and experience my reality? The effort is to consider those institutional or cultural influences that shape my experiences and interpretation of the lived experience. For instance, how I interpret reality being a person with multiple advanced degrees and not having food scarcity issues is a place of privilege. Therefore, I assume a certain aspect of reality in comfort and without stressors associate with food scarcity and limited employability. I am spared from experiencing certain anxieties that I would otherwise experience if I were new to graduate school or struggling to meet my basics needs because of financial limitations. These are examples of structural influences that inform how I see or experience everyday living (Vagle, 2010).

Vagle (2014) suggested employing four strategies with the post-reflexion journal. First, I recorded moments when experiencing that instinctive connection or disconnection in an observation. If I struggled with relating to a participant sharing of some experience, there may have been a disconnect related to my unexamined assumptions of race, sex, or education. Second, I highlighted assumptions of what constituted *normality*. For example, what I consider as normal learning process could stem from my years of Western education. I value individuality whereas an Asian educated supervisor, for example, may value collectiveness. What is normal for the other may not be the same for me. Third, I recognized beliefs or perspectives I am unable to release (e.g., my belief of adult students as adult learners). Lastly, I recorded moments when I

was surprised, confused, or shocked by what had been experienced during interviews or reading data. The stark response is an indicator that an assumption is being challenged and may have encouraged me to investigate and record what the assumptions might be.

These four strategies are to be used throughout the research endeavor (Vagle, 2014). Particularly, before and after each interview, I have reflected on how attributes may influence my approach and experience when interviewing participants. I could have been triggered to think about post-reflexivity from and entry in the reflections journal. I recorded my thoughts, feelings, and bodily awareness in the reflection journal based on an exchange with a participant. Thus, in the post-reflexion journal I had the opportunity to consider how my historical and cultural contexts might have influenced my recorded reflections. Like the reflection journal, post-reflexions provide data about the structural process by which I conducted the research process. It is an iterative, circular process of collecting data, analyzing, adjusting, collecting data, and analyzing.

Per Vagle's (2014) recommendations, I have made entries prior to the start of the form research process in the post-reflexion journal. I explored considerations about cultural and historical influences that shape how I perceive reality. All journal entries were electronically typed.

Overall, this type of analysis allows for participants to be analyzed independently and in-between, bounded in a single case (Yin, 2013). The protocol of whole-part-whole outlined is consistent with efforts to illustrate the interpretive meaning of the lived experience (Finlay, 2014; Vagle, 2014; van Manen, 2014). The procedures permitted the presence of *being-in* the data shared by participants and the use of qualitative tools that aided parsing the data to discern themes and relationships.

Ethical Considerations

Maintaining confidentiality, supporting the autonomy of participants, and fostering a level of transparency and integrity in the analytical process was intentional and deliberate throughout the study. Explained below are the following ethical considerations for this study: consenting participants, transparency, and maintaining integrity in the research process. Nonetheless, there may be unanticipated dilemmas that surface during the research endeavor. Having access to counsel with experienced qualitative researchers is a source for support and problem solving.

First, individual supervisors were required to consent prior to participating in the study. Along with the written and signed consent statement, subsequent reminders about the choice to participate freely were communicated to each participant. I expressed my appreciation to each participant for their time and energy. However, I reminded each participant that he or she do so freely and without pressure. I informed the participants that if they wished to remove themselves from the study at any point, they could do so without any undue pressure from me. Second, because the outcome of the research project will contribute to a greater understanding of supervision process in general but particularly to online supervision, participants could have a sense of satisfaction in knowing that their contributions would support greater understanding of group supervision facilitated online. Third, I, as the researcher, have responsibilities. The data will be retained for seven years to allow for review of the research process, data management, and data analysis. After seven years, data and personal identifying information will be destroyed. The manner of destruction will include magnetic swiping for electronic storage and shredding for paper sources.

Reporting Findings

The findings and discussion are organized into four chapters: Participant Findings, In-Between Findings, Interpretations and Discussion, and Conclusion and Recommendations. In the subsequent chapter, Participants, the aim is to provide a view of each participant. To begin, provided is a brief explanation of the recruiting process and the format used to collect and analyze data. Subsequently, each of the six participants is described in terms of his or her background, supervision theory, and other forms of information. Then, explained is the analysis of the interviews and written LED. Next, listed are the themes. This sequence is followed for each participant in an effort to have the reader gain a view of how each supervisor (participant) experienced resistance during online group supervision with interning CITs.

The Findings chapter identifies and explains each key finding that resulted from the in-between participant analysis. Findings are presented and provide answers to the grand and subordinate research questions (Bloomberg & Volpe, 2012). Each finding is explained and supported with convincing evidence.

The Analysis and Interpretations chapter explains the understanding of what lies under the findings (Bloomberg & Volpe, 2012). In this chapter, an effort is made to give meaning to the findings. Incorporated is an interpretation from the literature's perspective, my interpretation, and alternative interpretations. The chapter concludes with revisiting my assumptions that were discussed earlier.

The final chapter is Conclusion and Recommendations. The findings and their interpretations lead to conclusions. Given the various possible interpretations discussed, I will provide conclusions and provide recommendations. The conclusions are ones that I draw from the findings and the recommendations provide considerations that the counselor education

profession may consider when attending to resistance and particularly during online group supervision.

CHAPTER 4

RESULTS: PARTICIPANT PROFILES

This study examined online supervisors' lived experiences of resistance while supervising counselors-in-training (CITs) during internship in online group supervision. The purpose of this qualitative study was to answer the following grand question: How do supervisors experience resistance during online group supervision of master's level CITs? In particular, this study focused on understanding how counselor educators serving as supervisors experience and respond to resistance while training CITs during online group supervision in fieldwork or internship. The findings from this study may be useful to counselor educators working with resistance during online supervision.

The purpose of this chapter is to provide the results obtained from the analytical process for each participant. The results were generated from a written LED, a semi-structured interview, and a second interview (Lincoln & Guba, 1985; Vagle, 2014; van Manen, 2014). The chapter begins with attributes associated with each participant, and outlining the process used to analyze data from each participant. Next, the chapter presents participants individually with their respective narrative, their experiences with resistance, and their respective emergent themes. Lastly, the chapter concludes with a table that summarizes the participants' themes, displaying each participant's themes.

Participant Attributes and Analysis

Participant Attributes

A total of six participants responded to the recruitment announced through their respective program coordinator. Each participant was given the consent form to review and sign, the instructions of how to construct the written LED, and a pseudonym. Each participant was

asked to share the number of years served as a counselor educator, years provided F2F and online supervision, the highest degree earned, race, and gender. All participants identified as counselor educators. See Table 4.1, Participant Attributes, for descriptive statistics.

Table 4.1.

Participant Attributes

Name	Program Type	Years Teaching	Years F2F	Years Online	Gender	Race
Sue	Blended	11	9	2	F	White
Tom	Blended	22	10	8	M	White
Alice	Blended	10	10	2	F	White
Nancy	Blended[a]	3	1	3	F	White
Yana	Blended	6	.5[b]	1.5	F	White
Luke	Blended	6	2.5	3	M	White
N = 6	6 Blended	M = 9.7 SD = 6.71	M = 3.8 SD = 4.63	M = 3.3 SD = 2.40	4F/2M	White

Note. [a]CACREP categorized the program as “blended” but all programming is delivered online. [b]One academic term less than preferred benchmark of three.

Participant Analysis Process

The sequence for collecting, preparing, and analyzing sources was consistent for each participant. Once I received the written LED, it was prepared for analysis and stored as described in the previous chapter. I conducted the first interview, transcribed the recording, prepared it for coding, and stored it accordingly. For each participant, I constructed a PAS that included a brief narrative to describe the attributes for each participant, big ideas drawn from the initial read of texts, and questions that I generated while analyzing the text. The PAS was constructed through

two rounds: first, as a draft of the participant's themes prior to the second interview, and, two, as a confirmation of the participant's themes prior to in-between participant analysis. Prior to the second interview, each participant received a draft of a narrative to introduce him or her in the report. Each participant reviewed it, and gave feedback on its accuracy and suggested amendments if deemed necessary.

First round. During the first round, I created a working draft of the PAS for each participant from the analysis of the written LED and the first interview. I used the PAS as a tool to check for accuracy with participants, to stimulate curiosity about emergent themes, and to generate questions from coding the data. I scribed big ideas discerned from the data during the first whole reading of both texts. Next, reading the data line-by-line generated codes that resulted in developing seven categorical bins. Then, questions were generated and finalized based on gaps in the data or content areas needing further clarification based on the participant's responses. Subsequently, I identified additional categorical bins to organize the data. Themes emerged from the big ideas and the categorical bins.

I established seven categorical bins: one bin composed of the participant's pedagogy and student readiness, another four bins tied to subordinate research questions, and two bins developed into concepts. The bins (with subcategories) are:

1. Preconditions for supervision
    a. Supervisee readiness
    b. Supervision theory
    c. Instructional approach
2. Participant's definition and etiology of resistance
    a. Participant theory

b. Sources of resistance

3. Participant's role when addressing resistance during online supervision
4. Participant's initial notice and mitigation of resistance
    a. Recognizing resistance
    b. Interventions used
    c. Reduction of resistance
5. Participant's view on the similarities and differences between F2F and online supervision when working with resistance
6. Participant's meaning of supervisory working relationship
7. Participant's meaning of resistance

Second round. The second round had these aims: (a) to check for accuracy of the narrative and themes, (b) to solicit additional thoughts or perspectives that may have been stimulated from reviewing themes, and (c) to have additional questions answered. Prior to the second interview, each participant received a copy of the drafted narrative and was asked to review it for the accuracy of the attributes described. (The narrative was to be used to introduce each participant in the study's report.) Then, I received comments about its accuracy during each participant's second interview.

Next, I introduced the emergent themes from the data analysis to each participant as a member check, and an opportunity to enhance or clarify experiences. I reviewed the emerging themes with each participant and solicited his or her responses during the second interview. This was an opportunity for each participant to elaborate, confirm, or challenge all together.

Then, I asked those questions that were derived from the analysis of the first interview and the written LED. I posed questions to clarify data, explore additional ideas that surfaced

through the analysis, and complete informational gaps. At the conclusion of the second interview, I generated and analyzed transcriptions to flesh out and adjust themes in the PAS, accordingly.

In sum, I combined data collection and analysis through three phases. Written LEDs were analyzed, initially. Throughout the first and second rounds, I analyzed the data and synthesized codes to generate themes related to each participant. First, was to gain an initial cut on the emergent themes and to identify gaps in the data. Second, I conferred with the participants to share emergent themes and solicit answers to questions. As a result, the PAS reflects an organization of the data and a synthesis of how each participant made meaning of resistance experienced during online supervision.

Individual Participant Findings

This section introduces each participant's attributes, the results from the analyses associated to category bins, and his or her emergent themes. The purpose is to provide an analytical view of how each participant experiences resistance and how each makes meaning from those experiences. For each participant, a *background* is given to introduce the participant and to provide details associated with the preconditions for supervision. The introduction includes information about the supervisor, his or her pedagogical approach to supervising, and conditions students need to meet in order to advance to internship. (Details about the participant's associated university are restricted in an effort to maintain confidentiality. This avoids providing details that could associate the participant to a particular university.) Next, *resistance experienced* describes how each participant experienced resistance. Lastly, *participant emergent themes* are those themes that emerged from the data and were confirmed by each participant.

Sue

Background. Participant "Sue" provides online group supervision for a CACREP-accredited, clinical mental health counselor program (Participant Sue, personal communications, January 24, 2017). The program is listed as an online CACREP-accredited program (www.cacrep.org) and categorized as a blended counselor training program. That is, the program consists of a minimum of 51 percent of instructions online and some F2F (or synchronous) instructions. She holds a doctorate in counselor education and supervision and identifies as a counselor educator. Sue has been a counselor educator for 11 years; she has facilitated supervision F2F for nine years and online for two. She identifies as being a White female.

Sue's supervision theoretical orientation is based on the discrimination model (Participant Sue, personal communications, February 3, 2017). She explained that she assists supervisees as they develop skills to conceptualize (how to understand) clients, to employ appropriate interventions, and to understand personalization issues that may surface during training. When asked how she defines *personalization*, Sue explained it was how counselors respond or react to clients (Participant Sue, March 8, 2017). During online supervision, Sue relies more on teaching and consulting roles within the discrimination model and less of the counselor role.

The supervision process for Sue is a function of the supervisory relationship (Participant Sue, personal communications, February 3, 2017). The more trusting the relationship between her and the supervisees, the more effective the supervision process is for her. When supervising online, Sue relies extensively on site supervisors to aid in the supervision process. The physical proximity between site supervisors and supervisees mitigates the challenges Sue experiences because of the physical distance from supervisees.

Within Sue's program, CITs are considered prepared to enter internship when they have met several criteria (Participant Sue, personal communications, February 3, 2017). First, CITs need to successfully complete their practicum courses. This includes demonstrating competency with counseling skills, completing the required number of clinical hours, and receiving favorable evaluations. Second, CITs must complete all core courses in the program. Sue's contact with a CIT begins at the start of practicum and ends at the closing of internship. However, she does not typically have contact with them in other courses.

Resistance experienced. Descriptions of the participant's experience of resistance were categorized into four topics: (a) a definition of resistance, (b) the role of the supervisor when attending resistance, (c) managing resistance, and (d) the differences and/or similarities between F2F and online when working with resistance.

According to Sue, resistance experienced during supervision "is when a student is hesitant or skeptical of my feedback and maybe pushes back or challenges that feedback that I am giving them" (Participant Sue, personal communications, February 3, 2017). She qualified her definition of resistance further by contrasting it to being open to feedback, "they [supervisees] present themselves as more closed and … don't want your feedback." Sue confirmed that there seems to be an attitude emanating from the supervisee that he or she is not interested in the supervisor's feedback. However, Sue clarified she does not expect supervisees to accept everything she says (Participant Sue, personal communications, February 3, 2017).

When asked about her role as a supervisor when attending to resistance, Sue explained that there was no difference between online and F2F. She explained,

> I think face-to-face versus online, my role is still there. If I experience resistance, I still have an obligation to respond to it. I think resistance is harder to detect and there are

> challenges in adjusting it or resolving it, but I think my role is still to point it out when I see it. I think that doesn't change when I'm face-to-face or online. To me, it feels like an ethical obligation of that's my gatekeeping role. (Participant Sue, personal communications, February 3, 2017)

Each participant was asked to share a vivid experience or event when he or she encountered resistance during online group supervision in internship. The effort was to elucidate the lived experience when a participant began to recognize when resistance surfaced during supervision, how he or she attended or intervened, and how the participant discerned when there was resolution of the resistance or when the supervisee required interventions outside of supervision (gatekeeping measures).

Sue described an incident that involved a supervisee who had an emotional reaction to a group discussion about a death of a client (Participant Sue, personal communications, February 3, 2017). Typical for online group supervision, some supervisees' faces were positioned in little square boxes on her computer monitor. On the side of the screen and adjacent to the supervisees' images, a chat box had a rolling conversation among the members of the group. Sue noticed that some supervisees were joking about the death of a client while some others were crying. At first, Sue attempted to wonder aloud with the group if their joking about the situation was a coping mechanism. It was not until she brought it specifically to one of the supervisees that the supervisee recognized what he was doing. Sue shared, "for him, I saw a shift. He apologized, 'I'm sorry, I tend to make light of things when they get pretty heavy.' I knew he wasn't being disrespectful. I knew it was his coping and how he handles things" (Participant Sue, personal communications, February 3, 2017).

Recounting the supervision episode highlighted a few of Sue's attributes about resistance. First, she recognized that some in the group were crying and others were being emotionally light about the topic of death. It was the behavior Sue recognized through the chat feature that moved her to challenge the supervisees. Second, she intervened by wondering aloud with the supervisees if there might be a coping mechanism at play, avoiding emotions that can accompany death or other emotionally weighted events. She was able to focus on one particular student who, after being confronted, was able to own that he sometimes copes with difficult topics through humor. Three, Sue recognized that the supervisee made an emotional adjustment, as experienced in his apology. The supervisee could relate how he handled this particular situation as similar to how he has dealt with past emotional difficulties through unhealthy coping patterns. However, Sue explained,

> The thing that stands out for me is I always felt bad because I wasn't able to pull him in and say, "Hey, I want to check in with you and make sure you're doing okay." I did do that typing, but typing is very different from being in the room with someone and saying, "Hey, what's going on for you?" (Participant Sue, personal communications, February 3, 2017).

In this passage, it is evident that Sue struggles with the limitation of physical proximity with her supervisees when attending to a challenge during online supervision. Her uneasiness in not having a sense of completeness echoes her value for being in a relationship with her supervisees. When asked what she regards as the sources of resistance, Sue replied,

> I think the sources of resistance are generally internal or personal insecurities or fears, inadequacies. When a student resists your feedback, I think it's because sometimes they're scared it's going to be true. It's very similar to counseling in we're pointing our

> blind spots, and they don't always want to see the blind spot. I think for supervision, that's the resistance, not wanting to see those blind spots, or the discomfort of acknowledging that they have blind spots at this point of their development. (Participant Sue, personal communications, February 3, 2017)

For Sue, resistance emerges from some internal fear a supervisee may hold on to that may or may not be realized in the moment. She relates it to being like a *blind spot* with clients. There is a discomfort with the threat of possibly seeing what is behind the blind spot.

When asked about her role as a supervisor when attending to resistance, Sue explained that there was no difference between online and F2F. She explained,

> I think face-to-face versus online, my role is still there. If I experience resistance, I still have an obligation to respond to it. I think resistance is harder to detect [online] and there are challenges in adjusting it or resolving it, but I think my role is still to point it out when I see it. I think that doesn't change when I'm face-to-face or online. To me, it feels like an ethical obligation of that's my gatekeeping role. (Participant Sue, personal communications, February 3, 2017)

Sue regards working with resistance as an ethical obligation that demands attention during supervision. However, Sue commented on how resistance is more difficult to notice and reconcile when online.

There are similarities and differences between F2F and online supervision for Sue. Her definition and role as a supervisor does not differ between the two modalities. However, the ability to detect and work with resistance is more difficult online. Furthermore, Sue reported that she continues to struggle with being at ease when working with resistance online. For her, there

is a difference between F2F and online that influences the type of connection she has with supervisees. She reported,

> With online, I feel like you can have the connections and you can have that relationship but it doesn't move on as quickly and it doesn't go as deep. So, I think that's the sadness, because I think in my experience with brick and mortar, I was able to feel more connected to students and my assumption is, the same for them. (Participant Sue, personal communications, March 8, 2017)

In sum, Sue's definition of resistance ties with a blind spot that is grounded in some kind of fear or unresolved emotional issue. Although her role as a supervisor does not differ between F2F or online, she argued that it is more difficult to detect and work with resistance during online supervision. When comparing the two supervision modalities, Sue continues to struggle with reconstructing the level of connectedness online that she experienced F2F.

Participant emergent themes. The categories aided in framing the context of resistance, and illuminated the ways in which resistance was experienced. Resistance was identified and observed as to how it was navigated during supervision. Additionally, perspectives on the similarities and differences between online and F2F supervision were collected. Reading the text, organizing the data through the categories, and conversing with participants, I identified themes particular to each participant. To increase trustworthiness, the themes were presented to each participant. As a result, the themes have become a conflation between the participant and me.

The purpose of this section is to identify four central themes that were identified when analyzing data from Sue.

Face-to-Face supervision differs from online supervision. Sue communicated that there is a handicap when providing supervision online versus F2F. She finds the technological aspect of supervision limits supervisees' and her clarity when communicating with one another.

> The hard part is because of online and only one person can talk at one time, and if you overlap at all, the words get jumbled and you don't hear the whole thing, it's really awkward. So, I'm still trying to find a way to do that successfully, but in a way that the students feel that they can openly discuss it without having to deal with the technology issues. (Participant Sue, personal communications, February 3, 2017)

Sue explained that in F2F supervision group members may verbally step on one another, talk over one another, or have a moment of crosstalk among group members. However, members are able to catch the information shared in these communication collisions. That includes translating intonation, volume, and content generated by more than one person, which can be informative during F2F supervision. Because of the communication challenges associated with online supervision technology, Sue encourages her supervisees to speak one person at a time.

Even though Sue tries to accommodate the limitations experienced in the online format, she argued that she has yet to find a solution that allows her to see or experience students simultaneously.

> I started to try saying, "I'm going to check in with each of you, so I want you guys all to be thinking about this." But, I notice that this is going on. "So Sarah [fictitious student], why don't you go ahead and get us started. What's going on for you?" But having to go more that way, which it stunts it a little bit. It really limits it, because what I've experienced in brick and mortar type of supervision, is spontaneous. When someone has an emotional response, it's spontaneous and it's instant. So it makes it a lot harder to tap

> into those emotions when I have to say, "Hold that thought. We're going to stay here for a while and then eventually I'm going to come to you." So, I'm still trying to find that [resolution]. (Participant Sue, personal communications, February 3, 2017)

For Sue, checking in with each supervisee one at a time online limits her capacity to get at the emotional response that an F2F (brick and mortar) may otherwise reveal.

Nonetheless, Sue claimed that supervision still happens online. However, the technology is one aspect of online supervision that continues to be a source of difficulty in promoting the more natural or inherent context when people speak in a F2F group.

Resistance emerges as an emotional response. Sue explained that resistance, whether presenting online or F2F, tends to be an emotional response. In an effort to flesh out the definition of resistance, she wondered "I'm not sure how I would add that or where, but I think that is highlighted that the resistance often times is more of a personal emotional response than a logical, scholarly response" (Participant Sue, personal communications, February 3, 2017). Sue indicated that resistance surfaces because of some underlying, unresolved emotional issue that is triggered by something in supervision. She continued to say "I think it is that internal piece that I can't see and I can't assess, but it's definitely a major impact in resistance" (Participant Sue, personal communications, February 3, 2017).

Another dimension gleaned from Sue is an indicator of what is not resistance. For her, when a supervisee is debating with her about some aspect of supervision that does not stem from an emotional response, it tends to be more like a collegial or scholarly discussion. She explained it this way: "Their [supervisee] response is less emotional based and more factual based when it's a concept they just may not agree with" (Participant Sue, personal communications, February

3, 2017). When a supervisee does not have an emotional reaction and debates with her at a more logical level, she categorizes this kind of exchange as a collegial exchange and not resistance.

Navigating through resistance online is challenging. The ability to recognize and address resistance online is more challenging for Sue when compared to F2F supervision. As noted above, online poses more difficulty for her to recognize when a student is having an emotional response; it can be more difficult to recognize.

Another aspect of navigating resistance is intervening or challenging the supervisee. Sue argued, "I think resistance is harder to detect [online] and there are challenges in adjusting it or resolving it" (Participant Sue, personal communications, February 3, 2017). Therefore, Sue relies extensively on her site supervisors, "I recognize that online supervision, I rely more on my site supervisors" (Participant Sue, personal communications, February 3, 2017). When resistance is suspected with a supervisee, Sue turns to her site supervisors to assess and intervene. Sue explained it this way:

> I did have one student who was struggle with integrating feedback from me. So, I reached out to the site supervisor and the site supervisor was experiencing the same thing. So, I let the site supervisor take the lead on it, because she had that more solid relationship with the student to check it out. And then, I followed up with this student and just said, "Hey, your supervisor and I have been talking. It seems that we're feeling that maybe you're not integrating the feedback. I know she was going to talk to you about it. I wanted to check in with you to see how that conversation went. (Participant Sue, personal communications, February 3, 2017)

For Sue's program, she explained that site supervisors go through an extensive application process. Sue's experiences with site supervisors have been trustworthy. She finds that they can

support her supervisees' clinical development and be ready to effectively assist if a need arises (Participant Sue, personal communications, February 3, 2017).

Supervisory relation is adequate online but not as effective as F2F. At one point in the first interview, Sue shared there was a sadness that she experiences when contrasting F2F supervision with online. "I think for me I get a little bit sad, because I think brick and mortar, I think you're able to develop a relationship in a different way. And it goes deeper" (Participant Sue, personal communications, February 3, 2017). In preparation for the second interview with Sue, I was curious about her comment about that sadness. Here she explained it a bit more:

> I think for me; because, it's about that relationship, so part of what I enjoy about supervision is the relationship and I think that's part of why we are all counselors, we enjoy relationships. That's what gets us up; that's what's beneficial to us. So, with online, I feel like you can have the connections and you can have that relationship but it doesn't move on as quickly and it doesn't go as deep. So, I think that's the sadness, because I think in my experience with brick and mortar, I was able to feel more connected to students and my assumption is the same for them. (Participant Sue, personal communications, March 8, 2017)

Sue shared how valuable she finds the supervisory relationship. When contrasting between F2F and online, she experiences online as not having the same depth or speed in fostering the relationship in supervision.

Sue argued that one aspect of why she believes this is so is the technology and/or the instructional format. In her program, communication is done with a combination of synchronous and asynchronous avenues. Therefore, she works to ensure students have all the relevant information to be successful.

> I think one thing that helps students feel connected to someone is to let down that professional role and see the person as a person. But based on the technology piece, or based of how we present the information, I don't ever let down that role because I'm professionally trained to present you with information. (Participant Sue, personal communications, February 3, 2017)

Sue values her opportunity to be more familiar but with the current supervisory configuration, she does not see a way to *let down that role* and allow her students to see her more as a person.

These four themes illuminate the dynamic nature of resistance and the role the supervisory relationship has with supervision and attending to resistance. Resistance is an emotional response within the supervisee. Instead of Sue relying of how relationships form F2F, she relies heavily on her site supervisors. They become an important resource to Sue to assist in recognizing and attending to resistance. Sue argued online supervision works; however, there is still a difference in the experience of supervision and working with resistance when supervising online. What was evident when I interviewed Sue was that she has a passion and a commitment to connect with and serve her supervisees.

Tom

Background. Participant "Tom" provides online group supervision for a CACREP-accredited, clinical mental health counselor training program (Participant Tom, personal communications, December 14, 2016). Like Sue, Tom's program was listed as a blended, counselor training program with CACREP. He holds a doctorate in counselor education and supervision and identifies as a counselor educator. Of all of the participants for this study, Tom has the most years of experience as a counselor educator. He had taught F2F for 14 years and online for nearly nine. During his F2F tenure, he served as a program director for a counselor

education and supervision program for a state-funded school. Most of those years of teaching included supervising internship for counselors-in-training (CITs). Tom identifies as a White male.

Tom's supervision theoretical orientation is a blend of the discrimination model, Adlerian theory, and some parallel process that can manifest during supervision (Participant Tom, personal communications, January 18, 2017). In the discrimination model, Tom explained that he moves between the teaching, consulting, and counseling roles with his supervisees. He reported how his use of encouragement with supervisees is associated with Adlerian theory. Simultaneously, Tom identified how parallel processes can be at play during supervision. That is, supervisee-client unconscious interactions are replicated in the supervisor-supervisee interactions (Crowe, Oades, Deane, Ciarrochi, & Willliams, 2011).

The supervision process for Tom is a function of the supervisory relationship (Participant Tom, personal communications, January 18, 2017). Tom explained that he uses case examples to assist students to understand how to conceptualize clients. Further, Tom stated that it is imperative that he have a working relationship with a supervisee, otherwise it is difficult for him to care more for supervisees.

For students to reach internship, Tom explained that they must meet two primary requirements. First, CITs must pass practicum requirements that include having the required number of practicum hours, have satisfactory evaluations from the site and faculty supervisors, and not have any professional development issues (Participant Tom, personal communications, January 18, 2017). The requirement include demonstrating competency with counseling skills, completing the required number of clinical hours, and receiving favorable evaluations. Second, CITs must have completed all core courses in the program. Tom does not typically have contact

with his supervisees in other courses. Tom's program has students begin practicum and end with internship with the same counselor educator supervisor.

Resistance experienced. Descriptions of Tom's experience of resistance were categorized into four topics: (a) a definition of resistance, (b) the role of the supervisor when attending resistance, (c) managing resistance, and (d) the differences and/or similarities between F2F and online when working with resistance.

Tom explained, "I define resistance as the reaction that someone has when they feel forced into doing or being or seeing something that is not consistent with their self or their world view" (Participant Tom, personal communications, March 3, 2017). When Tom considers how resistance presents, he explained:

> Resistance takes the form of lack of professional stability, a lack of teachablenesss, a kind of arrogance around that "I already know this stuff so just tell me what I got do to get my A and I'll do it." And a lack of listening and really understanding and hearing the supervisor and I think the arrogance around "I already know what this is all about and you don't really have anything to teach me." (Participant Tom, personal communications, January 18, 2017)

In Tom's definition of resistance and how it presents, resistance is expressed as a power struggle. He stated that "resistance takes the form often like a power struggle" (Participant Tom, personal communications, January 18, 2017).

According to Tom's definition, his role as a supervisor when attending resistance is to assist the resistant supervisee to understand what is happening and to take responsibility for his or her portion. Tom explained: "I see my role as corrective in nature you know I'm moving

towards helping them understand their responsibility and their part in the drama" (Participant Tom, personal communications, January 18, 2017).

Tom was asked to share in detail a vivid experience he had when he encountered resistance during online group supervision. However, he could not think of one particular incident but gave what he referred to as a conglomeration. He shared, "sometimes where resistance emerges with interns is that they're having a conflict with a particular site supervisor that they're really struggling with or they have a colleague at the site they struggle with" (Participant Tom, personal communications, January 18, 2017). At one glance, Tom suggested that some supervisees need a moment to vent about their circumstances at their counseling site. He will check in with the complaining supervisee and ask how he or she is part of the drama.

At another glance, Tom identified that when he experiences resistance it is more likely that the supervisee is someone he did not have during practicum. To begin with, practicum is an important experience for Tom to share with them. He explained that during practicum, he is able to work with supervisees on what he expects from them, coaches them through skills development, and builds a trusting relationship with those who move from practicum to internship with him. Tom shared :

> I talk with my students frequently that practicum is about practicing. So practicing, learning not just learning to be counselors about how to learn about how to learn effectively. So I am very stringent about what kind of needs to happen in terms of their assignments and what is that they're doing and what it means and I always want to provide a rationale for what they are doing. (Participant Tom, personal communications, January 18, 2017)

With online supervision this becomes even more important. "In this online environment my sense is that practicum becomes really crucial in building those relationships for me that determines the level of investment that I'm going to continue to persist with them" (Participant Tom, personal communications, January 18, 2017). It is those times when he has not built a working relationship prior to internship that resistance can surface for Tom. Tom explained it this way:

> With students who come in midway that it becomes disruptive, that process becomes almost like having to catch someone up and help someone move through the process of getting used to me, what I'm about, and what I'm doing. So internship A where that first internship becomes really challenging to me and to some of my students because that becomes a litmus test whether they're going to you now make it. And so when students want to say "Well, that's not the way that my other instructor did things" or they say "You know hey I've already been through practicum. You need to you treat me with respect that I deserve" or whatever or they intimate that something to that affect then my response is like "Look I don't even know you so you your role here is to listen if we're going to move in a productive direction. It is not about you telling me that you're qualified. It's about you being open and teachable and me teaching you. (Participant Tom, personal communications, January 18, 2017)

Tom relies on his supervisees being teachable and having some level of humility. In Tom's experience, when he does not have a working relationship and the supervisee is unyielding in his or her willingness to learn, the supervisory interactions emerge into a power struggle.

When Tom suspects a supervisee is being resistant, he acknowledges that he could be a source of resistance. If there is a breach in the supervisory relationship, Tom considers himself

first to discern if the issue is because of him. He explained, “If there is a breach, in my relationship on some level… my first action is to look within and not blame my supervisee. That’s first and foremost my primary responsibility” (Participant Tom, personal communications, January 18, 2017). Therefore, when Tom experiences in succession multiple emotional reactive moments with a supervisee, he reflects internally or inquires with one of his colleagues to help him see things more clearly.

> For me I’m vigilant like myself was vigilant around what’s going on for me. “Wow, what’s going on with me because this is the second third or fourth wave of emotional reactivity that I’m experiencing here. This person’s really touching something in me and what’s that about.” Sometimes it’s very clear what it’s about and sometimes it’s not and so I learned to rely on my colleagues. I have about a half a dozen colleagues that I call on so that I know that when I’m struggling here, I can trust them that they will help me see things more clearly. Anyways that’s how I kind of address my own sort of resistance when that comes. (Participant Tom, personal communications, January 18, 2017)

Tom emphasized the importance of having a working relationship during supervision. When he was most likely to experience resistance during internship was with those supervisees with whom he had not built a relationship prior and when the supervisee was resistant to his feedback. However, Tom examines himself to discern if he could be the source of resistance if he is having some emotional reactions. His interventions include consulting his colleagues and confronting supervisees directly about how he is experiencing a power struggle with that particular supervisee. Tom paraphrased how a conversation with a resistant supervisee might sound:

> My response is like “Look I don’t even know you so you your role here is to …if we’re going to move in a productive direction is not about you telling me that you’re qualified

> it's about you being open and teachable and me teaching you. (Participant Tom, personal communications, January 18, 2017)

If after confronting the supervisee and there is no change, Tom explained that he begins documenting his interactions with the students in preparation for the student to go into remediation or some other form of intervention outside of his internship class.

Tom has extensive experience teaching online and F2F. He shared how he views the comparison between the two modalities of supervision. Tom explained he has been teaching online for nearly a decade and finds that F2F promotes a greater capacity to build working relations with supervisees (Participant Tom, personal communications, January 18, 2017). He stated:

> I was working in a regional program that was smaller program, much more intimate. All the students were known by faculty and students knew the faculty. And you would know pretty much what a student was about and what was going on about them and could conceptualize clear really clearly what their struggles they might be having in their learning or their personal life that would affect their learning. (Participant Tom, personal communications, January 18, 2017)

For Tom, he already understood or had a relationship with the students who would eventually be in his internship during his F2F tenure. He could anticipate and work through resistance that might surface based on his connection with those students. As already highlighted above, online counselor training did not have a similar contextual history. Instead, Tom would explain to his online supervisees, "Look guys, I've got nine precious months with you in which to [teach] you on what you need to know, what you need to learn to be a professional and I'm not about wasting time" (Participant Tom, personal communications, January 18, 2017). With online training there

was a sense of urgency for Tom. He had to ensure he could train the supervisees to a level where he could consider them colleagues.

How technology influences supervision was absent in Tom's comparison between online and F2F modalities. Little was mentioned in the written LED or both interviews of how technology limited or made it more difficult to work with resistance. Instead, his reporting echoed more of a structural challenge. That is, the frequency and type of contact was important for Tom to feel like he could invest in the working relationship with supervisees. Regardless of the supervision modality, if he experienced an intellectual humility, he could invest in the supervisory relationship.

In sum, Tom's definition and experience of resistance hinged more on how receptive supervisees were to being taught. His role as a supervisor was to be corrective when supervisees became resistant. The more challenging situations Tom experienced when resistance surfaced were with those supervisees with whom he did not have an effective working relationship. Typically, it was with those supervisees who had not been in his practicum courses and were unwilling to modify their approach to counseling based on Tom's feedback.

Participant emergent themes. After categorizing data, four themes emerged. One related to the increased work demand online supervision has over F2F. Another was Tom's understanding of why resistance emerges in online supervision. Next, Tom recognized how he may be a source of the resistance he experiences online. Lastly, program structure influenced the formation of resistance experienced during online supervision.

Online supervision demands more effort than F2F supervision. The demand for a greater level of effort centers on the supervisory relationship. For Tom, it is essential that he invests in

the supervisory relationship; otherwise, he struggles with a deeper commitment to the growth of his supervisees.

> I tell my colleagues all the time part of the struggle with online learning is that these people mean nothing to me and they could mean nothing to me if I didn't see them, smell them you know, to get some sense of them sense of who these people are relationally because otherwise they're just names. (Participant Tom, personal communications, January 18, 2017)

Therefore, Tom explained online supervision requires a higher degree of effort to make that level of connection between the supervisees and him when supervising online. Tom argued that it takes a great deal of work to build this kind of working relationship online. He explained that

> In an online environment students and faculty both work very hard sometime twice as hard because you have to be motivated and so there's a lot of work that's involved in helping students become a professional counselor in an online environment. (Participant Tom, personal communications, January 18, 2017)

The way Tom achieves this online is through synchronous approach.

> There's something about having there face-to-face contact. And of course we do this virtually through video, messaging, and chat and Skype technology. We do it virtually. But seeing the them virtually each week is really important process with me in terms of investing myself and their success because if they're just names to me then I'm just going to be very different to them in how I approach them versus these are real people who I care about and I want to see them succeed. (Participant Tom, personal communications, January 18, 2017)

Online supervision works. The effort required for Tom to have that working relationship is greater than what he experiences F2F. In F2F Tom has regular contact with students, but online modality for training CITs, it is less so. Therefore, there is a greater degree of effort to have that virtual face-to-face connection as a means to connect relationally with his supervisees.

Resistance emerges online when the working relationship is tenuous. As indicated above, Tom associates resistance with those supervisees who struggle with taking in and integrating feedback. The common reference Tom made about how that surfaces was associated with an unformed or poorly formed working relationship between the supervisee and him. For instance, when a supervisee argues that his or her past professional experiences are not respected, the supervisee can become resistant and engage in a form of a power struggle. Tom explained, "[Supervisees] want to be given credit for knowing what they know and doing what they do and sometimes the resistance emerges when they don't feel respected for knowing what they do know" (Participant Tom, personal communications, March 3, 2017).

When a supervisee persists in rejecting Tom's teaching and feedback, Tom finds himself having to be very direct. One intervention he explained to me was pointing out to the supervisee that there was a power struggle happening and that it was not going to work out. Tom reported,

> I'll talk to them about "Be really careful about what decision you are making here because your decision you're going to make is going to cost you $3000." And when I put it in those in economic terms, and of course what I'm talking about is the next term of tuition, you know were not even talking about the burn or it doesn't work out they wasted term of accumulated all the hours and they can't count it because they failed the internship. And that becomes a huge cost to them. And typically students are at least sensitive to that that's gonna kind of wake them up and "Yeah let me see how that's

> playing itself out in terms of whether this power struggle is worth it or not or whether my position is defensible or whatever." (Participant Tom, personal communications, January 18, 2017)

Tom insisted that this kind of exchange is rare. It does provide, however, a picture of how one form of intervention can take place when a supervisee is presenting resistance in the form of a power struggle. Nonetheless, when Tom has this kind of intensity, he is exploring internally and with his colleagues as to what his own role is in the dynamic.

The supervisor can have a role in resistance. When a supervisee presents during supervision as described above, Tom reflects on how he might be contributing to the experience of resistance. After my paraphrasing of what Tom stated above, he added,

> The other side of that I want to share with you is that I fell my own resistance emerge when I have students who come in and they will say things like, "Oh, yeah, yeah, yeah, I already know how to do this stuff." (Participant Tom, personal communications, March 3, 2017)

Tom is acknowledging that he can be resistant towards the supervisee who is not receptive to his instruction. One counter move that Tom shared was his being direct with the supervisee about how he feels when the supervisee is dismissive of his instruction. Tom helps the supervisee understand how Tom is experiencing the resistance. As noted above, when Tom experiences an emotional reaction from within, he consults his colleagues for clarity (Participant Tom, personal communications, January 18, 2017).

Program structure influences resistance. Instead of identifying technological challenges such as quality of the web-based platform or limitations on the number of supervisee he could see on his computer monitor, he referenced how the program structure could influence

resistance. For instance, how F2F promotes more contact points with students that promote greater awareness in who students are and the challenges they may experience (Participant Tom, personal communications, January 18, 2017).

Another structural implication is the size of the program or the number of students that are enrolled in a counseling training program. Reporting about a recent experience, Tom explained that some students had "died over the course of six months from when the last graduation was to this graduation and I didn't know one of them" (Participant Tom, personal communications, January 18, 2017). It would be unfathomable for me to learn that some students passed away in my program and I did not know any of them. I wonder how my F2F experience in a doctoral training program shapes my thinking about student relationships.

Lastly, when students and supervisors begin to develop a working relationship influences when Tom may experience resistance. If students do not enter practicum, the start of the supervisory relationship, with Tom, he reports that he is more likely to experience resistance with supervisees. That is, if supervisees have not been through a conditioning process where supervisees build trust with Tom and understand his expectations, a power struggle may emerge. Contrary, if Tom has a trusting relationship, then if resistance does surface, it will be brief. Tom explained it this way, "when we built a solid trusting relationship I think my students are generally going to see that. And the resistance is going to be short-lived" (Participant Tom, personal communications, January 18, 2017).

Overall, the four emergent themes suggest that although online supervision works, there is a difference compared to F2F. Tom indicates that programmatic structure can influence the nature of resistance experienced. Furthermore, Tom includes himself as a possible source of resistance when experiencing resistance. It is essential for Tom experience a connection with his

supervisee that encourages him to invest in the supervisory relationship and to have resistance short-lived if it does arise.

Alice

Background. Participant “Alice” provides online group supervision for a CACREP-accredited, clinical mental health counselor training program (Participant Alice, personal communications, January 13, 2017). Alice’s program is listed as a blended counselor training program with CACREP. She holds a doctorate in counselor education and supervision and identifies as a counselor educator. Alice has provided F2F supervision for 10 years and online for two-and-half, totaling 11 years as a counselor educator. She identifies as a White female.

Alice identifies the discrimination model as her theoretical orientation for clinical supervision (Participant Alice, personal communications, January 17, 2017). She explained that her initial and first priority is to serve in the teacher role, over being a counselor or consultant. She reported that she sees supervision as an evolutionary process within a supervisory relationship. The relationship matures from relying on the teacher role to being more of a consultant to her supervisees.

Alice shared that her roles in supervision change as supervisees grow and learn during their internship. As a way to describe how she sees the supervision process is her being a “mother bird:” to encourage and train supervisees, and then “kick them out of the nest” (Participant Alice, personal communications, January 17, 2017). As Alice described her supervision process, the metaphor of a mother bird emanates from her caring for the supervisees.

Alice explained that CITs enter internship after having completed certain programmatic requirements. Prospective supervisees have completed their core coursework. They may or may not have passed their comprehensive exiting exam, but have successfully completed practicum.

Alice commented on how students in her program are managing different roles when they come to internship. They arrive at internship learning how to work with clients at their field placement, managing employment, and carrying family responsibilities.

Resistance experienced. Descriptions of Alice's experience of resistance were categorized into four topics: (a) a definition of resistance, (b) the role of the supervisor when attending resistance, (c) managing resistance, and (d) the differences and/or similarities between F2F and online when working with resistance.

Similar to other participants, feedback is a main attribute Alice uses to define resistance. She stated,

> When I think about resistance with a student, it is like "I give feedback and you are not hearing my feedback. I give feedback and you are not incorporating my feedback." So, I guess that is primarily it. That I just see as "I'm giving you something but you are not taking it," in terms of the students. … You know I feel like I'm giving, giving and then the student is not receiving. For whatever the reason might be. (Participant Alice, personal communications, January 17, 2017)

Resistance, as defined by Alice, is the supervisee being unable or unwilling to receive the feedback given.

Alice continued to explain that resistance can be caused by a variety of reasons. It could stem from supervisees having a false sense of competency, a lack of understanding, or underdeveloped skills. She explained:

> I think definitely the resistance can come across in different ways. When I think about students that I had that already have experience in the field, and think they know the way to do it. That is one reason. The other reason might be lack of knowledge, lack of skills,

> so many different reasons. (Participant Alice, personal communications, January 17, 2017)

Additionally, Alice included emotional struggles supervisees tend to experience. Alice referenced anxieties tied to academic performance as a common source of resistance (Participant Alice, personal communications, January 17, 2017). The anxiety could stem from being concerned about accumulating enough client hours to satisfy the internship requirement, being evaluated, or recording sessions with clients. Balancing work-life-school is another potential source of resistance.

Alice was asked to share what her role is as a supervisor when experiencing resistance. As mentioned earlier, the metaphor she drew on was one of a mother bird. With the aim to attend to resistance, she explained that it was a combination of giving them what they need and them pushing them out of the nest. Here is how she framed it:

> I frequently think of myself in terms of a mother bird, just in the terms of what we really need to give them, what they need at the outset, and then, eventually, we are going to push them out of the nest. And so giving them what they need and encouraging them to stretch themselves and then eventually pushing them out of the nest. (Participant Alice, personal communications, January 17, 2017)

Alice wants to be an encourager when experiencing resistance with supervisees but it includes stretching supervisees.

When asked to reflect on a moment when she had experienced resistance while supervising online, Alice reflected on an incident when a supervisee was anxious about the clinical site expectations (Participant Alice, personal communications, January 17, 2017). Alice referenced back to a moment when one of her supervisees resisted changing her counseling

approach with clients. The supervisee took her site supervisor's direction to counsel clients only using Rogerian-like responses. When Alice challenged the supervisee to use other therapeutic approaches, the supervisee became resistant.

> The student was locked into that mindset of only giving Rogerian type of responses. However, in the curriculum, students must demonstrate certain skills that would not necessarily be evident with the Rogerian approach. So, in that regard, in that one, we had to really talk through this because her idea was, "I've got to do exactly what the site supervisor tells me to do." And then she has me as the faculty supervisor saying, "No, you must do this." And so, really talking through that with her to explain that yes, she wants to respect the rules of the agency, and respect what her site supervisor says, but on the other hand, this is also a class and under the supervision that I offer to her and the evaluation part of that is that these skills must be demonstrated. "So we have got to come to some sort of consensus where you can meet both of those expectations." And it worked out okay. (Participant Alice, personal communications, January 17, 2017)

In Alice's description, when she explained to the supervisee that she had to demonstrate other forms of interventions than Rogerian, the supervisee became overwhelmed trying to reconcile the differing demands between her site and faculty supervisors. As noted, Alice spent time explaining to her supervisee what the expectations were. Later, Alice explained that through the intervention, she "was demonstrating how to be calm" (Participant Alice, personal communications, January 17, 2017).

When asked to consider similarities and/or differences between online and F2F supervision, Alice argued that there were differences. For one, Alice explained it was easier to notice resistance F2F than online. Referencing a different episode of resistance when a

supervisee was afraid of recording, Alice believed that she could have noticed that the supervisee was anxious about recording sessions with her clients (Participant Alice, personal communications, January 17, 2017).

Another difference Alice thought might contribute to resistance online was of how supervisees were not familiar to one another. Alice wondered if students are co-located geographically if that makes a difference. She explained:

> I wonder about that too if that might be more to the fact that in a traditional classroom setting, students would have all been extracted from the same city, maybe same region and therefore might have developed a little more camaraderie as they live in the same town. In the online version, students are not necessarily from the same area. (Participant Alice, personal communications, January 17, 2017)

As we discussed the topic further, Alice thought that she might spend more time assisting supervisees to learn more about one another.

In sum, Alice regards resistance as the same between the two modalities. Supervisees can experience stressors in their lives that can move them to be more resistant. Anxieties, confusion, and a false sense of competencies could be sources of resistance. To work with resistance is being like a *mother bird,* encouraging supervisees while challenging them. In the end, supervisees trust Alice that she will guide them out of the nest.

Participant emergent themes. Three emergent themes were identified after analyzing the data associated with Alice. One such theme was how the source of resistance was irrelevant of the supervision modality. Instead, sources of resistance were consistent between online and F2F supervision. Difficulty integrating feedback was another theme. Academic performance or pressures from work-life-school balance played a role in resistance manifesting but independent

of the supervision being online or F2F. Lastly, the image of a mother bird could be related throughout Alice's reporting.

Noticing resistance online is more difficult than F2F. Alice was asked to share the similarities and differences between conducting supervision online and F2F. There were some differences when reading nonverbal language but the sources of resistance were consistent between the two modalities. In one of Alice's descriptions of resistance online, she focused on the anxieties a supervisee experienced that could be experienced F2F or online. In the following, Alice described how one particular online supervisee was experiencing anxiety that was associated with passing the course and her recording her sessions.

> It is my belief that the student became more fearful throughout the process because of a fear of failing the course. Her fear of the recording device compounded with the fear of failing the course (and ultimately being dismissed from the program) was significant for this student when having to record sessions. (Participant Alice, personal communications, January 13, 2017)

Alice saw it was these kinds of related anxieties (evaluations, recordings, passing the course) that activated resistance and not the modality. Other sources of anxieties included unresolved emotional issues (Participant Alice, personal communications, March 10, 2017) and work-school-life imbalances (Participant Alice, personal communications, January 17, 2017). These sources were independent of the modality used to facilitate supervision.

There were a couple of noticeable differences between the two modalities of supervision. One was the ability to notice potential expressions of resistance and the other was a related to pedagogy. Alice reported that reading the nonverbal cues during online supervision was more difficult than during F2F supervision (Participant Alice, personal communications, January 17,

2017). “I would say the ability to really observe some student behaviors” is what Alice identified as a difference. Regarding pedagogy, Alice thought being intentional about discussing the sources of anxieties that supervisees have would be helpful and encourage students to voice their concerns and promote group cohesion by normalizing the fears of recording, accumulating client hours, or being evaluated on counseling competencies. (Although it was identified at the end of the second interview, another source of resistance could be related to the dynamic between marginalized supervisees and privileged supervisors. This dynamic will be discussed in the next chapter.)

Difficulty integrating feedback indicates resistance. As noted above, Alice defined resistance as a difficulty with hearing and integrating feedback that tended to be grounded in anxiety (Participant Alice, personal communications, January 17, 2017). Alice provided several explanations of how it could be difficult for students to hear and integrate feedback. One, anxiety could cause difficulties for supervisees to hear the corrections being asked of them. Two, stressors associated with navigating multiple life-roles as a parent, worker, and student could position supervisees to be overwhelmed with competing demands. Three, unresolved emotional issues might pivot supervisees to be in an unreceptive position to hear and connect with the feedback given. Whatever the reasons might be, resistance is indicative of not hearing or integrating the feedback Alice gives her supervisees. “I feel like I’m giving, giving and then the student is not receiving. For whatever the reason might be,” explained Alice (Participant Alice, personal communications, January 17, 2017).

Mother Bird navigates through resistance. I introduced earlier the mother bird metaphor Alice used to describe her role as a supervisor during online supervision. Alice explained that she challenges supervisees to be stretched for growth (Participant Alice, personal communications,

January 17, 2017). What makes this metaphor more of a theme is how Alice shared the value of the supervisory relationship with her supervisees.

Alice prefaced the introduction of the mother bird metaphor with a description of two graduating students. She shared, "I actually saw two of my students [who] were in the field, they graduated in January, a couple of weeks ago, and they came running up to me all excited just to graduate" (Participant Alice, personal communications, January 17, 2017). When I heard this being reported by Alice, I could hear the tones in her voice that indicated that she, too, was excited to share in her students' success. Alice presented as being happy for her students' success during the interview.

Another reflection of Alice's value of the supervisory relationship was observed in her desire to be a more effective supervisor. She explained that through her participation in this study, she was able to reflect more on what resistance was to her, and what she might do to mitigate resistance more effectively. For instance, when asked how writing the written LED was for her, she shared,

> I think probably the feeling that maybe surfaced was … when I was kind of thinking through that whole experience is that [there's] a little bit of regret on my part that maybe I could have been a little proactive with the student in terms of recognizing her angst about the whole process of taping and recording. And so I think the next time I would be a little more proactive in that because I did not realize it was impacting her in such a strong way. So, I think that maybe a little regret that I could have been a little more proactive with that. (Participant Alice, personal communications, January 17, 2017)

Alice was being transparent with her feelings about how she managed the supervisee who struggled with anxiety in having to record counseling sessions. Simultaneously, she acknowledged what she could do in the future.

In sum, the emergent themes from Alice's reporting suggest that although there may be some differences when recognizing resistance online versus F2F, the sources of resistance remain consistent. She identified that her pedagogical approach could be modified for online supervision. However, her connection with supervisees is of value to her. She wants her supervisees to stretch and to grow.

Nancy

Background. Participant "Nancy" is a program director and provides supervision for CACREP-accredited, clinical mental health counselor education and supervision training program (Participant Nancy, personal communications, January 17, 2017). Although Nancy's program is identified as a blended program by CACREP (www.cacrep.org), she explained that her program is delivered all online. The accreditation team's rationale was due to the program's significant use of synchronous learning. Therefore, it was categorized *blended*. Nancy holds a doctorate in counselor education and supervision, and identifies as a counselor educator. Nancy has been an educator for nearly four years, providing online supervision for three. She provided F2F supervision during residency for her doctoral training, and online supervision for three years. Nancy identifies as a White female.

Nancy's supervision theory is based on the discrimination model and conceptualizes CITs through a developmental lens (Participant Nancy, personal communications, January 17, 2017). She concentrates on resourcing students as a consultant and helps CITs "look inward to see how they're responding to something that the client is bringing in" (Participant Nancy,

personal communications, January 17, 2017). Nancy explained how she integrates experiential learning activities in her online supervision sessions as a means to assist students in becoming more reflective.

Nancy emphasized having a working relationship with her students (Participant Nancy, personal communications, January 17, 2017). She shared how she prefers to encourage self-reflection as a means to promote personal growth and provide feedback to students as a means to foster professional development. The process of building a working relationship with students hinges on trust. For Nancy, this includes being familiar with students personally and reflecting a sense of care.

Students are prepared to enter internship when they have met several criteria. First, trainees must have completed all core courses in the program (Participant Nancy, personal communications, January 17, 2017). Second, they need to have satisfactory annual evaluations during their training. Third, they must be in good academic standing with a grade point average of 3.0 or better.

Resistance experienced. Descriptions of the participant's experience of resistance were categorized into four topics: (a) a definition of resistance, (b) the role of the supervisor when attending resistance, (c) managing resistance, and (d) the differences and/or similarities between F2F and online when working with resistance.

Nancy's response to the question of how she defines resistance had more of a human development perspective intertwined in her definition. She anchored resistance to a supervisee's difficulty in his or her ability to self-actualize (Participant Nancy, personal communications, January 17, 2017). Nancy's definition of resistance includes a supervisee's ability to grow. She explained it this way,

> Anytime a student for whatever reason is unable to continue forward and I guess I am looking at Maslow's hierarchy too, I am thinking of their self-actualization in terms of their skills and in terms of them as a clinician, not as a person, but as a clinician. So, anything that could impede or block or challenge that ability for them to attain that standard. (Participant Nancy, personal communications, March 6, 2017)

Nancy is careful to distinguish her definition of resistance as referring to clinical and not personal development per se. A key attribute to Nancy's definition is the existence of an impediment or block in the clinical development of the supervisee.

To navigate through resistance, Nancy identified her role as to identify resistance, to name it for the benefit of the supervision group, and then process it as a group. Here is how Nancy stated it:

> My role is first to identify it, to notice it, to pay attention. And then once I notice it, I am thinking of CBT, but once I notice it; then naming it and talking to the student about it …and if I foresee that the whole group would benefit … I might say … "I am noticing…" and then name the resistance. You know, some resistance with regards to such and such. So, that it could be processed as a whole group. So first, identifying, then labeling, and then processing it to be able to move forward. (Participant Nancy, personal communications, March 6, 2017)

Her role of working with resistance is not only to assist the individual supervisee experiencing resistance, but also to use the event to promote learning for the group of supervisees.

Nancy was asked to share in detail a particular interaction she had with a supervisee that she identified as being resistant. She reflected on a particular exchange where a student was having difficulty receiving and integrating feedback and how she was reacting to it.

> For [a] particular student that I'm thinking of, she has a really tough time with feedback. So, in the moment, it was frustrating for me, because she wasn't receptive and it was always somebody else's fault. (Participant Nancy, personal communications, January 17, 2017)

This particular student would react by writing lengthy and unfiltered emails to her or to her dean. Nancy was already familiar with this particular student because she is the program director. She had anticipated that this student would struggle with feedback.

There came a point into the academic term that the supervisee was struggling with her site supervisor (Participant Nancy, personal communications, January 17, 2017). This became an opportunity for Nancy to join with her supervisee to support the supervisee through the difficulty at the site. Nancy recounted her comments to the supervisee this way:

> Look, I'm here to support you. I'm going to help you through it. You're having going difficult time with your site supervisor, but we're going to get through it. And this is how we're going to get through it. (Participant Nancy, personal communications, January 17, 2017)

Spending more time with the supervisee, offering her opportunities to talk on the phone about an issue, and encouraging the supervisee sporadically with words of encouragement were several interventions used by Nancy to navigate the resistance. Nancy added setting boundaries with the supervisee as well, to prevent from being inundated with demands from supervisees. Nancy assessed the interventions as effective by the lack of reactive emails and the supervisee being proactive in asking for assistance with difficult situations. It appeared that the working relationship became more effective.

When asked about the similarity and/or differences between online and F2F supervision, Nancy explained that it took more creativity to work effectively online. Nancy explained “Online supervision, I feel, takes a lot of creativity if you’re going to really support the students” (Participant Nancy, personal communications, January 17, 2017). Nancy goes on to explain that it takes more thought because what one does for F2F supervision is different than when supervising online. An example revolved around her pedagogical approach to using experiential learning. Instead of bringing art supplies to supervision in F2F, she had to create new ways to stimulate experiential learning through the online medium. Another difference Nancy identified was that reading nonverbal language was more difficult online. For her, she had to pay closer attention to who was participating during group supervision. To compensate, she keeps a running list during supervision to track who participates.

What was absent in Nancy’s comparison was whether one modality tends to foster resistance more than the other. Instead, she referenced structural issues that make working with resistance more difficult online versus F2F. For example, the technology her university uses does not permit all 12 supervisees to be on the screen at one time. Nancy’s preference is to either decrease the class size so all group members are observed simultaneously or have new technology that permits an increase in member visibility. Nancy stated it this way,

> The only thing that I would like to see as a big change, but in a public school system I'm not sure that that's going to happen, is to reduce our group supervision to be a 6 to 1 ratio. Because like CACREP is 12 to 1, so we're still following CACREP. But I say 6 to 1 because that's how many students I can see on a screen. I would prefer that, but because right now, CACREP says 12 to 1 is okay, my university will not change that. (Participant Nancy, personal communications, January 17, 2017)

Generally, Nancy considers resistance a phenomenon that impedes the supervisees' professional growth. Her efforts are to interrupt the resistive dynamic by stepping up the supportiveness towards a resistant supervisee. Building trust with the supervise aids in opening up the supervisory relationship. There are differences between online and F2F supervision but they are more about pedagogical attributes than the technology fostering resistance.

Participant emergent themes. Several themes emerged after categorizing the data associated with Nancy. First, online supervision demands a greater level of effort than F2F to be effective. Second, resistance emerges during online supervision when there is not an adequate working supervisory relationship. Third, online supervision could be enhanced. These three themes capture the essence of Nancy's experiences with supervision online.

Online supervision demands more effort than F2F. The online supervision platform with the current state of technology has several attributes that require additional work compared to F2F. Nancy explained how she is hampered in observing nonverbal cues online when compared to having a supervisee sitting in the same room (Participant Nancy, personal communications, January 17, 2017). She commented on how she is limited to observing the head region during synchronous online supervision. Omitted are depth perception and a more expanded view of the supervisee when he or she is sitting across from the supervisor. Even tracking supervisees' participation is difficulty. Nancy shared this:

> I think with face-to-face synchronous, difference is that it can be more challenging synchronously online, whether you do it – I mean some places through a telephone, to have all students actively engaged. Whereas I feel like when I would do face-to-face, I could read peoples' non-verbals. I was more able to really pay attention to who was

participating and who was not. (Participant Nancy, personal communications, January 17, 2017)

Another aspect that requires additional work is the need to prepare students to be ready to learn in class. As noted above, when she seeks to facilitate an experiential activity, she cannot simply bring supplies or physically have people move spatially (Participant Nancy, personal communications, January 17, 2017). Instead, she has to inform students what they need to bring to supervision for an activity. If the activity is art-based, students need to bring to supervision those necessary supplies that Nancy would have brought otherwise. She shared it this way, "I need to tell them way in advance, 'Please make sure that you bring these to the class the next time.' Whereas face-to-face, I would just bring them. The students wouldn't have any responsibility to do that" (Participant Nancy, personal communications, January 17, 2017).

Supervisory relationships influence resistance. Related to the previous theme, Nancy reported that working with supervisees F2F allows her to be more familiar with her students and more aware of issues students may have (Participant Nancy, personal communications, January 17, 2017). Therefore, she has a working relationship more readily with her supervisees F2F. When she is working online and resistance surfaces, she explained that the degree to which resistance surfaces is tied to her level of a working supervisory relationship (Participant Nancy, personal communications, March 6, 2017). If the working relationship is more secured, the less involved it is to intervene. Nancy explained, "because of my working relationship with [a] student, I can basically, if something comes up, I can fix it quicker and easier" (Participant Nancy, personal communications, March 6, 2017).

Referring back to the example Nancy provided when she experienced resistance during online supervision, the supervisee was struggling with a connection with Nancy, her faculty

supervisor. However, once the supervisee experienced how Nancy was being attentive to the challenges experienced with the site supervisor, Nancy became an ally (Participant Nancy, personal communications, January 17, 2017). The supervisee was able to develop a sense of trust that Nancy was going to help her achieve what she wanted. It is this trust that Nancy says is necessary to promote growth and allows movement through resistance.

> I just find that having that working alliance, that working relationship with each student, is going to be tremendous in helping students to grow, because they're going to trust you. They're going to have that trust to know that what you're saying is really meant for their growth. (Participant Nancy, personal communications, January 17, 2017)

However, if the supervisee does not experience trust with the supervisor, Nancy finds that resistance is more likely to surface. For growth to happen, supervisees need to trust her that she has their best interest at hand.

Improving online supervision. Nancy argued that the quality of the working supervision relationship supports supervisee growth. Although there are differences between F2F and online supervision, online supervision works. Nancy identified two attributes for online supervision that could improve its effectiveness: software enhancements and program structure. If there were improvements to software capability and modifications to program structure, Nancy argued it could improve her ability to recognize and work with resistance more effectively.

The current software platform Nancy's university uses can have up to six faces on the screen. Typically, her supervision class has around 12 supervisees (Participant Nancy, personal communications, January 17, 2017). This leaves six other supervisees unobserved during an online group supervision session. If the software could be enhanced and the bandwidth large enough to accommodate importing the image of each supervisee, Nancy argued that would

improve her ability to notice nonverbal cues indicating a supervisee having a difficult moment. By seeing all of her supervisees, she could potentially identify if a supervisee is reacting during supervision.

Related to seeing all supervisees online, a structural change may mitigate the issue: change the number of supervisees in supervision. Nancy explained that her university takes the maximum 12-supervisees-to-one-supervisor ratio as the minimum (Participant Nancy, personal communications, January 17, 2017). That is, her university expects the online group supervision ratio to be 12:1 and not lower. Nancy suggested that CACREP consider having a different supervisee-to-supervisor ration for online programs since university administrators are not adjusting according to the technological limitations. Instead of having 12:1, university leadership could reduce the numbers to the level that accommodates each supervisee being observed during online group supervision. However, it is suspected that it is a financial decision on why the ratio has not been modified.

Another structural reference Nancy discussed was her interactions with students prior to supervision. She has taught the introduction class and other counseling-related classes in addition to supervision (Participant Nancy, personal communications, January 17, 2017). Nancy considered her interactions with students prior to supervision improved her working relationship when it came time for internship. The more familiar students and faculty were with one another, the greater level of trust was reported when it came time for supervision.

In summary, Nancy provided a description of how she experiences resistance during online group supervision. Examining and understanding how she experienced resistance led to several emergent themes. Implicated from the identified emergent themes is how online supervision does work with resistance. However, from Nancy's reporting, supervisors need to be more creative

and work somewhat differently to make it effective. Additionally, she argued that there are some modifications, whether technological- or structural-based, would improve the ability to develop effective working relationships that lead to recognizing and mitigating resistance experienced online.

Yana

Background. Participant "Yana" provides online group supervision for a CACREP-accredited clinical mental health counselors training program (Participant Yana, personal communications, February 21, 2017). Her program is listed as a blended counselor training program by CACREP. She holds a doctoral degree in counselor education and supervision and identifies as a counselor educator. Yana has taught CITs for nearly six years, with the past year and a half (five semesters) online. She identifies as a White female.

Yana's supervision theoretical orientation is blend of several theoretical lenses. She identified narrative theory as the predominate supervision approach (Participant Yana, personal communications, February 10, 2017). She values narrative tools such as naming, gathering themes, and examining alternative narratives to support her supervision process. Incorporated in her theoretical orientation are some psychodynamic perspectives that emphasize internal processing. Yana shared that she challenges supervisees to be introspective as a means to understand how intra-emotional dynamics may be at work during internship.

Yana explained how two angles inform her supervision approach: self-reflection and critical thinking (Participant Yana, February 10, 2017). Yana employs self-reflection as a means to encourage CITs to examine their internal processes. That is, CITs bring awareness to what is manifesting within their own emotional body. Additionally, she stimulates critical thinking with

her supervisees to encourage them to expand their perspectives about themselves as practioners and their relationships with clients.

Counselors-in-training are prepared to enter internship when they have successfully completed pre-practicum and practicum, and two residential intensives (Participant Yana, personal communications, March 17, 2017). Students practice and refine counseling skills during these residential portions. Typically, students have completed the bulk of their academic coursework when enrolling in internship, the last portion of her counselor training program.

Resistance experienced. Descriptions of the participant's experience of resistance were categorized into four topics: (a) a definition of resistance, (b) the role of the supervisor when attending resistance, (c) managing resistance, and (d) the differences and/or similarities between F2F and online when working with resistance

Yana's explanation of resistance during online supervision revolves around the supervisee having some form of fear or being afraid (Participant Yana, personal communications, February 10, 2017). She explained it this way:

> [Resistance] is when a supervisee has some sort of – is reluctant usually because of some sort of like wall or fear. It is usually fear-based, that they can't see something and sometimes it is something about the client or it is something about themselves. Like they can't even in that moment see what they are doing. It is a blockage from self-awareness. (Participant Yana, personal communications, February 10, 2017)

For Yana, the supervisee has some kind of fear that could be triggered by the client or about themselves that is outside of the supervisee's awareness. Resistance occurring during supervision is a phenomenon that "impairs their [supervisees'] ability to be supervised at that moment" (Participant Yana, personal communications, February 10, 2017). Therefore Yana's goal "is to

help them through that resistance so that we can move on with supervision" (Participant Yana, personal communications, February 10, 2017).

When asked if she, as the supervisor, could be a source of resistance, she said no (Participant Yana, personal communications, March 17, 2017). However, she did add that the supervisor's style or approach to supervision could stimulate resistance with supervisees. She gave an example of how a supervisee bristled at Yana's effort to solicit information from his site supervisor (Participant Yana, personal communications, February 10, 2017). As a result, the supervisee became hostile towards Yana. Maintaining her composure, Yana challenged the supervisee that eventually led to the supervisee connecting to some internal fear that manifested into his aggressive behaviors. This example showed how her supervision approach could have triggered a supervisee. Therefore, resistance is the manifestation of some form of fear within the supervisee that needs to be attended to by the supervisor to allow supervision to progress.

A role of the supervisor when attending to resistance is to assist the supervisee to connect with the emotions and to connect to a heart space. Yana described an incident during supervision when one her supervisees was struggling with the value of counseling. The supervisee did not see what value the therapeutic relationship had in helping a client. Yana explained,

> My role … was really to take him [the supervisee] down to his heart space, which is now a parallel process, because that's what I need him to do with his client. To slow things down. "You really care about your client. You want your client to do well." So I was modeling for him what I'd like to see him do. (Participant Yana, personal communications, February 10, 2017)

One can see the layers to Yana's approach in working with resistance. First, she was assisting the supervisee to do something that tended to be difficult for him to do: be emotionally aware.

Second, she was working through a parallel process where his exchanges with Yana were paralleling the interactions the supervisee was likely working with in his counseling relationship with his client. Third, she was modeling with the supervisee how to be a counselor when the client struggles with connecting with his or her own emotionality. Yana blends a pedagogical approach that promotes growth within the supervisee as well as demonstrating for the supervisee how to interact with his clients when similar resistance may surface.

Yana reported that she experienced differences between F2F and online supervision. She explained that during F2F supervision, she experienced higher levels of resistance when compared to online supervision (Participant Yana, personal communications, February 10, 2017). Her explanation for the increase in resistance in F2F is because students have more encounters with her that then could be used to construct a resistive narrative about Yana. In describing a particular F2F supervision exchange, a supervisee was critical of Yana based on past classroom experiences where Yana was the instructor. Yana was an instructor for this particular supervisee in previous classes prior to F2F internship. When it came time for F2F internship, the former student, now Yana's supervisee, was passively critical of Yana's pedagogy. Here is how Yana reported it:

> They [supervisees] see me in different classes, they see me – so they have sort of beliefs about me so our relationship becomes a bigger factor. And I think that kind of invites that resistance more. Whenever you meet somebody, the more you know them, you kind of create narratives about them. And so, when you encounter your own personal resistance, it is easier to create narratives of why it is not your fault. For example, I had one of my students say "Okay [Yana], fine," like this is face to face. "We will go deep. We will go

> deep. You always want to go deep." (Participant Yana, personal communications, February 10, 2017)

As I heard Yana report it to me, I could hear how Yana experienced the comment from the supervisee as a form of being passive aggressive. The supervisee challenged Yana passively and not directly with her frustration with Yana's teaching approach. The increased contact that a F2F arrangement provides may fuel a negative view of Yana that is more difficult to mitigate. "It gives them more fodder for creating narratives to support the resistance," explained Yana (Participant Yana, personal communications, February 10, 2017).

Contrary to F2F, there is much less resistance with online supervision, reported Yana (Participant Yana, personal communications, February 10, 2017). Her explanation was that online students, particularly at her university, need to perform at a more demanding level than F2F students. Yana explained:

> Online students tend to be stronger students. I think that it takes a certain stalwartness that you have to have in order to be an online student. And I think that you have to write everything out, your discussion boards and whatnot, and I think that act of having to write everything out helps to – and write it out grammatically correct. And I think that all kind of hones their thinking and self-reflection and it invites a deeper understanding. And so, they tend to be – when it comes to supervision, I think they tend to be a bit stronger, as a whole. I think that is why I don't see as much resistance in my online classes as my face-to-face classes. (Participant Yana, personal communications, February 10, 2017)

In Yana's experience, the online modality appears to cultivate a more reflective and mature student because of the inherent nature of online learning. Contrarily, students in F2F, as a whole,

are not. Yana was specific to state that the online students' performances were with her current university.

The categorized data above yields how Yana experiences resistance during online supervision. In particular, she regards F2F supervision as having more likelihood to experience resistance than online supervision. The sources of resistance are associated with fear. Because online students are expected to be intentional in their communication, Yana argued that it demands more reflection. This results in students having a deeper understanding about themselves. In turn, students tend to be less resistant during online supervision than F2F.

Participant emergent themes. Several themes emerged after categorizing the data associated with Yana. First, resistance is experienced less online than during F2F supervision. Second, resistance emanates from the supervisee. Third, resistance is dynamic during online group supervision.

Resistance is experienced less online than during F2F supervision. Already noted are many of the details of how resistance was experienced less during online supervision than F2F. Because of the extent to which the topic was discussed, it became a theme. During the first interview, Yana spoke for over ten minutes about the differences between F2F and online supervisees. It was referenced again during the second interview. When asked if she noticed if technology influenced her experience of resistance online, Yana stated, "surprisingly, no" (Participant Yana, personal communications, March 17, 2017). Yana did not refer to technology influencing the manifestation of resistance. Instead, she assessed that the online modality demanded more from students and she suspected that was why less resistance was experienced online than F2F.

Resistance emanates from the supervisee. This particular theme is built on three dimensions: the supervisee's behavior, the sources from which the behavior emerges, and Yana only intervenes to reduce resistance and not to contribute to it. First, Yana did not identify herself as a source that could elevate or experience resistance. Instead, she argued that her style of supervision mitigated resistance. Here she explains,

> I have a style that's very open to students making mistakes. And I like when students make mistakes. I feel like they're opportunities to grow and discuss something. So I'm always encouraging my students to bring their worst moments along with their best moments. (Participant Yana, personal communications, March 17, 2017)

Yana continued to explain that her style is more collaborative and noted that her style does not "invite resistance" (Participant Yana, personal communications, March 17, 2017). However, she did reference an episode with a supervisee who may have had difficulty with her style. She shared, "My style, I think, actually frustrated him a bit" (Participant Yana, personal communications, March 17, 2017). The episode led to Yana experiencing the supervisee as being hostile towards her.

Second, supervisees' behaviors constitute resistance. Yana referenced supervisees as the individuals being resistant. Yana's discussion of resistance during supervision noted how supervisees had behaved. Yana provided examples of resistance that included: a supervisee yelling at her, another supervisee expressing entitlement, and yet another student being unprofessional towards her in a phone conversation.

Third, resistance stems from fear, biases or beliefs, or parallel processes (Participant Yana, personal communications, March 17, 2017). As noted above, students unaware of fears could manifest resistance. Some unprocessed emotional issue was triggered during supervision

that may have caused a supervisee to be reactive and protective. Parallel process, also discussed above, reconstructs the supervisee-client unconscious issue in the supervisor-supervisee dynamic. That source of resistance could be generated from a supervisee's biases or beliefs came from Yana's reporting of how some supervisees may be unaware of how their privilege influences behavior. The episode was when a supervisee was resistant to seeing how her privilege shaped her attitude in counseling marginalized clients (Participant Yana, personal communications, March 17, 2017).

The combination of the three dimensions forms the theme of how resistance presents through the supervisee. Technology and/or the supervisor are not necessarily contributors to the resistance as a phenomenon. Instead, the supervisee is the genesis of resistance.

Resistance is dynamic. Although the source of resistance is associated with supervisees, Yana's descriptions suggest resistance is dynamic. As already discussed, the sources of resistance vary. Resistance could stem from a more primal place within the supervisee and present periodically. Resistance may be re-experienced if a belief or bias resurfaces. Alternatively, resistance could be briefly experienced once an underlying fear is exposed. A supervisee, for example, did not want to change her counseling training site even though she was not practicing the skills expected during internship (Participant Yana, personal communications, March 17, 2017). Yana explained how she suspected the supervisee understood it was not an appropriate training site but the supervisee's fear limited her coming to terms that she may have to change the site. That is, the supervisee understood at some level that it was not an appropriate placement but needed Yana to challenge her. As a result of Yana's reflections to the supervisee, the resistance was briefly experienced.

Resistance does not appear static or with discrete levels. Instead, it presents more fluid-like when Yana explains how she recognizes and attends to resistance during supervision.

> I can sniff it [resistance] out pretty quick. It is almost seamless, I don't even think about it. I don't think like "Oh there's resistance." The only time I think about it is when my interventions to reduce the resistance or to challenge the resistance are not incorporated and the supervisee continues to resist. (Participant Yana, personal communications, February 10, 2017)

The *seamlessness* Yana referenced suggests there is a capacity to work with resistance. It is as though resistance can present subtly or evolve into a phenomenon that demands more intentional interventions. It is as though resistance exists on a continuum. Presented subtly, Yana intervenes by way of a gentle nudge. Alternatively, if resistance evolves into something more dramatic and stark, she is intentional to work through it.

Yana was one of the last participants I interviewed. It is possible that the themes noted may be influenced by the others. That is, Yana's reference to F2F supervision being more susceptible to resistance made me curious because I had heard the opposite from the other participants. I heard others consider how they can be the source of resistance whereas that was not the situation with Yana. Yet, her descriptions of resistance suggest resistance is dynamic, similar to the others.

In summary, Yana's experiences of resistance during online group supervision were shared through a rich and descriptive account. Her identification as a counselor educator in a CACREP-accredited program positions her as a rich source to understand resistance during online group supervision. Categorizing data from her interviews and written LED lend to identifying emergent themes.

Luke

Background. Participant "Luke" provides online group supervision for a clinical mental health program in a CACREP-accredited, counselor education and supervision program (Participant Luke, personal communications, February 8, 2017). The program is listed as a blended counselor training program by CACREP. He holds a doctoral degree in counselor education and supervision and identifies as a counselor educator. Luke has taught CITs for nearly six years: supervising F2F for two and a half years and online for three years. Luke identifies as a White male.

Luke's supervision theoretical orientation is predominately a responsive-process model with developmental considerations (Participant Luke, February, 14, 2017). He regards supervision from a here-and-now view that permits him to respond to supervision needs as they arise. That is, what is being revealed in the moment is what is considered when facilitating supervision interventions. Luke acknowledges that CITs grow developmentally. Therefore, he takes into consideration where CITs are developmentally as he supervises in the moment and is responsive to the immediate needs during group supervision.

Luke explained that his approach to supervision seeks to encourage students to take risks and learn from experience (Participant Luke, February 14, 2017). He explained how he seeks to have students try on counselor-related behaviors, even if they are not comfortable with them. However, Luke expressed some difficulty reconciling the power differential between the supervisor and supervisee. He shared that the inherent nature of being evaluated, whether for grade or graduation, can sometimes restrain students from taking on risks that could result in learning rewards.

Those who have completed two classes of practicum and residential intensives are deemed ready to advance to internship in Luke's program (Participant Luke, personal communications, February 14, 2017). Students have completed practica with a satisfactory standing, and have finished the majority of their course work.

Resistance experienced. Descriptions of Tom's experience of resistance were categorized into four topics: (a) a definition of resistance, (b) the role of the supervisor when attending resistance, (c) managing resistance, and (d) the differences and/or similarities between F2F and online when working with resistance.

Luke tends to associate psychodynamic and psychoanalytical theories when he hears the term resistance. He defines resistance this way:

> I would say resistance is a defensiveness or an inability to integrate feedback. And there could be many reasons why there is resistance, but it has to do with this defensiveness around being able to hear and integrate feedback is how I would define it. (Participant Luke, personal communications, February 14, 2017)

Luke associates resistance to defensiveness or difficulty integrating feedback. Although he identifies likely sources of resistance to be either anxiety or shame, he later emphasizes that shame is where he mostly associates the origin of resistance (Participant Luke, personal communications, March 21, 2017). Nonetheless, Luke's definition allows for other theoretical models to be included if someone has difficulty integrating feedback. A supervisee's inability to hear, understand, and integrate the information given by the supervisor could stem from a variety of reasons.

Luke explained another source of resistance could be from his own fear. It is a fear of failure that he may fail to provide the adequate information to his supervisees. He explained it

this way, “If I fail to provide enough information- I'd say actually, my biggest fear … as a supervisor, is neglecting certain details, because I have no mind for details at all” (Participant Luke, personal communications, February 14, 2017). What elevates his fear to a level of resistance is his awareness of the power differential between the supervisor and supervisee. “I think that because supervision has this hierarchical and evaluative component to it… I feel like I have to be in a position of being one up, just necessarily” (Participant Luke, personal communications, February 14, 2017). Drawing on Luke’s definition of resistance, there is a parallel between how supervisees fear “what it takes to be a good counselor” (Participant Luke, personal communications, February 14, 2017) and how he fears being incompetent as a counselor educator.

Luke described an episode during online supervision that provided a multifaceted view of resistance. The supervision session was around the time of the U.S. presidential elections. Luke could sense the feelings in the virtual classroom at a level that made him feel nervous and anxious (Participant Luke, personal communications, February 14, 2017). He was concerned that some of his supervisees may feel offended by the dialogue between group members. He described,

> It was just this one class where we were getting into an argument and I remember feeling this sense of- I was incredibly nervous and anxious because I could sense the tension in the classroom and I was worried about somebody offending another person. And I saw one woman who identifies as a Latina female. And I could see the look on her face and she kept trying to talk, and other students kept jumping in. And it was clear that a few students were not understanding the side of privilege. Then, all of a sudden, the camera

> dropped out and there was 10 minutes left in class. (Participant Luke, personal communications, February 14, 2017)

Luke intervened by confronting the supervisees who were speaking from an unearned privileged position. There was some resistance but one particular supervisee began to understand how being unaware of his unearned privilege was hampering his awareness of others. As for the Latina woman, Luke attempted to challenge her about dropping out of class earlier. However, through some email exchange, he was unable to navigate her resistance. Luke said, "she just said, 'I'm just exhausted trying to explain myself'" (Participant Luke, personal communications, February 14, 2017). In the end, Luke let it pass but the experience stuck with him. He thought about his difficulty to keep a safe space for all students and a wish that he could have had more time with the Latina supervisee.

The event revealed how a privileged supervisee had difficulties initially understanding the feedback but ended in a place expressing his gratitude to Luke for helping him be more self-aware of his privilege. Regarding the Latina woman, the event triggered emotions tied to being marginalized. However, Luke assessed that he fell short in helping her connect with her resistance. Interestingly, Luke struggled with some resistance as well. He explained,

> It's clear, I'm a White male. It's clear that I've enjoyed a level of privilege in my life that has made things a lot easier for me. And who am I to tell a person from an ethnic minority, and a woman, that she's being resistant, more or less, and she needs to take a look at this stuff. (Participant Luke, personal communications, February 14, 2017)

Luke's description of the event is rich with how resistance can be multi-layered and dynamic. The interplay between his struggle with the power differential between the supervisee and

supervisor, the marginalized Latina supervisee, and the supervisee who was unaware of his White privilege reveal the potential for resistance being multifaceted.

Luke shared two parts of how he understands his role as a supervisor during supervision. First, Luke explained that his role as a supervisor in general “is to make sure that they [supervisees] know and understand the core skills, and that they are consistently demonstrating competence and ethical behavior when they are with their clients and students” (Participant Luke, personal communications, March 21, 2017). He reports a sense of responsibility for ensuring that supervisees are competent with counseling skills and are ethical when counseling others.

Second, when working with resistance during supervision, Luke explained his role this way:

> [It] is to be sensitive to supervisees' shame when a mistake is made, and really to reiterate that we all make mistakes, it's all part of the learning process, to encourage and to talk about what the supervisee can learn from it, how they can do things differently, and to not focus on it being a mistake. And sometimes and in some cases, self-disclose my own mistakes that I've made to normalize the process of growing and learning, and to not make it a punitive thing, but to make it an opportunity for growth. (Participant Luke, personal communications, March, 21, 2017)

In defining his role as a supervisor when working with resistance, Luke’s intentionally attending to shame is evident. Normalizing mistakes, learning from them, and sometimes self-disclosing his mistakes are efforts to reduce the shame supervisees may be experiencing.

Luke identified more differences than similarities when comparing F2F and online modalities. Luke regards online supervision as adequate. Supervisees are able to conceptualize

clients, demonstrate effective counseling skills, and integrate feedback to foster learning and growth (Participant Luke, personal communications, February 14, 2017). When comparing F2F to online supervision, Luke identified some limitations or challenges.

Luke finds F2F supervision gives him more connection with supervisees than supervising online. One aspect of this is the opportunity to read nonverbal information. Body language and facial expressions are constrained to a box on the screen. Eye contact, for example, can be maintained longer during F2F (Participant Luke, personal communications, February 14, 2017). With these constraints of online supervision, Luke explained it is more difficult for him to demonstrate unconditional positive regard to supervisees online versus F2F. For example, during the exchange with the Latina supervisee, Luke reported that "it would have been much easier to work through this situation, but as it was, there was a few email interchanges and then kind of 'Alright, we'll see you next week' kind of thing" (Participant Luke, personal communications, February 14, 2017).

Lastly, Luke conveyed how he resonates with the close physical proximity a F2F context provides. He appreciates how he is able to attend to students' needs more frequently when on campus. Having his office door open for students to check in, staying after supervision to finish a conversation, or having a conversation in the hallways are examples Luke used to show how F2F tends to promote more relational contact. He wondered if the Latina supervisee had been on campus how more likely would the issue during supervision have been resolved.

In sum, Luke defines resistance as a defense mechanism or an incapacity to integrate feedback. He links this primarily to shame supervisees may experience during supervision. Additionally, Luke includes himself as a possible source of resistance. He wants supervisees to

have the information needed to be successful. Overall, Luke experiences a greater richness in connecting with CITs in F2F over online supervision.

Participant emergent themes. Several themes emerged after categorizing the data associated with Luke. First, attending to resistance is easier in F2F supervision than online. Second, navigating through resistance in supervision is dynamic. Third, positionality and privilege influence the attendance of resistance.

Attending to resistance in F2F supervision is easier than online. Luke emphasized his preference for interacting with students in-person as a means to foster a supervisory relationship and move through moments of resistance more easily. When Luke is in a F2F setting, he makes himself available to students to allow impromptu meetings and have extended conversations as they naturally arise. These interludes create a greater and more in-depth context for Luke to understand his supervisees.

The online program experience differs because Luke's interactions are restricted. For example, Luke is limited to weekly scheduled online supervision sessions. Luke explained it this way:

> There is a certain lack of connectedness when you are not onsite with a student that you only get to engage with them once a week for an hour and a half and that is a barrier that is not a huge barrier, but it is a barrier. (Participant Luke, personal communications, February 14, 2017)

Supervising online lacks that deeper level of connectedness. Luke shared how he feels some disconnect during online supervision.

In the episode when resistance surfaced between the supervisees, Luke wondered if he could have been more effective if it happened during F2F supervision.

> I think, if I could read body language, facial expressions, if I could demonstrate unconditional positive regard, in a face to face setting; I think it would have been much easier to work through this situation. (Participant Luke, personal communications, February 14, 2017)

Luke's reference to *unconditional positive regard* is a concept used in person-centered counseling. Luke places value on being able to connect with his students. Therefore, the communication Luke has with F2F supervisees has a richer interpersonal connection.

Navigating through resistance is dynamic. Resistance fluxes and shifts through the interplay between the supervisees, the supervisor, and the supervision modality. For instance, overlaying Luke's definition of resistance for the event when two supervisees and Luke were navigating resistance was dynamic. There was a level of resistance when the two supervisees and the supervisor were unable to integrate the feedback that biases were going unchecked and another supervisee was reacting to being shut out of the conversation, and the Luke worked to understand how to have a socially safe environment for the supervision group (Participant Luke, personal communications, February 14, 2017). The multifaceted phenomenon of resistance during this episode shifted as Luke, the supervisor, assisted the White male supervisee to recognize the existence of privilege bias. Yet, Luke was not satisfied that he was able to guide the Latina supervisee to recognize her experience of resistance. In the end, Luke's self-assessment of his ability to navigate through the resistance was less than positive. How the resistance began, how it shifted through the interactions, and how some resistance remained evident at the end suggest there is a dynamic quality to resistance. This dynamic aspect to resistance is also evident when we note that one of the three was able to recognize his resistance

while the other two continued to struggle with integrating the feelings about what transpired during the supervision session.

Luke's connection in using F2F supervision verses online is another quality of how resistance is dynamic. When working with students F2F, Luke finds value in fostering and navigating working relationships with his students (Participant Luke, personal communications, February 14, 2017). Finishing unresolved interactions, checking in with students, and reading nonverbal cues permit Luke to self-assess as being more effective in working through resistance. Online supervision, however, does not necessarily satisfy Luke's preference for connection with supervisees. He notes there is a different kind of connection and online supervision pales in comparison to F2F interactions. Comparing the two modalities (F2F and online) reveals how resistance could be influenced.

Positionality and privilege influence resistance. The topic that I found most striking was a combination of Luke's struggle with the evaluative nature of education and his positionality to enforce what is right, particularly as a White male. During the in-depth interview with Luke, he highlighted his awareness of how privilege and programmatic structure could influence the supervision process.

Luke noted that his being a White male could have a suppressing quality to the supervisory relationship, particularly with marginalized students. Luke recognized how his privilege might influence responses from marginalized supervisees. He explained,

> When you think about somebody that is in a minority population…they have experienced a lifetime of racism and prejudice. I think about this kind of idea of racial trauma and how a person might become almost like fatigued to the point [where] …going into that kind of protective emotional brain is going to be very different than somebody that has

> grown up in privilege. Because it is like they have had to be in a protective mode and who am I to go in and keep poking the badger when somebody has been in and out of that. (Participant Luke, personal communications, February 14, 2017)

Luke is cognizant of how his privilege of being a White male and being in the position of authority could *poke the badger.* Therefore, he struggles with what are the *shoulds* he could be projecting when working with resistance. When working with minority students, he notes that he is the White male in this evaluative position to decide who passes and who does not.

The evaluative nature of counselor education and education in general is a source of tension for Luke. He highlighted that there is an evaluative nature to being a CACREP-accredited program (Participant Luke, personal communications, February 14, 2017). There are standards to be met to ensure those graduating have undergone a set of training expectations. Luke notes that it may contribute to the power differential experienced during supervision. Luke broadens this struggle to not solely counselor education programs but to the culture itself. Luke adds in that this evaluative dynamic perpetuates resistance within him. He explained,

> I would say it [evaluation] is an incredible source of resistance that I have. Yes. Yeah, because the system that we live in, it is not going away. It is not changing anytime soon and it is not just CACREP. We live in a measuring-obsessed society. It doesn't matter what field you are in, there is going to be rubrics, there is going to be rating scales, and we are going to continue to judge in the form of measuring. We are kind of caught up in that system and I think it makes it difficult sometimes to know what is best to do for a student. (Participant Luke, personal communications, February 14, 2017)

Luke identifies an underlying preference for or bias toward not being evaluated. His concern is that evaluation imposes a contradiction on supervisees. For Luke, he sees that there is one

message that encourages supervisees to bring forward mistakes as a means to learn. However, there are expectations to be met and if not met, there are consequences. Luke does not have a solution for what he calls a “double bind” (Participant Luke, personal communications, February 14, 2017). Luke noted that the contradiction is where he stands now.

The categorical information and the emergent themes from Luke’s data provide thought-provoking considerations for resistance during supervision. Luke expanded the consideration of how positionality and privilege contribute to resistance. Further, he explained how he finds greater connection with supervisees in a F2F supervision context than online. Additionally, Luke provided a unique perspective of how resistance can be multifaceted, particularly when experienced online.

Participant Themes

The six participants generated 20 themes total, ranging from three to four themes per participant. The themes emerged from each participant’s written LED, in-depth interview, and second interview. There were two formal member checks: one confirmed attributes about the participant, and the other confirmed the identified themes. Furthermore, I discussed the themes with the study’s academic advisor. See Table 4.2 for themes associated with each participant.

Table 4.2.

Individual Participant Themes

Participant	Themes
Sue	*Supervisory relation is adequate online but not as effective as F2F* *Navigating through resistance online is challenging* *Resistance emerges as an emotional response* *F2F supervision differs from online supervision*
Tom	*Program structure influences resistance* *The supervisor can have a role in resistance* *Resistance emerges online when the working relationship is tenuous* *Online supervision demands more effort than F2F supervision*
Alice	*Mother Bird navigates through resistance* *Difficulty integrating feedback indicates resistance* *Noticing resistance online is more difficult than F2F*
Nancy	*Improving online supervision* *Supervisory relationship influences resistance* *Online supervision demands more effort than F2F*
Yana	*Resistance is dynamic* *Resistance emanates from the supervisee* *Resistance is experienced less online than during F2F supervision*
Luke	*Positionality and privilege influences resistance* *Navigating through resistance is dynamic* *Attending to resistance in F2F supervision is easier than online*

The twenty themes were then clustered into groups to generate five clustered themes and two participant themes that stood alone. (These clustered themes are not necessarily those that were identified as case study themes.) See Table 4.3 for the list of clustered themes. The top three clustered themes consist of the majority of the participant themes (55.15%). Of the 20

themes, seven (35%) were clustered under *differences between F2F and online supervision.* Next, four of the participant themes (20%) were clustered under *supervisory relationships matter.* Then, *sources of resistance* consisted of three participant themes (15%).

Table 4.3.

Clustered and Standalone Themes

Clustered Themes	Number of Participant Themes
Differences between F2F and online supervision	7
Supervisory relationships matter	4
Sources of resistance	3
Program structure influences resistance	2
Resistance is dynamic	2
Positionality and privilege influence resistance	1
Supervisee as only source of resistance	1

To review, this research project was a phenomenological case study. The case study was bounded by CACREP-accredited programs that were designated as blended. This study consisted of six participants, exceeding Yin's (2013) recommendation of two to three participants (subunits) for a single case study. Each participant was a counselor educator at an accredited CACREP program. They provide online group supervision to mental health CITs during internship. Each participant shared his or her experiences with resistance through a written narrative, an in-depth interview, and a second interview. Each participant's data was categorized into seven bins and then thematized. As a result, 20 participant themes emerged and then were consolidated into five clustered themes. However, two participant themes were stand-alone themes because they did not intuitively fit into a cluster.

The next step was analyzing data across participants. Unlike a pure linear process of reducing themes into clustered themes (Miles et al., 2013), in-between participant themes may or may not emerge from clustered themes. Instead, the focus is on examining the data, categories, and participant themes to identify emergent themes within the case study boundary.

CHAPTER 5

RESULTS: IN-BETWEEN PARTICIPANT FINDINGS

This study examined supervisors' lived experiences of resistance while supervising counselors-in-training (CITs) online during internship. The purpose of this qualitative study was to answer the following grand question: How do supervisors experience resistance during online group supervision of master's level CITs? In particular, this study focused on understanding how counselor educators serving as supervisors experience and respond to resistance while training CITs during online group supervision in fieldwork or internship. The findings from this study may be useful to counselor educators working with resistance during supervision.

The purpose of this chapter is to provide the results obtained from the analytical process across participants. The organization of the chapter begins with the restatement of the subordinate research questions. Following is a summary of clustered themes derived from each participant's themes. Next, a brief review of the process used for cross-participant analysis. Finally, each emergent theme of the case study is discussed in detail. To assist in introducing a case theme, I provided a brief conceptual view of the concept and then discuss the supporting evidence.

Three subordinate research questions answer the principal research question. First, what are the supervisors' experiences of the emergence of resistance in online group supervision? Second, what are the supervisors' experiences of working with resistance during online group supervision? Third, how do supervisors describe the similarities and differences of resistance experienced in online and F2F modalities? These research questions guided the data collection and analysis process with each participant.

Summary of Individual Participant Themes

To review: each participant's data was coded, categorized into seven bins, and thematized to answer the subordinate research questions. Themes emerged from that particular participant's data corpus. Three to four themes emerged per participant, resulting in 20 themes, total.

Subsequently, I clustered theparticipants' themes as a means to explore larger case-related themes. When an individual's theme did not intuitively fit into a cluster, it was kept as a standalone theme. The following revisits the clustered themes across participants noting those individual themes that did not fit into one cluster or another.

Clustered themes

Differences between F2F and online supervision (from all participants, 100%)

Supervisory relationship matters (from 4 participants, 66%)

Sources of resistance (from three participants, 50%)

Program structure influences resistance (from 2 participants, 33%)

Resistance is dynamic (from 2 participants, 33%)

Standalone themes

Positionality and privilege influence resistance (Luke)

Supervisee as only source of resistance (Yana)

The clustered themes served as a beginning point when considering themes across participants. Instead of moving linearly from individual themes to clustered themes as a means to identify emergent case study themes, I considered all codes and themes in an effort to notice emergent themes across all participants.

In-Between Participant Finding

A global-level analysis across and in-between participants was used to analyze the data corpus to discern the emergent case-level themes (Yin, 2013). Used were two analytical approaches to achieve this. First, I used various queries in the CAQDAS to identify high word frequencies, and to locate coded text. Second, I examined individual participant themes, clustered themes, analytical memos, jottings (Miles et al., 2013), written anecdotes (Vagle, 2014; van Manen, 2014), participant attributes, and pattern-matching (Yin, 2013) to identify case-level emergent themes (Yin, 2013). As a result, four case-level themes emerged from the analytical efforts: (a) *The Supervisory Relationship Matters*, (b) *Differences Exist Between F2F and Online Supervision*, (c) *Positionality and Privilege Influence Resistance*, and (d) *Resistance is Dynamic*.

Search techniques were used in the CAQDAS to identify key words or potential concepts in source documents (written LED, in-depth and second interviews). Various queries were conducted to identify high frequency words. One such query was parameterized to 100 highest frequent words, and with stem words that were four or more letters in length. The results yielded six highest frequency words that were not a part of the research questions (e.g., resistance, online, etc.). These were: *work* (299 times), *feeling* (204 times), *feedback* (178 times), *relationship* (165 times), *help* (160 times), and *reflect* (106 times).

I examined the CAQDAS queries results just discussed, analytical products, individual participant themes, and clustered themes. The analytical products included those in the CAQDAS (codes, drafted jottings, analytical memos, and annotations) and participant analysis summaries. Additionally, considered were the individual and clustered themes. Throughout the analytical process, I returned to the text of each participant. As a result of an iterative analytical process between the various analytical tools and data, four case-level themes emerged.

The following describes the four case-level themes, hereinafter referred as themes, in detail. The order of themes presented has a particular importance. The first three themes serve as legs of a three-legged stool while the fourth is the seat of the stool. That is, the first three are foundational to the fourth theme.

The Supervisory Relationship Matters

Bordin's (1983) definition of the supervisory relationship consists of three features between a supervisor and supervisee: (a) shared goals, (b) tasks to be completed, and (c) a bond between the two. During online group supervision in internship, the supervisory share goals to move the supervisee to become a professional counselor. Working towards goals requires accomplishing tasks during internship. A bond between the supervisor and supervisee is like a fusion. The supervisor provides an invitation to the supervisee to try on and develop those dispositions and skills consistent with becoming a professional counselor. Feelings of caring, liking, and trusting are aspects of a supervisory bond as described by Bordin (1983). Evidence of the three features above was noted for all of the participants. Variations of *relationship* registered 165 times throughout the data. Terms such a *working relationship, relationships,* and *supervisory relationship* were typical variations used by participants.

All of the participants communicated how the supervisory relationship influenced the experience of resistance during supervision. Completing internship was a shared goal between the supervisor and supervisee. Each participant discussed that the objective of internship is to ready supervisees to be become professional counselors. However, resistance would sometimes emerge when the tasks to accomplish the goal differed between the two. For example, Alice required her supervisees to record counseling sessions (Participant Alice, personal communications, January 17, 2017). However, one of Alice's supervisee experienced such a

level of anxiety that the supervisee avoided accomplishing that task. It was not until Alice was able to address the anxiety through a working relation with the supervisee that the supervisee was willing to record her sessions.

Another attribute of the supervisory relationship is the bond between supervisor and supervisee. The more trusting the relationship was, the less likely the supervisee would exhibit resistant behavior. For instance, Nancy explained how once one supervisee was able to trust Nancy to be an advocate and be available to solve issues, the supervisee discontinued sending hostile emails (Participant Nancy, personal communications, January 17, 2017). Nancy shared, “when I gave her more time and I had a better relationship with her because I was devoting more of that time for her, then she was more receptive to what I had to say…and she would email and say ‘Can I set up a time to talk with you?’” (Participant Nancy, personal communications, January 17, 2017). The hostile emails discontinued and a more collaborative communication ensued.

All of the participants expressed some level of care for their supervisees. Each participant discussed that if the supervisory relationship was hostile, it weighed on him or her. Tom explained how the supervisory relationship will fail if the supervisee is not receptive to feedback and willing to make changes (Participant Tom, personal communications, January 18, 2017). Tom explained:

> If I feel someone’s not able to work through the occasional conflict that’s going to come up, either with me or the site supervisor, and to behave professionally and to be open and teachable, then there comes a point where I’m done. (Participant Tom, personal communications, January 18, 2017)

Tom worries that if the supervisory relationship deteriorates, it could cost the supervisee a great deal. The student would lose the cost of the course, clinical hours accumulated, and the emotional and cognitive investments already made in the course. “It’s going to be my student paying for that and that haunts me,” shared Tom. Therefore, Tom values having a caring and productive relationship.

Tom emphasized the value he places on having a working relationship with his supervisees. If Tom experiences a breach in the relationship, he examines himself first to see if he was the source of that relationship rupture. “My first action is to look within and not blame my supervisee. That’s my first and foremost my primary responsibility” (Participant Tom, personal communications, January 18, 2017) Tom expressed his desire to have a caring relationship with his supervisees. At the same time, he wants his supervisees to be open, flexible, and teachable.

Tom explained that he has done his job when students say “’Wow, this has been a life changing thing. And it [supervision] has set my feet on the path because it’s been productive and [I’ve] grown … from this. [I] feel good about myself and who I am as a professional’” (Participant Tom, personal communications, January 18, 2017).

Whether participants used terms like working relationship, relationship, or supervisory relationship, all of the participants recognized its importance to the supervision process and to the process of navigating through resistance. All three features of the supervisory relationship were apparent for all six of the participants. An effort to have an effective working relationship with his or her supervisees was evident in each participant’s descriptions. Therefore, when ruptures happened, participants sought ways to repair and build a greater alliance with their supervisees.

Differences Exist Between F2F and Online Supervision

In review, face-to-face (F2F) supervision in the literature typically refers to supervision that is conducted in close physical proximity and in classrooms (Freeman & McHenry, 1996). For the purpose of this study, online supervision is conducted through the Internet and through a synchronous platform (Olson et al., 2001). All of the participants noted that there were some differences between the two modalities when recognizing and working with resistance. Five of the six participants explained how supervising online was more difficult than supervision F2F. This was associated with restrictions related to the technology and the absence of the higher touch points or contacts with students when online. However, one participant found she experienced less resistance during online supervision than during F2F. This particular participant experienced the opposite from the other five participants when regarding the emergence of resistance. In her estimation, resistance was more likely to surface F2F than during online supervision. She explained that students had more contact in the F2F modality and were more likely to use that material to reinforce negative narratives about her as an educator.

Participants commented that the differences between F2F and online supervision centered on technological applications, capacities to read nonverbal language from supervisees, and program structures. Five of the six participants commented that during F2F they could read more broadly nonverbal body language. The technologies used by participants were more restrictive in reading nonverbal language than F2F. Additionally, the nature of F2F programming permitted more contact with students. Therefore, when students who had had F2F courses with the supervisors advanced to internship, supervisors were more familiar with them. Hence, when resistance presented, five of the six participants discussed how they were able to attend to resistance more readily during F2F supervision than online. One participant reported she did not

see that she had an adequate means to attend to resistance online effectively, unlike her abilities when attending to resistance in F2F supervision.

During F2F supervision, five of the six participants reported how they were able to attend to resistance more effectively than during online supervision. This was attributed to their abilities to see multiple supervisees in person and simultaneously during supervision, to be more familiar with students prior to their attending supervision in internship, and to address resistance more fully. For instance, Alice explained how in F2F supervision she is able to recognize resistance more readily. She said,

> I think certainly in a face to face situation, it may be easier to notice. I'll just take the example I provided to you about the student that … had a fear of recording. I think if I had had her in a face to face experience in a traditional classroom setting, that might have come out in a group supervision process more readily than it did (Participant Alice, personal communications, January 17, 2017)

On the other end of the experience of resistance, when it dissipates, two participants reported that in F2F they were able to discern more clearly if resistance was resolved. For example, when Alice described her role when attending resistance, she saw that she was "responsible to make sure that you're able to get some resolution with that resistance that is surfacing in the online group supervision but it's harder to detect than online versus face-to-face" (Participant Alice, personal communications, February 3, 2017).

All of the participants identified that F2F supervision is a part of training programs that resides in brick-and-mortar facilities. There are offices, classrooms, and spaces in between where students interact with faculty. Five of the six participants commented that being a faculty member of a F2F program had other benefits over online when attending to resistance. Luke

commented of that during a F2F supervision session he was able to expend more time and energy working through the resistance with the student. Luke shared,

> With another incident with a student where we had a disagreement and we had an hour-long supervision and we for lack of better words, hashed it out for two hours in my office until we were done. And we kept coming back and working it out and working it out and yes it was tense, but we were facing each other, our eyes were tuned into one another and we were able to remain until it was worked out. (Participant Luke, personal communications, February 14, 2017)

Luke commented on his ability to use physical spaces to work on the issue with the student. He valued being able to see the supervisee and draw on those nonverbal communication linkages to connect and work through the moment of resistance.

One participant commented that F2F supervision was more problematic regarding resistance than online. Based on Yana's experiences in the F2F milieu, she was more likely to experience resistance during F2F supervision than online supervision (Participant Yana, personal communications, February 10, 2017). In her explanation, some students are more likely to collect evidence during on-campus interactions to reinforce a negative view of the supervisor. She explained,

> When we are face to face, they [supervisees] encounter me in a much more potent way. They see me in different classes, they see me – so they have sort of beliefs about me so our relationship becomes a bigger factor. And I think that kind of invites that resistance more. Whenever you meet somebody, the more you know them, you kind of create narratives about them. (Participant Yana, personal communications, February 10, 2017)

Yana assessed that her “relationship with them [supervisees] enables them to be more resistant. It enables them to create narratives around their resistance” (Participant Yana, personal communications, February 10, 2017). She gave an example of how one student struggled with Yana’s pedagogical approach. As a result, the student made dismissive comments to Yana during supervision. However, Yana experiences very little resistance during online supervision.

One explanation Yana shared for why online supervision provoked little resistance was based on a couple of factors. One, she regards those students who enrolled in her course for online supervision were better prepared for the academic demands. This is due to the work students need to do during online training. She explained “online students tend to be stronger students. I think it takes a certain stalwartness that you have to have in order to be an online student” (Participant Yana, personal communications, February 10, 2017).

In sum, all of the participants noted that there were differences between F2F and online supervision when recognizing and attending to resistance. Five of the six participants regarded attributes associated with F2F supervision as making it easier to recognize and work with resistance. The other participant (Yana) experienced a higher frequency of resistance during F2F supervision. Five of the six participants regarded online supervision as suitable when working with resistance. However, Sue expressed uncertainty about the capacity to effectively attend to resistance during online supervision. A combination of technology, reading nonverbal language, and programmatic structure were suggested as attributes that influence the differences between F2F and online supervision.

Positionality and Privilege Influence Resistance

Most often supervision hinges on an evaluative and hierarchical relationship (Bernard & Goodyear, 2014). Supervisors evaluate supervisees to ensure CITS achieve specified learning

objectives and protect clients served. This hierarchical position creates an inherent power differential (Glosoff & Durham, 2010). If students are to graduate and become professional counselors, they must acculturate to some defined level, evaluated by the supervisor. Therefore, supervisees are required to demonstrate skills and dispositions that supervisors deem as aligned with the profession. This power differential can generate anxiety for some CITs.

Privilege refers to unearned benefits or access people have because of some personal attribute and not having to consider their own identities (Utsey, Gernat, & Hammar, 2005). Inherent to privilege is oppression (Freire, 2000/1968). People oppressed or marginalized because of race, ethnicity, or gender, for example, experience marginalization because of an unearned disadvantage. In supervision, the combination of hierarchical structure and privilege could activate anxiety or shame for any of the members of the online group supervision.

Positionality and privilege emerged once in the individual participant themes. However, because of the frequency of the theme throughout participants and its uniqueness, the theme was elevated to be a case-level theme. The interview data from this study expanded the awareness beyond the traditional supervision literature regarding the dynamics between multiculturalism, positionality, supervision, and resistance (Bernard & Goodyear, 2014; Ladany, Brittan-Powell, & Pannu, 1997). All of the participants were supervisors and self-identified as White. Four of the six participants referenced racial differences between their supervisees and themselves. Three of those commented on how privilege could have influenced the resistance they experienced. Two of the participants identified as male. Assuming resistance is connected with anxieties (Liddle, 1986), gender, position, and cross-cultural intersections could influence the experience of resistance during online supervision.

One participant (Luke), he expressed his struggle with his position as an evaluator and a White male when working with a Latina supervisee. After the episode when the Latina supervisee dropped out of a supervision session, Luke tried to confront her about her behavior and attempted to encourage her to speak with her peer about how his privileged talk had an impact on her (Participant Luke, personal communications, February 14, 2017). Although he recognizes that she will not address the issue with her peer, Luke questions his suitability to tell her what she *should* do. He reflected,

> It's clear I'm a White male. It's clear that I've enjoyed a level of privilege in my life that has made things a lot easier for me. And who am I to tell a person from an ethnic minority, and a woman, that she's being resistant, more or less. And she needs to take a look at this stuff. I feel like this is where I'm the most troubled when it comes to supervision resistance. (Participant Luke, personal communications, February 14, 2017)

Luke continued to ask, "How do I, as a person of privilege, work with marginalized students and be able to support them and challenge when it comes to issues around race, power differential?"

Luke contemplated whether the interactions with the Latina supervisee would have been different if the interactions transpired F2F instead of online. He surmised that having the exchange online made it more difficult. However, he used "10% to 20%" (Participant Luke, personal communications, February 14, 2017) as a way to convey by how much F2F would have been more helpful. Luke incorporated an expansive view about privilege, position, and power. The exchange with the Latina supervisee was like a seed that branched out from his position, out to counselor education's gatekeeping value, to society's emphasis on measuring and evaluating.

A somewhat different approach to observing how privilege may have influenced resistance was in Yana's discussion about a supervisee's unexamined privilege. Yana discussed

how one supervisee who was on a crisis team for her internship complained about how dirty some of the homes were (Participant Yana, personal communications, February 10, 2017). The supervisee said she was refusing to enter these homes in the future because of health reasons. Yana interpreted the supervisee's behavior emanating from a position of privilege. Yana challenged the supervisee to examine the supervisee's beliefs. However, because the exchange happened during the last two minutes of supervision, the challenge remained unprocessed. To add to the complexity of the situation, Yana was concerned that there may be some underlying grief with this particular supervisee. It is not clear if the exchange were to have taken place F2F, what might have come from the challenge. Nonetheless, Yana suggested privilege could be a source of resistance.

The literature is replete with references to the hierarchical relationship in supervision (e.g., Glosoff & Durham, 2010; Nelson, Barnes, Evans, & Triggiano, 2008). Additionally, researchers have examined various dimensions of multiculturalism in supervision. However, connecting positionality and cross-culturalism with resistance was not found. In the findings for this study, there appeared to be a connection. The majority of the participants in this study referenced to hierarchy and privilege in their respective interviews.

Resistance is Dynamic

Sigmund Freud introduced *resistance* as a psychological concept to describe patients' natural propensity to resist treatment in an effort to maintain their psychic *status quo* (Anderson & Stewart, 1983). The concept was adopted in clinical supervision to describe anxiety-induced behaviors of supervisees. That is, resistant supervisees would be those who have difficulties with integrating information for learning that stems from anxiety (Liddle, 1986; Pearson, 2000). Some discussions have considered how supervisors or clinicians may contribute to resistance because

of unresolved emotional issues (Anderson & Stewart, 1983). However, the primary focus in defining resistance has been supervisee-centric. That is, resistance that is experienced by the supervisee.

The theme, *Resistance is Dynamic,* emerged from participants making meaning of what they described as resistance during online supervision. Through analyzing the data, resistance appeared to be more like a multifaceted concept than the student-centric perspective. Although the definition of resistance has been described earlier in the individual participant findings, four particular attributes appear to influence the function of resistance when considering the data more broadly: (a) individual readiness for supervision, (b) distress, (c) the supervisory relationship, and (d) the context in which supervision takes place. Each of these will be discussed, but first a brief discussion of how resistance is a concept and defined.

Concept. To conceptualize the variability of resistance, the concept could be likened to weather. Some variables could be measured and defined, whereas other contributing factors that make up weather are more difficult to define and predict. As a result, patterns of resistance may be identified but identifying the specificity of resistance would be more challenging. The number of variables and the results of their interactions are incalculable. However, patterns can be recognized. For example, the experience of resistance could be subtle like a thin cloud, passively resistant, or thunderous with force, like a supervisee being argumentative and defensive.

In the literature, resistance is often associated with supervisees employing behaviors to manage anxieties that may be triggered during supervision (Bernard & Goodyear, 2014; Liddle, 1986; Pearson, 2000). The interview data suggests that resistance is more fluid and dynamic. Instead of a source causing resistance (e.g., a supervisee' anxiety leading him or her to be defensive) the data suggests that resistance is more of a conceptual phenomenon that resembles a

weather pattern that can shift due to changes in some attributes, for instance, being more available to the supervisee and calling out body language that displays someone's discomfort. Kerlinger (1986) defines a *concept* as "an abstraction formed by generalization from particulars" (p. 26). Unlike weather, the interview data suggests that supervisors can influence the experience of resistance during supervision.

From the data, all of the participants referenced experiencing resistance in varying degrees of intensity. Resistance could present as brief and momentary or it could be conflictuous and unresolved. All six participants discussed how to recognize resistance, intervene, and notice its dissipation. Additionally, each participant provided some discussion on what sources could contribute to their experiences of resistance. Five of the six participants explored the possibility that they could perpetuate resistance experienced. That is, five participants wondered aloud if their behaviors, or lack thereof, could perpetuate resistance in their supervisees. Five of the six participants reflected that they could navigate resistance during online supervision. However, one supervisor reported she was unsure if she had a clear and cogent means to address resistance experienced during online supervision. Contrarily, another participant reported how supervising online mitigated the emergence of resistance. Nonetheless, common to all of the participants was how not receiving or integrating feedback constituted as resistance.

When defining resistance, all of the six participants included some process wherein someone refuses to initially taking in feedback and integrating the information intrinsically to generate knowledge. However, one participant distinguished resistance further by specifying that resistance is not something negative. Instead, it is more of a choice (Participant Tom, personal communications, March 3, 2017). After Tom shared a moment of resistance during supervision, he added this:

> I label it resistance because I know for myself, that I don't see that resistance as being a negative thing. Like I view the resistance as I am resistant to just buying into their notion of who they are and what they do and moving forward without calling that behavior out. So, that is what I mean by resistance. (Participant Tom, personal communications, March 3, 2017).

Adding to his idea of resistance, Tom said "I define resistance as the reaction that someone has when they feel forced into doing or being or seeing something that is not consistent with their self or their worldview" (Participant Tom, personal communications, March 3, 2017). Words that stand out are *forced* and *not consistent* because they emphasize power (force) and conflict (not consistent with their worldview). Tom's perspective of resistance opens it more broadly to destigmatizing the term *resistance* by noting how resistance is not negative. He gives himself permission sometimes to be resistant when he feels forced to believe what a supervisee may say.

As discussed earlier, all of the participants agreed that online supervision influences the experience of resistance. However, none of the participants initially suggested resistance is dynamic. However, once I shared the concept of resistance being a phenomenon to some participants, those who heard it agreed with how resistance was conceptualized. For instance, I explored aloud with Nancy the idea of resistance as being a concept (Participant Nancy, personal communications, March 6, 2017). Nancy agreed,

> That there is a sense of fluidity to resistance and it can emerge from different sources, play out based on … circumstances, and [be influenced by] the relationships that exists. So, if you have a good working relationship, there might be a trigger. The student resists, but very quickly you are able to resolve that resistance. Whereas, if you didn't have that

> working alliance or that working relationship, resistance may last longer or be prolonged. (Participant Nancy, personal communications, March 6, 2017)

Nancy went on to explain how she was "thinking of a quantitative analysis and I am looking at an independent variable and a dependent variable and the potential of mediating or moderating [variable] would be the working relationship" (Participant Nancy, personal communications, March 6, 2017).

Considering resistance as dynamic, four aspects emerged as contributors to conceptualizing resistance: (a) individual readiness for supervision, (b) distress, (c) the supervisory relationship, and (d) the context in which supervision takes place. This particular theme draws on two of three case-level themes discussed above and two attributes that were not identified as a category or theme but were recognized as contributions to the formation of resistance. First, the two themes from the case analysis are the supervisory relationship and the supervision modality. The supervisory relationship influences the magnitude of resistance experienced. Additionally, the modality in which supervision takes place, F2F or online, influences the resistance experienced. Second, the two attributes discussed consistently by all of the participants were the readiness of students to enter internship and distress. Although distress was not noted as a particular case-level theme, participants explained that it influences whether or not resistance emerges and how readily it can be influenced by the supervisor's interventions. The readiness of supervisees to enter internship was another consideration that participants discussed. Having the skills developed and knowledge acquired through course work readied the student to be supervised. Supervisees' maturity, counseling skills competencies, and capability to hear and integrate feedback were aspects of student readiness. The more a student was able to hear and integrate feedback, the less likely they were to experience resistance.

Supervisee and supervisor readiness. From the start of the study, participants were intentionally asked how they knew if students were ready for internship. In reading through the data, it became evident supervisors needed to be ready to supervise as well. Therefore, the data suggests both the supervisee and the supervisor's readiness influence resistance.

The data clearly reveals how participants understand when students are ready for supervision. However, readiness was parameterized around academic performance and evaluations. All of the participants explained how they knew students were ready for internship. All of the participants included completion of practicum, and all or nearly all of the coursework. Three of the participants added students needed to be in good academic standing. One participant added that there had to be no derogatory information. Criteria focused on academic performance that included coursework but also included successful completion of practicum. The latter is when students practice counseling skills, learn how to give and receive feedback, and become familiarized with the process of supervision in and of itself.

Supervisor's readiness was not asked directly in the study. Instead, information gathered gave a perspective on supervisor readiness. First, all of the participants had a doctorate in counselor education and identified as counselor educators. The inference is that the participants were knowledgeable about how to train CITs. Second, all of the participants demonstrated self-reflection, evidenced by their comments in the interviews about how it could be possible they may contribute to experiencing resistance. This ranged from Tom's acceptance and normalization of how he could be resistant to supervisee behaviors and attitudes to Luke's pondering about the power differential and how that might play into resistance. Readiness as explained here is focused on cognition and learning, not psychological distress.

Distress. Anxiety was one particular emotion that the literature references as a source that fosters resistance (e.g., Liddle, 1986). The supervisee would experience some level of anxiety that would influence his or her ability to learn. However, the participants explained how stress or distress could trigger resistance. Distress could come from various sources. In Alice's detailed description, she reported how a student was overwhelmed about having to record her counseling sessions (Participant Alice, personal communications, January 17, 2017). She went on to identify how her supervisees would have other sources of stressors that included work-life-school balance, anxieties about accumulating the number of clinical hours necessary for internship, and concerns about being evaluated. Yana shared something similar to work-life-school balance. She shared how one of her supervisees was feeling pressure to work. When the supervisee was online during supervision, she would continue to field calls and work on her computer while internship was taking place.

Another form of distress was observed in Tom's account of how he experiences resistance. He explained when supervisees come to internship with years of experience in the helping profession they can be resistant to his feedback (Participant Tom, personal communications, March 3, 2017). Tom reported how some supervisees will placate what he offers in terms of expectations and feedback. Instead they may argue that they know how to perform counseling skills and Tom needs to accept it. The distress about change for the supervisee with years of experience could escalate into a power struggle, Tom reports. Eventually, the supervisee adjusts to Tom's expectations or the supervisee is redirected out of internship. Tom associates this type of resistance more with online supervision than F2F. He explained how in F2F he is much more familiar with his students and has a working relationship prior to students entering internship. Both the student (supervisee) and the supervisor are familiar

with one another and understand the relationship more clearly. Online, however, Tom does not have the same level of interactions and therefore is less familiar with the entering supervisee. Furthermore, if the supervisee was not in his practicum courses prior to internship, Tom was more likely to experience resistance from the supervisee.

Nancy explained that supervisees who are unable to integrate feedback are limiting their ability to grow (Participant Nancy personal communications, January 17, 2017). She frames resistance as more about blocking self-awareness. She finds those supervisees who struggle with resistance seem to be less mature and have more difficulty in recognizing their own strengths. As supervision unfolds, supervisees are asked reflective questions and receive feedback. This can become stressful for those more immature supervisees as they seem not to have the resilience to hear what is perceived as criticism. As a result, the stress can become overwhelming to some supervisees and lead to tuning out feedback. In Nancy's example of experiencing resistance, her supervisee was reacting by being hostile through emails as an unhealthy means to control her distress.

The remaining participants shared something familiar about supervisees experiencing some form of distress. Distress could have many different faces and emerge from various references. Sources of distress ranged from performance anxiety to stressful life circumstances. The supervisor's ability to connect with the supervisee, model, and walk through the distress with him or her leads to a higher likelihood of mitigating or quelling the resistance.

Supervisory relationship. The concept of a supervisory relationship has emerged as a theme; it serves also as a concept that influences the dynamics of resistance. Again, a working alliance between a supervisor and supervisee agree to the goal for change, the tasks to achieve change, and a bond between the two formed. A sense of care and trust and care for one another

emerges. Noted in the interview data was how a higher quality of the supervisory relationship would reduce the experience of resistance. This worked in two ways: one, as an intervention to mitigate resistance; and two, as a preventative to experiencing resistance.

The participants' descriptions of the supervisory relationships, when taken across participants, presented somewhat as a continuum. On one end, if there was little existence of a working relationship, participants were more likely to experience resistance. At the other end, if there was a more collaborative and trusting relationship, participants were less likely to experience resistance or could address resistance more easily if it did surface. Tom described how for those supervisees who worked with him for the first time in internship, Tom was most concerned about resistance arising (Participant Tom, personal communications, January 18, 2017). However, if Tom had established a working relationship with supervisees that began in practicum and then moved into internship, he was less likely to experience resistance. Instead, Tom reported a caring and trusting relationship between supervisees and him. By the end of internship, Tom saw evidence that he had achieved his goal in developing professional counselors. That is, supervisees would report how they had grown (demonstrating change) under his supervision.

Another perspective of how the supervisory relationship influences the dynamics of resistance came through Alice's mother bird description when attending to resistance. When I listened to Alice's description of how she saw her role as a supervisor when experiencing resistance, her response explained how she blends encouragement and direction for her supervisees. Alice encouraged her supervisees to stretch themselves. However, there were times when Alice would be more firm with her supervisees because they were resisting change. She was challenging the supervisees' resistance so that they could move further along in their

development. She shared “I sometimes tell my students, ‘Don’t consider it that I am being hard on you, but I am challenging you and pushing you to expand yourself and expand your boundaries’” (Participant Alice, personal communications, January 17, 2017). By the end of supervision and on to graduation, supervisees express their affection for their supervisor. Alice values how her graduating supervisees are excited to move on their career paths and express gratitude for their relationship with her.

Nancy shared a somewhat similar appreciation with one of her supervisees. Nancy had built a working relationship with a supervisee who was reactive and oftentimes attacked others whom she perceived as threatening (Participant Nancy, personal communications, January 17, 2017). Working together, Nancy and her supervisee built trust between one another, devised different coping strategies to attend to the supervisee’s anxieties, and developed counseling skills. As a result of the working relationship that had been developed through the internship, the supervisee expressed her gratitude in public. The supervisee wanted to share how she was grateful for Nancy’s efforts and relationship. This suggests that the working relationship contributed to mitigating the resistance and resulted in a caring connection. So much so that the supervisee wanted to publically say thank you.

Supervision modality. The two modalities of interest in this study are online and F2F supervision. Participants were asked to share their experiences with resistance during online group supervision. They were asked also to discuss the similarities and differences between the two modalities. What emerged from the analysis of the interviews and written LED text were differences between the two. The emergence and experience of resistance was influenced by the modality. That is, the modality influenced the supervisory relationship, the ability to recognize both the emergence and resolution of resistance, and the approaches used to address resistance.

As a result, the experience of resistance was influenced by the supervision modality. This bore out particularly when participants were asked what were the similarities and differences between the two.

Sue commented how she experiences the development of the supervisory relationship somewhat differently F2F than online. For her, the quality and depth of the supervisory relationship is not as rich online as it is when F2F. She explained,

> [I've been] thinking about the differences between online versus brick and mortar. Because I think for me I get a little bit sad, because I think brick and mortar, I think you're able to develop a relationship in a different way. And it goes deeper…. But, I think we're more knowledgeable in their personhood and their personalities. When I'm in brick and mortar, I feel I have a better handle on what their challenges might be, or stuck points that they're going to come across. Whereas with online, even though I have them for 3 quarters, I think by the 3rd quarter, I know enough about their personalities to do that, but it feels like it's just starting. Whereas brick and mortar, it's more of that internship is the ending point. So, I can hit the ground running with my brick and mortar students. Whereas, with my online people, it's not until that last quarter that I can push them on personal issues. (Participant Sue, personal communication, January 24, 2017)

Sue's reporting suggests that there is a qualitative difference in the supervisory relationship and a preparedness difference between the two modalities. During F2F she expressed a more personable connection with her supervisees. Additionally, she regards herself and the supervisee more prepared for internship. Arguably, these two aspects could influence how resistance presents.

All six participants stated that there is a relational difference between F2F and online, to a degree. That is, it may be more challenging to develop that level of awareness and alliance in the supervisory relationship online but it still can happen. (For clarity, one participant reported there are differences in quality of relationship building between the two modalities but her description of the differences was antithetical compared to the other five participants. She experienced more resistance during F2F than during online.) However, the modality was seen more as a moderating feature to the resistance experienced. The modality influences the relationship and therefore influences the shape and quality of resistance experienced.

The other aspect to Sue's report references the preparedness for internship. Sue explained the quality of the working alliance is further along in F2F than during online training. I translate her notion of "pushing them on their personal issues" as indicative that she knows the supervisee more clearly and has a more trusting relationship with him or her. Therefore, she has a greater capacity to see how a supervisee's unresolved emotional issues could be influencing his or her ability to work with clients. It is this greater awareness and connection with the supervisee that Sue can use to assist her supervisee in recognizing potential areas of resistance and in navigating whatever personal issue may get in the way of working effectively with clients. Although several of the other participants did not articulate this attribute as specifically as Sue did, three other participants expressed how they had greater familiarity with their supervisees during F2F supervision when compared to online.

In summary, the interview data suggest resistance is a function of more than the individual supervisee, supervisor, or their relationship. The findings include the context of the supervision and a readiness of supervisees and supervisors. As a result, resistance appears to be much more fluid or dynamic. Conceptualizing resistance appears to be a function of the

individual readiness of both the supervisor and supervisee, the distress experienced by individuals, their supervisory relationship, and the supervision modality (F2F and online).

CHAPTER 6

INTERPRETATION AND DISCUSSION

Overview of the Study

This study examined online supervisors' lived experiences of resistance while supervising counselors-in-training (CITs) during internship in online group supervision. The purpose of this qualitative study was to answer the following grand question: How do supervisors experience resistance during online group supervision of master's level CITs? In particular, this study focused on understanding how counselor educators serving as supervisors experience and responds to resistance while training CITs during online group supervision in fieldwork or internship. The findings from this study may be useful to counselor educators working with resistance in supervision.

The purpose of this chapter is to provide interpretations and discussions about the in-between participant findings or case themes. The chapter begins with the restatement of the subordinate research questions and the case themes. Next, each theme is interpreted from the perspectives of the literature, alternative explanations, and my interpretive viewpoint. Additionally, each interpreted theme includes a discussion on trustworthiness and rigor. Lastly, the chapter concludes with revisiting the assumptions made at the beginning of the study.

Three subordinate research questions answer the principal research question. First, what are the supervisors' experiences of the emergence of resistance in online group supervision? Second, what are the supervisors' experiences of working with resistance during online group supervision? Third, how do supervisors describe the similarities and differences of resistance experienced between online and F2F modalities? These research questions guided the data collection, analysis, and interpretation of each participant and across the participants.

Four case themes emerged from the analysis of the written LED and interview data: *The* S*upervisory Relationship Matters, Differences Exist Between F2F and Online Supervision, Positionality and Privilege Influence Resistance,* and R*esistance is Dynamic.* Upon further examination, participants of this study shared commonalities in how they approached supervision, experienced supervising online versus F2F, and intervened when resistance presented. These themes answer the principal research questions through capturing the meaning made in the participants' experiences of resistance during online supervision.

Interpretation of Findings

The main purpose of this chapter is to provide an interpretation of these findings. In my discussion I reintroduce each theme, provide possible interpretations, explain my interpretation, and discuss how trustworthiness was approached for that particular theme.

The Supervisory Relationship Matters

The supervisory relationship is often referred in the literature as a critical learning vehicle and a developmental tool for supervisees to grow into their professional identity (e.g., Gibson et al., 2010; Rønnestad & Skovholt, 2003). The theme of *The Supervisory Relationship Matters* emerged from the interview data; all of the participants described some aspect of the supervisory relationship that worked as a learning instrument. Furthermore, the supervisory relationship influenced the nature of resistance. That is, if the supervisory relationship had shared agreements to support the professional development of the supervisee as a goal, had collaboration to complete tasks towards the goal, and maintained a trusting relationship; resistance would be marginally experienced and quickly resolved. Therefore, most of the participants explained how the quality of the supervisory relationship influenced the nature of resistance.

The theme of how the supervisory relationship matters contributes to answering the principal research question. Participants shared their experience of resistance during online supervision. Their responses incorporated language that included terms such as relationship, working relationship, and supervisory relationship during interviews. Because the interview data was thick with reports of relationship, it emerged as case theme.

The theme of supervisory relationship matter points out that the quality of the supervisory relationship makes a difference in how resistance is experienced during online internship. As noted earlier in the results, participants communicated that there were shared goals to achieve growth for CITs to become professional counselors, shared tasks to achieve that growth, and, in the process, shared bonds between supervisor and supervisee. Moreover, after investigating more deeply into the data, there were connections made between supervisory relationships and resistance, directly and indirectly.

Possible interpretations. First, the participants discussed when they begin developing relationships with their internship supervisees. Frequency and quality of the contact influences how the relationship will be during internship. One participant teaches the first introductory counseling course in the program and serves as the program director. This gives her ample connections with students as they move through the training program. By the time students advance to internships she is aware of student issues, she has fostered a relationship with them, and she has some form of trust, albeit tenuous with some. When resistance arises during internship, she has already established some interpersonal connection with them that aids in quelling anxieties sooner. With the balance of the participants, the first time they connect with students who will be in their internship course is during practicum. Tom explained he has nine months to get them ready to be professional colleagues. Supervisees learn Tom's supervision

style and they receive feedback on their counseling skills during practicum. By internship, supervisees are working on case conceptualization. If Tom does not have a working relationship with supervisees, he reports that is when he will more likely experience resistance. He explained that if there is not care or investment in the supervisory relationship, resistance is more likely to arise.

The literature of how formative the supervisory relationship is to the development of the CITs is consistent with this finding. Bordin (1983) allied the supervisory relationship (or working alliance) to the supervision process. For example, Ladany et al. (1999) found in their study that improvements in the emotional bond between the supervisor and supervisee resulted in greater levels of satisfaction in the supervisory experience. The authors found that the stronger the emotional bond developed over time, the supervisees' perceptions of themselves and their supervisors were viewed more positively. It was through the supervision process that the working alliance was formed.

This could explain how the participants spoke appreciatively of times when their supervisees expressed gratitude for the growth experienced. Four participants spoke directly to the value they had when students commented how the work done in the supervisory relationship helped them grow as a person and as a professional counselor. If resistance decreases with an improved working supervisory relationship, one would anticipate that a stronger working bond would suppress the likelihood of resistance surfacing.

Interestingly, several of the participants noted that when they had working relationships with supervisees, they were less likely to experience resistance. Furthermore, the more the participants saw that they had a positive working relationship with their supervisees, when resistance did surface, the resistance was reported as being less intense and the interventions

used required less effort. The participants experienced less intensity, frequency, and duration of resistant behaviors.

Watkins (2014) describes the importance of the working alliance in supervision through his description of a *real relationship*. Similar to how the participants described their relationships with their supervisees as involving trust and care, Watkins highlights how realism and genuineness are critical attributes to countering transference-countertransference. Supervisees use maladaptive coping behaviors or strategies as a means to avoid awareness of unresolved emotional issues or difficult beliefs. This manifests as resistance during supervision. The supervisor uses undistorted elements of the supervisory relationship (realism) and is authentic with the supervisee (genuineness). As a result, a real relationship is more likely to form. Participant Sue described an experience with one of her supervisees who struggled with being critiqued by others. Through Sue's approach of being genuine and real, which included setting boundaries, the supervisee was able to adjust her maladaptive coping behaviors to behaviors that were more pro-social. It could be argued that Sue was both genuine and real with her supervisee: boundaries set to control impulsivity and genuine response to assist in problem solving with the supervisee.

Researcher's interpretation. The theory that fits best with the finding of the supervisory relationship influencing resistance aligns with the findings from White and Queener's (2003) study of the supervisory working alliance. White and Queener (2003) used attachment theory, as theorized by Bowlby, to understand how attachments and social support (provisions) predicted working alliances. Although the authors did not find statistical significances for supervisees' attachment scores and social support in predicting working alliance, the authors did for the supervisors. That is, supervisors with more favorable attachment scores and social support were

more likely to have favorable supervisory working alliances with their supervisees. Additionally, supervisees reported more favorable working alliances when the supervisors were more comfortable with interpersonal closeness and dependent on others in their personal lives. Their study suggested that the quality of the supervisory working relationship is more of a function of how well the supervisor builds attachments and less with the supervisee. This could mean that the more comfortable supervisees are with supervisors, the degree of resistance experienced lessens. Four dimensions of what makes supervisory relationships matter are drawn from White and Queener's (2003) study.

First, most of the participants demonstrated personal warmth with me and used language that echoed how they sought out to have warm relationships with their supervisees. It was a privilege for me to interview all of the participants. I enjoyed having conversations with them about supervision, hearing about their experiences with teaching online, and learning about their views and experiences related to resistance. My direct experience with the participants does provide me an insight on how they might interact socially. I found myself wanting to stay connected with them after the study. I use this as evidence of how well they bond with others. I suspect the ease with which they communicated with me relates to their abilities to bond and connect with supervisees. Furthermore, attachment theory would explain why my experience with one particular participant was not as personable as with the other participants. This participant regarded F2F supervision as more likely to involve resistance. The participant's description of how F2F is more relational could suggest that interpersonal relationships outside of the educator role may be more formidable. If the participant is less likely to have social supports and would score lower in attachment with supervisory working relationships, this theory could explain the challenges associated with F2F supervision for that participant.

Second, the greater the levels of trust reported by participants, the more often the supervisory relationship was referenced as involving few or short-lived resistant behaviors. If the supervisory relationship had enough trust, supervisees could trust the supervisor and disclose the existence of anxiety, and could be more open to the risks associated with addressing the anxiety or distress experienced. Participants talked about how there could be a rupture in the relationship but then there was repair. Through minor rupture and subsequent repairs, supervisees learn that they can tolerate the distress and be the better for it. This perspective aligns with White and Queener's (2003) study on attachment. Basic attachment is about having a trusting and caring relationship.

Third, the supervisory relationship provided an instructional platform through modeling behaviors and dispositions for the supervisee. Modeling does provide supervisees a direct experience and an example of how to navigate resistant clients (Watkins & Scaturo, 2013). Like the supervisee, clients are expected to be somewhat resistant to treatment. The CIT experiences resistance and then learns through the interactions with the supervisor how to navigate or work through resistance. As a result, the CIT understands how resistance may present, learns about approaches and attitudes when working with resistance, and experiences what it is like for the client to move through resistance with an intact therapeutic relationship. Several participants explained how parallel processes are addressed in their supervision model or theory. The supervisee unknowingly attempts to recreate the maladaptive supervisee-client interactions that happen in session in the supervisory relationship. Having a genuine and authentic intervention from the supervisor provides the supervisee a direct experience of how parallel process happens. The supervisee experiences resistance, works through the resistance with the supervisor's

interventions, and gains insights about the nature of resistance. The process is educational in and of itself.

Fourth, the supervisory relationship appeared to be essential to supervision and was experienced differently between F2F and online. The supervisory relationship, as explained by the participants, is experienced differently in terms of the frequency of connections between the supervisor and supervisee, the quality of the interactions between the two, and the capacity to resolve conflicts. In F2F modalities, all of the participants shared that they had more interactions with their students. Five of the six spoke favorably about the degree of the supervisory relationship they experience F2F.

Sue discussed how she continues to pursue a greater understanding of how to develop the level of connection she had with supervisees F2F with her online supervisees. For her, online supervision does not provide her the same opportunities for her supervisees to experience her playfulness and warmth to the degree F2F supervision does. When experiencing resistance online, she employs similar interventions to those she used with F2F supervisees. However, the frequency of contact she has with online supervisees is much more restricted or limited. Sessions are once a week and there are no further routinely scheduled synchronous contacts between sessions. Additionally, the qualities of her connections are such that her supervisees miss knowing her more informal side. Typically, Sue's online supervisees do not experience her playfulness and imperfections because of the pressure she feels to get the information to the students efficiently and professionally. There is less familiarity between her and her online supervisees. Then, when struggles surface or resistance emerges, the supervisory relationship does not hold the level of trust and comfortableness that Sue finds in F2F supervision.

The research literature examining social presence, cognitive learning, and affective learning in web-based instructional programs is limited. No studies were found that investigated how these three things interact during online supervision. However, in Perez-Prad and Thirunarayanan's (2002) study of student perceptions about learning experiences online and F2F, the authors "surmised that courses that require students to develop empathy or other affective orientations may not be suitable candidates for web-based distance education" (p. 200).

The data from this study suggest students can develop empathy and other affective features during web-based supervision but within limits. This study was unable to define these limits but was able to discern a quality that is grounded in the supervisory relationship. If supervisees and supervisors can bridge some of the relational barriers associated with online supervision (e.g., restricted nonverbal language) and foster a trusting and caring relationship, it appears there would be an increased chance for supervisees to develop greater emotional acuity.

Trustworthiness. The collection, analysis, and interpretation of the data has been systematic and transparent (Lincoln & Guba, 1985). The protocol followed in collecting and analyzing the data readied the data corpus for interpretation. Social validity (Morrow, 2005) has been considered with the review of supervisory relationships, supervisory relationships online, and online learning in the literature. My subjectivity needs further transparency.

Through my career in working with adolescents and parents, and my experiences being married with children, I value building connecting relationships that can support change. I change and those with whom I serve often change. Attachment theory and emotional focus therapy are considerations I take into account when working with clients. Furthermore, I have valued those instructors and supervisors who have approached me with a sense of care and demand for excellence. I find that having these attributes in my relationships motivates me to

improve and appreciate the connection with others. This is my subjective lens. However, I value also the change that can come about from other therapeutic paradigms (Cottone, 2012; Guba & Lincoln, 1994). Positivistic, post-positivistic, critical, and constructivist approaches to learning have value given the appropriate context. Because counselor educators are training counselors to serve clients and I value a person-centered base, my interpretations of how the supervisory relationship informs and grows supervisees are logical.

Others may challenge my interpretative lens, however, the volume of data, the two transcribed interviews, and the data analysis immersed me in the data (Morrow, 2005). I have provided justifications of the interpretation of supervisory relationships that are informed by the participants' words. Nonetheless, I accept the post-intentional premise that there is fluidity to any topic studied with multiple existing perspectives. My intention is to conduct a scientific collection and analysis of the data that guides the reader to comprehend the logic of my interpretation of the theme that supervisory relationships matter.

In summary, all of the participants described some aspect of how they used the supervisory relationship as a vehicle to support learning with supervisees. Furthermore, the supervisors appreciate and value having a favorable working alliance. Most of the participants shared the perspective that the greater the level of trust, care, and familiarity, the less likely or less intensely they experienced resistance. It was beyond the scope of this study to measure this relationship, but the study does suggest a direction. Applying attachment theory to understand the results suggests that if the supervisor can support healthy attachment, the more likely it is that supervisees can bond and take on those behaviors and dispositions that are modeled by the supervisor to foster the development of the professional counselor identity with supervisees.

Differences Exist Between F2F and Online Supervision

In F2F supervision, supervisors and supervisees are in close physical proximity, whereas with online supervision, the distance between the two can be global given adequate technological connectivity (Vaccaro & Lambie, 2007).The theme of *Differences Exist Between F2F and Online Supervision* emerged from the interview data, where all of the participants explained that there are differences when supervising online versus F2F. Five of the six participants speak more favorably of supervising F2F. However, of those five, four said that they have adequate means to intervene when resistance becomes present during online supervision.

The theme of the differences between F2F and online supervision contributes to answering the principal research question. Participants shared their experience of resistance during online supervision. Their responses incorporated language that included terms such as *Differences Exist Between F2F and Online Supervision* during the interviews. Because the interview data was thick with reports explaining how online and F2F supervision are different, it emerged as a case theme.

The theme, *Differences Exist Between F2F and Online Supervision*, appears to point out how resistance is experienced, observed, and mitigated during online internship. Three aspects differentiate supervision online versus F2F supervision: nonverbal communications, contact with supervisees, and interventions used to address resistance. Nearly all of the participants discussed how technologies used to facilitate online supervision have limits when compared to F2F supervision. For example, most participants explained that the capacity for the supervisor to read fully the verbal and nonverbal communications is limited. Additionally, the format of online supervision as experienced by the participants reduces the frequency of contact between supervisors and supervisees. Finally, five of the six participants explained how the online

learning environment has different challenges when addressing resistance during online supervision.

Possible interpretations. Conducting supervision online does limit the volume of nonverbal communications between the supervisor and supervisee (Barak, 1999; Case, Bauder, & Simmons, 2001; Vaccaro & Lambie, 2007). The literature is consistent in noting how sensory-based communications are more restricted online than F2F. Eye contact, facial expressions, and body language may not be observed or may be misinterpreted (Case et al., 2001). Some of the participants described the visual layout on their monitor when supervising online. For all of those who described what they saw, the images consisted of square boxes that would have primarily the supervisees' heads framed. Several supervisors stated that they were unable to see all of their supervisees at one time. One participant explained how she keeps a paper and pencil next to her during supervision so she can track who is participating in the online supervision session.

Barak (1999) argued that the lack of nonverbal cues could lead to some supervisors missing the richness and depth when communicating F2F. Most of the participants noted that it was not possible to allow cross talk or free talking during online supervision. This was because the technology would mute others who were trying to speak simultaneously. As a result, only one person could be heard at a time. Instead, this particular supervisor devised a strategy to mitigate supervisees not being heard. However, she was concerned that the richness of the cross talk filters some meaning and understanding of how supervisees are doing in that moment.

The literature is consistent in noting how sensory-based communications are more restricted online than F2F (Barak, 1999; Case et al., 2001; Vaccaro & Lambie, 2007). Eye contact, facial expressions, and body language may not be observed or may be misinterpreted (Case et al., 2001). Although supervisees may have more time to think about what they wish to

communicate or process what they are experiencing through online learning (Chapman et al., 2011), online supervision may impede the supervisee's ability to translate feelings that are conveyed through physical expressions (Vaccaro & Lambie, 2007). Vaccaro and Lambie (2007) argued that in videoconferencing supervisors could gain a more clear perspective of the skills and abilities of their supervisees.

Despite the referenced challenges to online supervision, none of the participants suspected that the technology or online format was a source of resistance. Instead, all of the participants stated that supervisors need to be more creative in their supervisory work when supervising online. This aligns with Lenz et al.'s (2011) study of a distance supervision course. For instance, Lenz et al. (2011) concluded that supervisors deliberately model skills and dispositions expected from professional counselors. Furthermore, supervisors encourage a sense of community and inclusion among supervisees when working with students online. According to their participants (supervisees and one supervisor), assessing, practicing, and monitoring supervisee skills and abilities demanded more effort than during F2F supervision.

All of the participants in the current study referenced the difference in the level of contact they have with supervisees. In traditional classrooms, participants explained, they had a great deal more interface with students. As a result, when it came time for internship, students, now supervisees, had more of a relationship with the faculty member. For all participants but one, their respective online training programs did not have contact with the prospective supervisees until practicum. Therefore, the participants reported that they did not have the kind of awareness or connections with their supervisees as they experienced during F2F supervision. Only one participant considered this as helpful when experiencing resistance. For her, having the increased contact of F2F was a less than desirable attribute because the supervisees reinforced negative

narratives about faculty, resulting in a increased likelihood of experiencing resistance. For most of the other participants, however, there was an appreciation, and almost nostalgia for having the relationship connections inherent in F2F settings. The participants discussed how supervising online demanded more work, required a greater level of creativity, and expected an increase in preparedness.

The participants' reported experiences align with how Benshoff and Gibbons (2011) report what attributes are needed to make for effective e-learning in counselor education. The authors identify that it is imperative to be intentional with designing, teaching, and using technology to promote e-learning. Classes are taught online at a specified time and day without the opportunity to pass students in the hallway or for students to knock on the door of a faculty member to ask a brief question. If there is an issue in the virtual classroom, it is more difficult to sit there to finish business online than it is in a traditional classroom. However, similar to the participants' reports in the current study, creative efforts are made to promote learning. Well-planned interactive components, balancing content with discussion, and effective use of technology were several ways to facilitate successful online learning (Benshoff & Gibbons, 2011). The participants expressed similar efforts during online supervision. However, absent in the literature is how to anticipate and mitigate resistance during online learning.

Borders et al. (1991) outlined a number of common issues related to supervision and the role of evaluation. Anxiety, power differences, and conflicts with the supervisory role can be experienced during supervision. Therefore, conflicts are expected and are considered healthy (Pearson, 2000). If conflicts morph into resistance, the supervisor works with the supervisee and assists in navigating through the challenge in an effort to promote awareness and improve competencies. In F2F supervision, the supervisor draws on past history with the supervisee, the

supervisory relationship, and physical proximity to address resistance. To manage resistance during online supervision, supervisors may need to consider the structure of the virtual classroom, programmatic impacts, and their own skills or disposition (Pearson, 2000).

Researcher's interpretation. The supervisory relationship was evident as one key to understanding resistance online. Technology, program structure, and the resources the supervisor brought to the relationship influenced the relationship. It is important to reiterate that all of the participants reported that they could address resistance online. However, participants communicated the need to be more creative and apply more effort within the online modality, more so than in F2F.

The participants' experiences with some of the challenges and benefits associated with supervising online are consistent with the counselor-training literature (Benshoff & Gibbons, 2011; Pearson, 2004; Vaccaro & Lambie, 2007). The technological components of supervising online are different from F2F. The ability to stream web-based conferences continues to improve (Rousmaniere, Abbass, & Frederickson, 2014). The bandwidth allows for more seamless communications and the software packages continue to improve to allow chat, voice, and images to happen simultaneously. Images freezing online or gaps in speech continue to decrease. Some of the advantages of using technology include increased opportunities for supervisees to think about what they would like to share, respond thoughtfully, and then to communicate through chat. Supervisees have increased access to quality supervision that permits supervisees to intern in communities they will eventually serve. Nonetheless, it is inarguably different from sitting across from another person and reading the more subtle nonverbal language. The participants reported limitations of visual feedback and an inability to hear and perceive simultaneous communications, both related to technology.

When addressing resistance, some participants reported that it was more difficult to pick up on the cues that the supervisee was resistant because of the technology their program uses. The supervisor has to rely on the limited visual images and restricted nonverbal language to intervene and to assess if the supervisee has navigated through the resistance. Most of the participants look for cues that the supervisee has insights, such as sharing that he or she understands more clearly why the resistance occurred. Nonetheless, during online supervision the participants are unable to draw on some of the attributes they experienced F2F.

The program structure was another area that differed for the participants when comparing online supervision to their F2F experiences. One participant referenced how the program he is affiliated with is a for-profit business model. He explained that he tends be less familiar with students than he was in his former state-funded brick and mortar university. The limited contact with students during online training does not allow for the same level of familiarity to understand and anticipate his supervisees' needs. Nearly all of the participants reported that they are not in virtual classrooms with their future supervisees in online training programs. Hence, building the supervisory relationship does not begin until after students arrive for supervision. Therefore, being unable to anticipate areas of resistance from particular students and having a limited working alliance challenges the participant to be more creative when supervising online.

From my perspective, the people in our society at large are not necessarily emotionally literate (Goleman, 2006) nor do they place value on such skills. Therefore, the types of competencies required from professional counselors will be outside of mainstream values. Hence, business models that rely on a profit margin to continue business will require structures that could be contrary to training preferences. Looking at the salary paid to professional licensed counselors, it has one of the lowest national averages for a profession requiring a graduate degree

(www.bls.org). Therefore, the costs of schooling ought to be aligned with what the profession pays graduates. This condition dissuades for-profit programs to reduce student-instructor ratios, for example, because of the cost-revenue ratios. Therefore, it could be anticipated that counselor educator professionals would need creative alternatives to achieve learning objectives and make additional efforts to train CITs to CACREP standards, assuming the participants of this study are indicative of the counselor educator profession.

What propels participants to bridge the differences between F2F and online supervision appears to be tied to their creativity and extra efforts to train CITs. The participants trained as counselor educators and self-identify as such. Therefore, the participants would naturally align with the values of the profession and seek to train CITs to become competent counselors and adhere to the counselor identity as prescribed in the CACREP *Standards* (2016). Supervising online is different from F2F, in part, because of the technological features. However, as noted from several of the participants, the role as supervisors, whether online or F2F, does not change. Therefore, the participants pursue creative measures to ensure that their supervisees are achieving the training standards established by the profession. Making themselves available outside of supervision time, responding to correspondence quickly, and understanding the challenges their supervisees may be experiencing are efforts made by the participants. From my position as a counselor educator in training, I would anticipate this approach to be universal among counselor educators.

Trustworthiness. Similar to the discussion of the trustworthiness of the theme of the supervisory relationship, my subjectivity needs further discussion. I have been drawn to the counselor education career because of my value to foster empowering relationships. I regard training professional counselors as one of the most honorable professions. Therefore, I place

high regards on training to the standards of the profession. Further, I understand some of the limitations some for-profit schools are subjected to because of my entrepreneurial background. These considerations position me to be aware of the tensions that can exist between having programs be effective in preparing students to be professional counselors and being financially profitable to continue training future counselors. I appreciate the balance between the two.

The volume of data, the transcribed two interviews, and the data analysis immersed me in the data (Morrow, 2005). I have provided justifications of the interpretation that there are differences between F2F and online supervision. Furthermore, such differences influence how counselor educators may recognize the emergence of resistance, attend to the dynamic, and understand when resistance has been adequately addressed for that moment. Nonetheless, I accept the post-intentional premises that there is fluidity to any topic studied with multiple existing perspectives. My intention has been to conduct a scientific collection and analysis of the data that guides the reader to comprehend the logic of my interpretation of the theme that there are differences between F2F and online supervision when attending to resistance.

In summary, all of the participants described some aspect of how they see differences between F2F and online when attending to resistance. The technology and program structure influenced how the participants worked with resistance during online group supervision of internship supervisees. Supervisors in this study discussed the need for more creative pedagogical approaches to achieve training goals and to mitigate resistance. It was beyond the scope of this study to measure the degree with which supervisees' experience resistance.

Positionality and Privilege Influence Resistance

The finding *Positionality and Privilege Influence Resistance* became evident when conducting the second interview with one particular participant. She described how she had

experienced some resistance with a particular African American female supervisee. Listening to her describe the situation, I asked her if she thought there was a greater chance to experience resistance with marginalized students, to which she replied yes. It was at that moment that I wondered how might relationships be experienced between those in supervision who are marginalized and those who are privileged in experiencing resistance during online supervision. Another participant discussed his ongoing struggle with power differentials in his position as an educator, his racial identity of White, and the interplay between the two. As discussed above, Luke noted his struggle in trying to point out a minority student's experience with resistance when he was aware of his own positionality: academic power, race privilege, and gender domination.

Because this theme was formed based on the emergent information during the conduct of the study, some discussion of the literature is in this section. From the interview data, the theme of positionality and privilege became evident. The theme extends beyond the current literature regarding supervision and resistance. A review of the literature concentrates on how privilege and marginalization could work against the supervisory working process that, in turn, may influence the experience of resistance.

The effort here contextualizes how position and privilege may influence the recognition and mitigation of resistance, as described by the participants. To assist in reviewing the literature, three particular references from the interview data are used. First, a participant's awareness of his positionality associated with privilege is examined. Second, I discuss how another participant's positionality influences resistance because of the structure of the program. Third, a participant's experience with a privileged supervisee is explored.

Possible interpretations. To begin, Bernard and Goodyear (2014) discussed how inter- and intrapersonal dimensions can influence supervision. Both students and faculty have personal and professional identities that include expectations, biases, and prejudice. The authors argued that differences between the two identities could lead to one another to mistake motives, feel threatened, and be devalued. Furthermore, these attributes could be difficult to dispel because of the propensity to confirm biases and beliefs about other groups. Stereotyping (Steele & Aronson, 1995) and mental models of our self or others (Markus, 1977) could intersect during supervision and may affect the quality and effects of the supervisory relationship (Bernard & Goodyear, 2014). Furthermore, sociopolitical dimensions could intersect as well. Privilege, oppression, and institutional biases can cause dominance of one group over another because of the unearned advantages (Utsey et al., 2005). Overlaying these dimensions on top of online supervision and the interview data, resistance could be stimulated and perpetuated in the interactions between the supervisor and supervisee.

Four of the six participants referenced some kind of bias, privilege, or marginal attributes of supervisees when discussing experiences with resistance. One participant discussed how he was in an ongoing struggle with his position as a White, male educator. As discussed above, the participant struggled with challenging the Latina supervisee because of his concern about his position and privilege combined. He assessed the exchange with the supervisee as not being indicative of some form of impairment. However, it did provoke him to consider consciously his unearned power as a supervisor. When considering marginalized supervisees, particularly when considering power derived from ethnic and racial status in society (Hernández & McDowell, 2010), the supervisory relationship in and of itself could trigger resistance. When resistance is experienced during online supervision, it is unclear how the modality might be contributing to

resistance. In this particular incident with the Latina supervisee, she exited the supervision session by getting off line before the end of the session and then limiting the discussion between the supervisor and her to a brief email exchange. If the supervision session were F2F, would the Latina supervisee have gotten up and left the classroom before the session was over? Could the Latina supervisee have observed the supervisor's effort to address the bias that was experienced during supervision? Finally, could the F2F context have provided a greater opportunity to process the event with the Latina supervisee in the moment? These questions cannot be answered with certainty but those familiar with F2F supervision could arguably see a different outcome.

Another participant discussed how she was providing remediation for one particular student from another internship course. The participant referenced the student's minority status. This caused me to ask the participant if she thought marginalized supervisees are more likely to experience resistance during supervision. Although she said yes, the discussion did not bear out any nuances that were specifically related to online supervision. However, referencing Bernard and Goodyear (2014), during online supervision, with its associated interpersonal communications constraints as already discussed, supervisees and supervisors may mistake motives of others, reinforce biases, or not challenge stereotyping during supervision. Furthermore, the online modality could lead to particular cross-cultural nuances being missed by the supervisor.

Positionality could be confounded by cultural differences. Tom wrote in his LED a series of exchanges he had with one of his supervisees. The supervisee had difficulty integrating the feedback that he was giving her and the exchange that ended with her accusing Tom of being culturally different. I learned that this particular supervisee reported being a minority, from the Southeast of the U.S., having years of experiences as a case manager, and a female. It is unclear

where the source of resistance was, whether it was racial, gender, characterological, or based on regional differences. Nonetheless, because of the variation between Tom's and the supervisee'ss identities, the situation raises questions around how identity may acerbate the experience of resistance (Markus, 1977). Racial identity development appears as a salient consideration during supervision and resistance. Helms, Jernigan, and Mascher (2005) argued that race itself is internalized as an identity and has sociopolitical force. Race identity then has psychological importance. In the situation with Tom, the supervisee perceived her struggles as arising from cultural differences. The supervisee's reference to cultural differences appears to be a means for her to understand or interpret her direct experience. For whatever reasons, however, she was unable to mitigate the psychological resistance to adjust in such a way to receive, integrate, and follow through on Tom's feedback.

Another reference to privilege is a different participant's experience with privilege, but the issue of privilege was coming from a supervisee. As introduced earlier, this particular supervisee's biases appeared to stimulate some resistance to learning how marginalized clients may experience economic deprivation. The supervisee was doing house visits with clients as part of her internship. She discussed during supervision that she did not want to enter some of the dirty homes because of health reasons. The resistance was about her unwillingness to see how her biases may do harm to the clients she serves because of possible projection of judgment or criticism. As the participant explained the exchange between herself and the supervisee, it appeared that some level of bias was outside of the supervisee's awareness (Gilovich, Griffin, & Kahneman, 2002). The supervisee's perception of the dirty living conditions of her clients could be related to devaluing their attributes. Gilovich et al. (2002) explained that these kinds of perceptions about others can be very difficult to challenge because of the inclination towards

confirmation biases. That is, an unexamined bias can be further reinforced by selectively connecting features that fit into or align with the preconceived assumptions.

Researcher's interpretation. With the number of participants referencing privilege, positionality, and cultural differences, I surmise that cross-cultural (Estrada, Frame, & Williams, 2004) and power (Cook & Helms, 1988; Foucault, 1980) dimensions influence how resistance is experienced during online supervision. Bernard and Goodyear (2014) provide a useful cross-sectional view of how multicultural and power dimensions often influence the supervision experience. The authors provide multiple perspectives of how intra- and interpersonal beliefs and biases, sociopolitical influences due to access and oppression, and considerations for various forms of identities are considered in supervision (Bernard & Goodyear, 2014). They concluded that positionality and privilege stimulate more questions than answers. Supervisors and supervisees with privilege, marginalized supervisees, and the culture of measurement appear to acerbate the perception of separation between supervisory members.

Returning to Luke's experience with the Latina supervisee, I found myself appreciating Luke's efforts to consider how his race, gender, and structural positionality may influence resistance. As an emerging counselor educator, my master's counselor training and my doctoral counselor educator training were consistent in demanding I explore multicultural influences in counseling and education. Listening to and analyzing Luke's reporting, I could relate to his reflections about power, privilege, and position. Ratts et al. (2015) explained the multicultural and social justice competencies for counselors. I could hear in Luke's narrative elements of self-awareness of his attitudes and beliefs, knowledge about privilege and marginalized status, and skills to increase understanding of others' social identities (Ratts et al., 2015). What emerged

was a reflection of Luke's professional identity that had incorporated a multicultural and social justice dimension as he considered interventions to attend to resistance.

Another form of identity is racial. Chang, Hays, and Shoffner (2004) organized a model to understand White supervisors' racial identity in relation to supervisees of color in three stages: regressive, parallel, and progressive. In the current study, all of the participants were White; resistance could surface and be influenced based on a supervisor's developmental stage. Regressive relationships are those when the supervisor's racial identity is less evolved than that of the supervisee. In this configuration, the supervisee may distrust the supervisory relationship and resist feedback given by the supervisor. If, however, the relationship is parallel in racial identity development between the supervisor and supervisee, it may be less likely for resistance to emerge based on racial identity differences. When the supervisor is more progressive, or has evolved further in his or her racial identity than the supervisee, the supervisor has a greater chance of mitigating resistance. However, further research is necessary to learn if the evidence supports these hypotheses.

It is unclear how having all White participants providing online supervision with marginalized supervisees might have influenced the experience of resistance. All of the participants identified as White and a having earned doctorates. I assume they are at a minimum of middle class, based on what typical universities pay full-time faculty. The participants have privilege associated with class, race, and education. This study did not focus on the experience of resistance in terms of privileged supervisors and marginalized supervisees. Nonetheless, some of the participants were cognizant of the power and cultural differences between themselves and the supervisees. Assuming one source of resistance is associated with anxieties (Liddle, 1986;

Pearson, 2000), unresolved developmental, historical, and racial traumas could lead to resistance during supervision. It is unclear what themes would emerge with a more diversified sample.

Trustworthiness. I can attest from personal experiences that my biases, stereotyping, and positionality as a White, educated man, can devalue others or take advantage of unearned privileges. My unexamined privileges have exacerbated conflict, stimulated anxieties, and elicited negative reactions with marginalized peers and supervisees in the past. My interpretations and meaning making of the theme of privilege and positionality influencing resistance are partly informed by my racial identity. I am a White, able, middleclass, male having interviews with other White persons. Despite my self-assessment as having some awareness of my privileges, I was slow to recognize and capitalize on the emergent theme of how privilege and position influence resistance. I interpret this delay as a reflection of my privilege. It echoes my assumptions of how I experience racial and cultural privileges. My experiences of being in poverty, however, provide me an awareness of how work-life-school stressors can lead to anxiety and shame.

Throughout the research process (recruiting, collecting data, analyzing for themes), the post-reflexion and reflective journals have been used to bring awareness of my own privileges. One particular thread that was consistent throughout was about gender. Being a male, I can assume privileges when talking to participants. My interpretations of what could be transpiring in the conversations with participants were continually challenged through my ongoing questioning of "who is interpreting this?" That is, I asked the questions, even during this writing, *who* is writing or thinking about this? Is the *who* a White male who has the privilege to attend graduate school, commit resources to conduct a study, and report the findings? Although I cannot separate from or disown my identity, the tools used throughout the study were efforts to be aware of how

my unearned privileges might influence the study's overall process. As a result, albeit later, I could identify and discuss the theme of positionality and privilege.

In sum, positionality and privilege emerged as a theme centered on power and their influence on resistance experienced during online supervision. The power to decide what will be learned, what will be challenged, and who will challenge whom could perpetuate anxieties, leading to resistance. Whether a privileged supervisee struggles with awareness of unearned privilege or the supervisors position to control content learned, such racial, economic, or hierarchical differences could trigger resistance. Anxieties that may stem from racial trauma or economic disenfranchisement as observed in work-life-school challenges could be elevated when confronted during the supervisory demands. Having supervision online could perpetuate mistakes in the assumption of values shared by others with different ethnic, racial, or economic differences.

Resistance is Dynamic

This study examined how supervisors experienced resistance during online supervision. From the data, the theme *Resistance is Dynamic* captures the variability of resistance as a concept when supervising CITs during internship online. There are numerous forces that interplay with one another that influence the magnitude, duration, and frequency to which resistance may be experienced. Furthermore, there is fluidity to resistance when conducting online supervision. The analysis found four aspects or attributes that contribute to the dynamic of resistance based on the participants' descriptions of shared experiences of resistance. First, individual readiness for supervision considers both the supervisor and supervisee's preparedness to learn from one another. Second, the types and degrees of distress can evoke resistance and influence how it is experienced online. Third, the supervisory relationship influences the

experience of resistance. Fourth, the context or modality in which supervision takes place appears to shape the experience of resistance.

This theme contributes to answering the principal research question since it emerges from the reported experiences of the participants providing online group supervision. Participants were asked to share details about their experiences with resistance during online group supervision. Participants explained how they defined resistance, when they noticed resistance surfacing during online supervision, how they intervened to work through resistance, when they noticed resistance was resolved, and what differences they saw between working with resistance online and F2F. Due to the analysis of the participants' texts, the theme of how resistance is dynamic emerged as a finding. The finding contributes to understanding how supervisors experience resistance during online group supervision by expanding the profession's conceptualization of resistance as a phenomenon.

Possible interpretations. The literature has extensively discussed the nature of resistance, ranging from patients employing it as a form of self-defense (e.g., Greenson, 2016) to supervisees struggling with anxieties during supervision (e.g., Kadushin, 1968). Munjack and Oziel (1978) proposed four types of resistance: (a) misunderstanding or skill deficit, (b) low expectations of success or lack of motivation, (c) anxiety or guilt, and (d) ambivalence. Instead of arguing types of resistance, Anderson and Stewart (1983) expanded resistance as a concept by examining resistance from a systemic perspective. Resistance can emerge from family strategies to cope with conflict, dysfunctional dyadic arrangements, and immature clinicians, to name a few (Anderson & Stewart, 1983). It is through this perspective that suggests resistance is a dynamic and shifting phenomenon. One could draw from their work based on a family systems perspective that resistance can be influenced by a myriad of factors.

Through reading and analyzing the data, the notion of how resistance could be characterized as having fluidity or being dynamic emerges from the participants shared details of their experiences with resistance. From the data, four aspects that shape resistance are: (a) readiness for supervision, (b) distress experienced, (c) supervisory relationship influences, and (d) the modality used to conduct supervision.

Individual readiness. Individual readiness appears to shape the experience of resistance. Supervisors are trained to use supervision processes to support the growth of supervisees (Johnston & Milne, 2012). Therefore, both the supervisor and supervisee need to enter into supervision ready at some level to move through the supervision process. The connection here is that both supervisee and supervisor require some level of training and competency to support the professional development of supervisees. For supervisees in CES training programs, CACREP *Standards* (2016b) specifies students need to have successfully completed practicum before internship. During practicum, students develop skills and increase their familiarity with how to work with clients. The supervisor assists supervisees in developing the counseling skills and disposition of a professional counselor. A primary tool used to support and evaluate the learning process is the use of formative and summative evaluations (Council for Accreditation of Counseling and Related Educational Programs, 2016b).

All of the participants confirmed how students advance to internship in their respective programs. In online training programs, all of the participants explained that students had to have successfully completed practicum. The participants explained that at the end of practicum the incoming supervisee needs to be competent with basic and advance counseling skills, understand how to receive and integrate feedback from others, and have a disposition of curiosity to learn. This aligns with the CACREP objectives.

For supervisors to be ready for internship, they are expected to be competent as counselor educators and trained as supervisors (Council for Accreditation of Counseling and Related Educational Programs, 2016b). Having multicultural competencies (Ratts et al., 2015), being ethically astute (ACA, 2014) , and being competent with the technology used for supervision (Abbass et al., 2011) are skills supervisors need to facilitate effective online supervision. Both supervisees and supervisors, need to be without significant unresolved developmental issues that may manifest as narcissism, shame, or basic trust issues (Watkins, 2010). That is, each member of the supervision need to be aware of one's radical distortions of perceptions that would significantly interfere with interpersonal relatedness.

What has been discussed are attributes that constitutes as readiness for supervision. Like a color, resistance can present in various shades. Using this metaphor helps to communicate how individual readiness can influence the hue of resistance. Tom discussed how important it was for his internship supervisees to be "teachable" and "humble," and ready to learn. If he has worked with a student through practicum and into internship, resistance is likely to have less intensity and could be broached through subtle challenges. That is, the more conditioned an incoming supervisee is to the professional counselor identity, the less intense and frequent resistance. However, if there is a level of protection and an unwillingness to be adaptable, it is more likely Tom will experience resistance. So much so, that Tom reported that his interventions for resistant behavior from those supervisees are more confrontational. He shared how he would explain to an online supervisee that he or she was about to surrender the class's tuition and lose the clinical hours collected unless there was a shift in attitude. Through Tom's account, the supervisees' readiness appeared to be a contributor to the experience of resistance online. However, it was unclear what level of readiness is necessary for students not to experience or to marginally

experience resistance. That is, the study could not discern a prescribed level of readiness that would mitigate resistance emerging in supervision.

The readiness of the supervisor is suggested as another feature contributing to resistance. Like the supervisee, supervisors need to be prepared to supervise online (Benshoff & Gibbons, 2011). The less competent a supervisor is with a pedagogical approach to working with supervisees online, the greater the possibility of experiencing resistance during online supervision. The opposite holds true as well: the more competent with instructing online, the less likely to experience resistance. Nancy and several other participants discussed the importance of being creative when supervising online. She specified that her pedagogical approach tends to be more experiential. Therefore, she has to be intentional, deliberate, and prepared for supervision sessions to use experiential approaches to supervision.

Both shades, supervisee and supervisor readiness, can influence how resistance is experienced. The more comfortable a supervisee is comfortable with clinical skills and incorporating feedback from supervisor, the more at ease he or she may be with receiving and integrating feedback. Similarly for supervisors, the more at ease they are at navigating the features of online learning, the more likely they will be comfortable challenging and stretching supervisees. However, there are other aspects that can influence the experience of resistance online.

Distress. Distress was evident as a contributor to the experience of resistance online according to the participants' text. Whether the distress is generated from the stressors in managing online learning or managing work-life-school balances, the intensity of the stressors and the ability of the supervisee to manage those stressors influence the experience of resistance (Costa, 1994; Pearson, 2004). When a supervisee experiences stressors that exceed his or her

capacity to cope, he or she may resort to more maladaptive coping behaviors as an avoidant (Ladany & Melincoff, 1999). The greater the levels of stress, the more likely resistance may arise.

Returning to the metaphor of color, the more intense the shades of distress experienced, the more intense the color of resistance could become. Alice discussed how some of her supervisees struggle with evaluation anxieties, pressure to balance work-life-school, and performance anxieties like recording sessions with clients. Alice thought that if she were able to normalize these stressors, for example, supervisees might exhibit less resistance. Alice incorporates her interrelational skills to aid in mitigating resistance.

Supervisory relationship. Some consider the supervisory relationship the most formative approach to developing professional counselors (e.g., Kilminster & Jolly, 2000). The nature of any interpersonal relationship is dynamic and varied at any given point. It is not static. However, the supervisor guides and encourages the supervisory relationship to create a working relationship (Bernard & Goodyear, 2014). Therefore, when a member of the supervisory relationship experiences a threat, the intensity and quality of resistance could arguably vary. The more secure the supervisory relationship is the more likely conflicts will be managed to keep the relationship intact. Hence, the quality and intensity of resistance experienced is likely to be influenced by the quality of the working alliance.

All of the participants referenced the value of having a working alliance with their supervisees. When examining the interview data regarding the supervisory relationship, it became evident that the supervisory relationship can shift and function at different levels of intensity, capabilities, and trust. Supervisees may trust supervisors in particular areas such as competency skills like conceptualizing and counseling intervention. However, a supervisee's

racial trauma, for example, may create a threshold of how much to trust (Toporek et al., 2004). How much can a Latina trust her White male supervisor? According to Yana, the more she challenged resistant behavior and modeled appropriate interventions, the less intense resistant behaviors would be and the less likely it would present. Similarly, Nancy shared in her detailed description of working with a reactive supervisee how building trust and confidence in the supervisory relationship quelled the reactive behavior exhibited by her supervisee.

The interview data and the literature support the magnitude of importance the supervisory relationship has in supervision. Providing clear feedback was specified both in the literature (e.g., Kilminster & Jolly, 2000) and by all of the participants. Cook and Doyle (2002) demonstrated how empathetic relationships can be established via the Internet. Similar to the current study's data, the power to develop supervisees is solidly within the supervisory relationship. Therefore, the degree to which resistance arises could arguably be a function, in part, of the supervisory relationship. All of the participants described how they built up the supervisory relationship and it, the relationship, became the intervention itself. Sue discussed how she challenged one of her supervisees about how he was coping with the discussion of death; she acknowledged that their relationship allowed him to receive and integrate the feedback more quickly than if the relationship had been weaker. The opposite was true as well. In Tom's reporting, the less of a working alliance with a supervisee, the greater the chance resistance could be experienced.

The literature is replete with evidence supporting the power of the supervisory relationship when training counselors. Therefore, it is logical that the degree to which the supervisory relationship is formed, will influence the intensity, duration, and frequency with which resistance is experienced. The greater the alliance is between the supervisor and

supervisee, the more likely the working alliance will address those sources that elevate anxiety, distress, and other causative forces to reach a level where resistance is experienced during supervision.

Supervision modality. The study focused on the experiences of resistance by supervisors during online supervision. Supervising online or F2F, the literature supports how resistance will emerge. What has not been addressed in the literature is how supervising online would influence the emergence of resistance. However, in analyzing the data, there are unique attributes to online supervision that could influence the degree to which resistance emerges.

Already noted, empathy can be developed through the Internet (Cook & Doyle, 2002). The supervisory alliance that is a function of the goal for growth, the tasks to achieve growth, and the bond in the relationship, has been found to be possible online (e.g., Hammonds, 2014). Even the attributes of supervision identified online versus F2F have been discussed in the literature (e.g., Conn et al., 2009). Clearly, the online supervision modality shares attributes that are common with F2F supervision.

Given the literature and the data, resistance appears to be shaped by those attributes unique to online supervision. The direction in which resistance may emerge could be bidirectional. Meaning, those individuals who prefer to learn through an online modality may find less stress in growing as a professional counselor than if they were F2F. In the other direction, individuals who are more aligned with learning in physical proximity may experience greater levels of frustration or anxieties with online supervision. Nonetheless, the online modality has unique attributes that influence the supervisory process.

Relating the above to resistance experienced online, Yana provides an example of how those more aligned with online learning may experience less resistance. As it was discussed

earlier, Yana finds she experiences much less resistance online than F2F. Her evaluation is based in part on the quality of students that make it to internship via distance learning. By the time these students make it to internship, argued Yana, they have had to work harder to develop the self-awareness and skills to navigate the online learning environment. Therefore, these students are more prepared for and more capable of handling the demands made during internship.

Contrarily, Sue's perception of her adequacy to mitigate resistance online was that it is more limited than when supervising F2F. She finds it somewhat constraining regarding the frequency and type of contact she has with her students during online CES programming. She experiences them only during practicum and internship. Additionally, the technological boundaries limit her ability to communicate with the supervision group members and make it challenging to identify and address resistance online. It is important to note that five of the six participants found online supervision somewhat more constraining than F2F.

Bringing together Yana and Sue's experiences, there is a polarity of how online supervision influences resistance. In Yana's case, there appears to be a greater level of ease with the online format. As a result, resistance may emerge less because there is a lesser degree of distress and anxiety associated with the modality. In Sue's case, it appears to be the reverse. This could be a reflection of Yana being in the digital native group, whereas Sue is a digital immigrant. However, it was beyond the scope of this study to measure how anyone's level of comfort influenced the emergence of resistance online.

Researcher's interpretation. Similarly to the way Tom framed resistance as neither positive nor negative, it just is. Resistance is a natural occurrence whenever there is a push to change closely-held beliefs, worldviews, or ways of coping with reality. Resistance becomes

negative if growth is impaired and restrictive coping behaviors remain intact. That is, if there is no growth from the experience of resistance, It could be regarded as negative.

The magnitude, frequency, and duration of resistance experienced are primarily a function of the supervisory relationship by the time students reach internship. As the participants reported on their experiences with resistance during online supervision, I interpret readiness for supervision, distress, and the modality used to facilitate supervision as elements that influence the force of resistance experienced and highly influenced by the supervisory relationship.

To change metaphors from color to friction, resistance can have varying degrees of friction that are a function of the three aspects discussed. All but one participant noted that supervising demands more from the supervisors when online. Furthermore, the scope of the supervisory relationship was perceived as limited when compared to F2F interpersonal relationship-building. That is, in F2F, according to the participants, there are more opportunities to build and cultivate relationships with students who eventually make their way to internship. During online supervision, the participants explained that they typically do not have students prior to supervision and therefore do not have the same understanding of their students as they would in F2F supervision. There is a drag, pull, on the development of familiarity between faculty member and students when online. However, as Nancy explained in her description, it does not have to be that way.

Nancy’s description of experiencing resistance online included her expressed value of instructing the first course in the CES program. She explained that it is helpful for her being familiar with students and they with her. Students enter the program, take her introductory counseling course, and begin understanding her expectations and the expectations of the program. The same is true for Nancy in that she becomes more familiar with students and can

better anticipate their needs ahead. How this influences resistance has already been described in terms of the supervisory relationship above. If Nancy and the supervisee are able to have a working alliance where a bond exists that can aid in achieving the goal of developing into a professional counselor, then the intensity, magnitude, and frequency of emerging resistance will more likely be less. It is as though the quality of the supervisory relationship serves as a lubricant in the counselor development process that assists in calming anxieties and distress. Whether Nancy can anticipate student needs and have more of a foundation with the student as he or she enters supervision for internship or Tom is able to establish a trusting working alliance with a new supervisee, the supervisory relationship influences the emergence, magnitude, and mitigation of resistance.

Five of the six participants reported that resistance can be mitigated when experienced online. However, the modality of online supervision demands a greater level of creativity to anticipate and work through resistance. The data suggest that some technological aspects of online supervision can contribute to the manifestation of resistance. To begin, several participants discussed how online supervision makes it more difficult to recognize resistance because of the limited scope in hearing and seeing supervisees. As discussed above, the technology can limit the ability to recognize resistance during supervision sessions. However, if supervisees do not integrate formative evaluations, that can be an indicator of resistance that is independent of the modality. If resistance surfaces during supervision, it could continue to block a supervisee’s learning process. It is possible the more resistance goes unrecognized and unaddressed, the situation could lead to greater levels of resistance experienced. This is conjecture based on how the participants explained the challenges they experience when supervising online.

Distress is one final consideration of how resistance as a force could be interpreted from the data. Irrelevant of the modality, distress could lead to interrupting healthy coping strategies (Liddle, 1986). Alice noted how the evaluative nature of supervision, the stress of managing multiple life roles, and unresolved emotional issues could influence the degree to which resistance emerges and its frequency of emergence. In Alice's experiences of online supervision, she notes that students do not have a connection with one another. Without the interpersonal connections, explained Alice, she suspects supervisees are more likely to feel a sense of isolation. This can exacerbate the magnitude of resistance as the anxieties increase. Instead of sharing similar challenges or stressors that could normalize the experience, supervisees in online supervision may be isolated and experience greater levels of stress. Alice explained further how her supervisees were managing multiple roles outside of academics. Managing families, careers, and academics were notable stressors. Therefore, as distress increases in supervision, supervisees may struggle more to cope with the various demands. To then receive feedback without social support or a resilient schema could increase the intensity of resistance. There is a reverse direction as well. That is, as distress decreases and supervisees relate their experiences as normal in the F2F modality, the managed stress could result in less intrapsychic friction.

To review, the finding of how resistance is dynamic is a function of four aspects. Resistance that hinders learning could be likened to friction that impedes the learning process. Like friction, resistance can have intensity, duration, and frequency. Readiness of the supervisee and supervisor conditions and prepares individuals for the expectations and demands inherent to internship. The levels and types of distress experienced by supervisees could increase the friction or resistance. As distress increases, supervisees could struggle with healthy coping strategies which could influence the degree to which resistance is experienced. The supervisory relationhip

is like a lubricant. If resistance does surface, the ability to attend to the resistance, mitigate its force, and grow from the experience of navigating through resistance will be a function of the quality of the supervisory relationship. The online modality has unique attributes that could contribute to the frictional force of resistance. For example, according to most of the participants, the online modality does not allow for the same levels of familiarity with supervisees as F2F does. The data suggests that resistance is dynamic with various aspects influencing the degrees to which it emerges.

Trustworthiness. I am drawn to some of the suppositions chaos theory poses regarding systems and the influences one system can have another (Pryor & Bright, 2011). However, there is this difficulty to account for all the variables at play in larger systems because of the various nested systems that lie within. I tend to have a plasticity when looking at systems. Resistance being dynamic appears this way to me. That is, there are varying systems and forces that are at play that shape, define, and influence the experience of resistance. This is one aspect of how my propensities to interpret a dynamic phenomenon, like resistance, could be a function of my subjective lens.

I used and reviewed the post-reflexion and reflection journals as a way to be aware of how I might be influenced by my tendency to see systems. The post-reflexion recorded how being from an individualistic culture may limit my view of collectivism. I wondered how individualism could shape my interpretations of how resistance was analyzed. I drew from the reflection journal entries to see if any noticeable pattern emerged that might indicate how individualism might influence how resistance was constructed. I found that I tend to take parts and look at their relationship with one another. For example, how could distress be dissected to influence the manifestation of resistance during supervision? Trying to account for the micro

influences was overwhelming and impossible. Therefore, the systems perspective helped organize forces at play that could influence how resistance manifests during supervision.

Others may challenge my interpretation because of the absence of a positivistic research approach. It was not the intent of this study to identify resistance as a dependent variable and to measure strengths and directions of independent variables. Instead, this study was exploratory and meant to learn how supervisors experience resistance. As a result, resistance was interpreted as being a concept or phenomenon that could be established as a construct (Kerlinger, 1986). For future scientific studies, resistance could be investigated as a construct. Again, that was not the aim of this study. As a result, *Resistance is Dynamic* emerges from this qualitative study as an answer to the research question of how supervisors experiences resistance during online group supervision. Nonetheless, I accept the post-intentional premises that there is fluidity to any topic studied with multiple existing perspectives. My intention is to conduct a scientific collection and analysis of the data that guides the reader to comprehend the logic of my interpretation of the theme that resistance is dynamic.

Revisiting My Assumptions

There were four major assumptions made at the outset of the study: (a) my ability to co-constitute a lifeworld view with participants, (b) participants willing and able to describe their experiences with resistance, (c) my position as a doctoral student may limit data collection, and (d) Internet suitability to conduct interviews. I explain the assumptions I made, the experiences I had during the research process, and the influences these experiences may have had on the research enterprise.

First, I assumed that I could co-constitute the lifeworld of online supervisors' lived experience of resistance during past online group supervision. I relied on this assumption based

on my competencies as an interviewer to build rapport with individuals and discuss their experiences of the learning process during supervision, particularly those related to resistance. I argued that this assumption was necessary since I am the only researcher for this project. The words of encouragement received from the participants and the volume of data collected are indicators that the assumption was accurate. Additionally, I used techniques described in the literature conduct the research enterprise and consulted an advisor throughout the research endeavor to counter my being a junior scholar and researcher. These efforts fostered rigor and promoted transparency as a means to develop trustworthiness between the research process, myself as the researcher, and the reader (Morrow, 2005).

Second, I assumed I would find participants who possess those characteristics that would make them able to provide rich descriptions of their experiences in navigating resistance through online supervision, and that they would be willing and capable having conversations with me in a collaborative manner (Brinkmann & Kvale, 2015). Although the amount of time it took to find participants was greater than expected, six participants were recruited and participated in the study.

Third, I assumed that my status as a doctoral student would place me in a less-than position with the participants. This assumption was necessary because of the hierarchical differentiation between the participants, counselor educators with a Ph. D., and me, a doctoral candidate. With my older age, clinical experiences, and my alignment as a professional counselor, I anticipated a greater level of credibility accorded to me by the participants. I found the participants were generous with their time, thoughts, and hearts. With all of the participants, I experienced a collegiality that was not anticipated. I argued that having a more collegial tone in conversation would yielded a higher volume and quality of data from the interviews. I was

encouraged to reflect back to participants what I heard, explore interpretations with them, and have a warm connection in our interactions.

Fourth, despite my not being in physical proximity to the participants, I was be able to foster a collaborative and working relationship that led to a rich and deep understanding of the lived experiences of the online supervisors through the use of the Internet. The reliance on visual communication links via Internet was reduced from the minimum four dimensions (time, height, width, and depth) in the F2F context to a more restricted two- or three-dimensional perspective (time with delay, reduced height, and reduced width). In other words, my ability to pick up nonverbal or audio communications was going to be more limited by conducting the interviews online. I made the assumption that I would be able to foster enough of a relationship with the participants that it would make the limitations of Internet communications negligible in terms of facilitating the interview and collecting data (Trepal et al., 2007). However, I did experience disruptions using the Internet. In two separate interviews, the disruption in the Internet connection was enough for me to discuss with the participants the option of discontinuing the use of the Internet and finishing the interview telephonically. Fortunately, the Internet connection improved to allow the interview to be completed via the Internet. Nonetheless, the two interviews had interruptions. Several times, the interviewee and I had to repeat questions and answers because of the distortions with the audio online. Furthermore, transcribing was more difficult because of the audio distortions. Despite the disruptions, I was able to collect ample data and overcome the disruptions experienced through the Internet connections.

CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

Overview of the Study

This study examined online supervisors' lived experiences of resistance while supervising counselors-in-training (CITs) during internship via online group supervision. The purpose of this qualitative study was to answer the following grand question: How do supervisors experience resistance during online group supervision of master's level CITs? In particular, this study focused on understanding how counselor educators serving as supervisors experience and responds to resistance while training CITs during online group supervision in fieldwork or internship. The findings from this study may be useful to counselor educators working with resistance in supervision.

The purpose of this chapter is to provide the conclusion and recommendations related to the findings of the phenomenological case study. The chapter follows the form of identifying the theme, explaining what I think the theme means, drawing the related conclusion, and giving my recommendations (Bloomberg & Volpe, 2012). In the conclusion section, I reintroduce each case theme and its corresponding interpretation. Subsequently, I discuss the conclusion for that particular theme. Next, in the recommendations section, I explain my recommendations based on the conclusions drawn. Subsequently, the chapter concludes with identifying implications for future research and my reflections as a researcher.

Conclusion

The study is an examination of how supervisors experienced resistance during online group supervision in internship. I did not directly examine the supervision sessions that the participants' shared with me in the interviews. That is, I did not directly observe the experiences

that were shared by the participants. However, conclusions were drawn from the findings that emerged from the participants' reports. As in the previous chapter, the conclusions are formatted in alignment with the four themes that emerged from the data: *The Supervisory Relationship Matters, Differences Exist Between Face-to-Face and Online Supervision, Positionality and Privilege Influence Resistance,* and *Resistance is Dynamic.*

The Supervisory Relationship Matters

The case theme, *The Supervisory Relationship Matters,* emerged from the data that captures the supervisor's and supervisee's shared agreement on goals and tasks and shared bond with one another influence how resistance is experienced. That is, the participants in this study regard the supervisory relationship as defined by Bordin (1983) as a contributing force in how resistance is experienced during online group supervision. Elements that shape this theme are the differences between F2F and online supervision, the warmth exuded by the supervisor, the trust experience by both the supervisor and supervisee, and the modeling supervisors use to foster learning for the supervisee.

The interpretation of the finding is grounded in attachment theory as explained in White and Queener's (2003) study of the bond experienced between supervisors and supervisees. The ability for supervisors to foster attachment with supervisees influences the nature of resistance experienced. Although supervisees do need to participate in the supervisory relationship, it is critical for the supervisor to be inviting and encouraging. The supervisor exudes warmth to encourage a connection with the supervisee, works to build trust with the supervisee with the means to help supervisees make changes, and model behaviors and attitudes to support supervisees learning how to do the same with their clients. Most of the participants explained

that F2F supervision promoted greater ease in developing the supervisory relationship. Online supervision required more effort and creativity to build a working relationship.

The conclusion is that the supervisory relationship is important to promote openness and resiliency in supervisees. As a result, the supervisory relationship influences the experience of resistance during online supervision. The value the supervisory relationship has to supervision is pervasive in the literature. This study's finding of how the supervisory relationship matters reinforces other research studies.

Differences Exist Between Face-to-Face and Online Supervision

The case theme, *Differences Exist Between F2F and Online Supervision,* emerged from the data of showing that online supervision demands more creativity and effort to recognize and work through resistance. Most of the participants explained the need to be creative and work differently than when supervising F2F. The challenges were associated with limits to reading nonverbal language, technological interruptions, and programmatic structural differences. Only one participant explained that she has yet to find ways to mitigate resistance during online supervision to her satisfaction. All of the participants, however, said they could manage resistance online.

The interpretation of the finding is that online supervision is more challenging to develop the supervisory relationship. Again, it is not impossible but it takes intentional effort and creativity for those who began supervising F2F. Aspects that make working with resistance online more challenging include: programmatic structure, and technological influences on communications. Learning from Nancy's experience of resistance online, her ability to build working relationships with students began in course one. Because she had a connection with the students throughout their program, she was more familiar with their issues, strengths, and

performances. Therefore, when it came time to online supervision and resistance became evident, she had a working relationship to work an intervention. The other participants would begin building their working relationships with students when they had them for practicum and then internship. These particular participants noted that they had to work harder to build that relationship, unlike their experiences when they supervised F2F. The software and hardware posed additional challenges when working with resistance. The software limits the number of supervisees to observe at one time. If one had 12 supervisees, only six could be observed, reported one participant. If my interviews are indicative of how some supervision sessions unfold, I can imagine the disruption in communication flow that might happen if the Internet speed is slow, or if computer software freezes. Trying to work with one's anxiety and share feelings with having to clarify or repeat oneself would be challenging for most.

The conclusion is that differences do exist between F2F and online supervision when working with resistance. Although the participants were careful to communicate that resistance can be addressed during online group supervision, they explained that there were differences between the online and F2F supervision. Several participants explained how online supervision demands a greater level of creativity. Additionally, some participants added how online supervision demands more from them. That is, it is more work than F2F supervision.

Positionality and Privilege Influence Resistance

The case theme, *Positionality and Privilege Influence Resistance,* emerged from the data that suggest cross-cultural differences and positionality could trigger long-held traumas that lead to resistance experienced during supervision. Participants in this study revealed how the evaluative nature of supervision and supervisors being White could trigger racial or historical traumas for marginalized supervisees.

The interpretation of the finding is that counselor educators are in an inherently power differential when they serve as supervisors. This positionality has its own potential to trigger resistance with those supervisees who struggle with evaluation or performance anxieties. Supervisees who worry about having enough supervision hours or worry about being criticized by others based on their recorded sessions with clients, could become resistant to receiving and integrating feedback from others, particularly from their faculty supervisors. Cross-cultural differences between privileged and marginalized individuals could also trigger resistance during supervision. The participants in this study all identified as White. Several of the participants discussed how some of the resistance they experienced was with marginalized supervisees. One participant wondered how he could intervene in a moment of resistance when he was with White privilege compared to the marginalized supervisee. Coupling positionality with cross-cultural differences could exacerbate resistance even further. Weave in some of the communication challenges and the picture of resistance becomes even more complex.

The conclusion is that positionality and privilege warrant deliberate attention and action to understand and work with differences between all members in an online group supervision internship. The counselor educator is in a hierarchical relationship. Supervisees can experience increased anxieties or distress in an effort to compensate for the hierarchical differences. This finding is congruent with the supervisory literature. Furthermore, privileged and oppressed individuals may react to cross-cultural differences among supervision groups. One participant clearly articulated his struggle with his position of power and his privilege. Whereas with several other participants, the positionality and privilege was notable in the interview text but not specifically identified as an issue unless asked.

Resistance is Dynamic

The case theme, *Resistance is Dynamic,* emerged from the data of how resistance is influenced by various factors. From the participants' data, four particular aspects make resistance dynamic during online supervision: (a) individual readiness, (b) distress, (c) supervisory relationship, and (d) supervision modality. How resistance emerges and the capacity to address it appear to be influenced by these four aspects.

The interpretation of the finding is that resistance is a phenomenon that can change in frequency, intensity, and duration because of these four aspects. Resistance emerges in varying degrees based on the contributions of how ready the supervisor and supervisees are for supervision, the levels of distress supervisees are experiencing, the quality of the supervisory relationship, and the modality used to facilitate supervision.

First, the more prepared supervisors and supervisees are to manage the stressors associated with online supervision, the more able each will be to manage those stressors associated with resistance. For instance, supervisees who tend to be more mature and are in agreement with the expectations of supervision, will have an attitude more congruent with the demands of supervision to receive and integrate feedback is more likely.

Second, distress appears to impinge on the supervisory process and incite resistance during online group supervision. Distress comes in varying forms during supervision. Work-life-school balance, for example, can overwhelm or overly tax supervisees, causing them to be more in distress and less likely to hear critiques. That is, distressed supervisees may become overwhelmed so much so that it makes it difficult for them to receive and integrate feedback. In the other direction of distress, individuals who are cross-culturally competent, able to integrate

feedback, and have effective coping strategies for stress may be less likely to experience resistance online.

Third, although the supervisory relationship has been discussed above, it is important to note how the supervisory relationship can influence the dynamic of resistance. If resistance is conceptualized as a dynamic function that is dependent on other factors (variables), then changes in those factors will change resistance. Therefore, the better a working alliance is operating in supervision, the more quickly resistance can be addressed. With trust, care and concern, and having a mutually agreed upon goal, the probability, intensity, and duration of resistance diminish. The challenge that most of the participants discussed when addressing resistance during online supervision was having a good working relationship with supervisees. The more trust experienced by the supervisee with his or her supervisor, the more the nature of resistance would change.

Fourth, the supervision modality influences the experience of resistance. The nature of resistance is influenced by the program and by the technology. The frequency of contact, in F2F programs increases the likelihood of creating working alliances with students. According to all of the participants the frequency of faculty member and student contact in F2F programs is higher than in online training programs. Most of the participants argued that this increased contact builds more of working relationship and faculty members are more aware of their prospective supervisees. Online programming experiences less opportunity to make similar contacts, as explained by the participants. As a result, online supervision will not have the level of contact as F2F programming. Hence, resistance experienced, the intensity, duration, and frequency, are influenced because of the program attribute.

The technological reliance of online supervision has been discussed above. Online supervision depends on the use of the Internet, software, and computer hardware, which can all influence the magnitude of resistance. For example, if resistance is unacknowledged by a supervisor, the issue that has triggered resistance may fester. Alternatively, if a supervisor struggles to find creative interventions to address resistance, resistance may become a more significant block to integrating feedback. My personal experience with conducting the interviews online matches what most of the participants shared.

The conclusion is that the nature of resistance experienced online is a function of: (a) the preparedness of the supervisory and supervisee, (b) their corresponding supervisory relationship, (c) the distress experienced by supervisees, and (d) the supervision modality. Supervision modality refers to how the supervision modality influences the supervisor’s ability to recognize and address resistance. Participants reported that it was more challenging to recognize and address resistance during online supervision. Whereas, participants reported how F2F supervision influenced the nature of resistance experienced to be less frequent, less intense, and shorter in duration.

In summary, the conclusions for the findings followed the approach of identifying the theme from coding the data, explaining the findings, and providing an interpretation of that finding. The four case themes and their corresponding findings, interpretations, and conclusions are summarized in Table 7.1. The fourth theme, *Resistance is Dynamic,* consists of four contributors. This is summarized in Table 7.2. Both tables provide the reader with an aid to summarize the findings, interpretations, and conclusions.

Table 7.1.

Themes, Findings, Interpretations, and Conclusions

Theme	Finding	Interpretation	Conclusion
1. The Supervisory Relationship Matters	The supervisor and supervisee's agreement on goals, and tasks for supervision and the strength of a bond influence the experience of resistance.	Supervisors who foster attachment with supervisees influence the nature of resistance experienced.	The supervisory relationship is crucial to encourage openness and resiliency in supervisees. It influences the experiences of resistance during internship.
2. Differences Exist Between F2F and Online Supervision	Online supervision demands more creativity and effort to recognize and work through resistance.	Online supervision is more challenging to develop the supervisory relationship.	There are differences between F2F and online supervision when working with resistance.
3. Positionality and Privilege Influence Resistance	Cross-cultural differences and positionality can trigger racial, historical, and other chronic trauma that may contribute to resistance.	Because counselor educators are in a power differential, supervisees with chronic trauma may experience resistance during supervision.	Positionality and privilege warrant deliberate attention to understand differences between all members in an online group supervision internship.
4. Resistance is Dynamic	Resistance is a phenomenon shaped by various influences.	Resistance emerges in varying degrees of intensity, duration, and frequency.	The nature of resistance experienced online is a function of individual preparedness, the supervisory relationship, and distress experienced during online group supervision.

Table 7.2.

Theme: Resistance is Dynamic

Theme	Finding	Interpretation	Conclusion
Resistance is Dynamic	Resistance is a phenomenon shaped by various influences.	Resistance emerges in varying degrees of intensity, duration, and frequency.	The nature of resistance experienced online is a function of individual preparedness, supervisory relationship, and distress experienced during online group supervision.
a. Individual Readiness	Prepared supervisors and supervisees are more likely to be adaptable to supervision demands and less likely to experience resistance.	Cross-cultural competence, feedback integration, and proficiency in counseling skills reduce likelihood of resistance emerging.	The more mature and conditioned supervisees are, the less intense the nature of resistance is likely to be.
b. Distress	Distressed supervisees have a decreased ability to integrate feedback. Distress influences the emergence of resistance.	Distress can impinge on the supervisory process and lead to resistance.	Distress may initiate resistance during online supervision.
c. Supervisory Relationship	The quality of the supervisory relationship influences the experience of resistance.	The greater the levels of trust in the supervisory relationship, the more likely supervisees will be transparent about distress.	The supervisory relationship influences the nature of resistance experienced in online supervision.
d. Supervision Modality	Recognizing and addressing resistance is more challenging online than F2F.	Frequency of contact in F2F programs increases the likelihood of developing working alliances. Technological limitations make it more difficult to recognize and address resistance.	Working with resistance online is more challenging than F2F.

Limitations of the Study

A number of limitations to this study exist. One set of limitations is associated with the research methodology. Another array of limitations is associated with the participants. Additionally, who I am as a researcher is another limitation.

To begin, the research methodology was a qualitative, phenomenological case study that was bound by online supervisors who experience resistance during online group supervision in a CACREP-accredited CES program. Although there could be similarities between the experiences of the supervisors interviewed in this study and supervisors in non-accredited supervisors in CES programs, the findings are not generalizable because of the differences between counseling training programs. For example, non-accredited programs may have varying learning objectives and curriculum approaches that may differ from CACERP accredited programs. Additionally, causality or correlations cannot be established with this form of research (Heppner et al., 2007).

Next, a couple of limitations in this study are due to delimitations set for participants and the participants themselves. The research question focused on supervisors' experience of resistance online and not on the supervisees' experiences. Thus the study did not include the voices of supervisees in an online group supervision course. Additionally, all of the participants identified as White. Absent in the sample were any who identified as multiracial or a person of color. Although, position and privilege were noted within a case theme, missing were the voices of supervisors who identify as marginalized. Supervisors who identify with an ethnicity or race might have significantly differed from the participants who identified as White. Participants in the study came from a total of three programs. Again, generalizations cannot be drawn as there are many more programs. At the time of this writing, there are just over 30 programs with CACREP accreditation. That means this sample had just shy of 10% of the total of online,

accredited CES programs. Having a larger representation of programs in the study might have significantly altered the findings.

Then, a couple limitations are associated with me as a researcher. I am a novice or junior academic researcher. I found myself turning to research methodology literature sources often to clarify, confirm, or learn how to conduct some aspect of the research. Justifying the study as a case and conducting the analytical process often required me to consult the literature to understand the profession's expectations. Although I was intentional to conduct the analysis in a scientific manner, I have learned a great deal by actually wrestling with the research process for this study. For example, reconciling how the individual themes did not cluster neatly into case themes required additional readings and discussions with my advisor to ensure the research endeavor was integrous. Another aspect of me as a researcher being a limitation is my privileges. I identify as a White, able, heterosexual male. Despite my efforts to minimize the influence of my privileges, it was evident that these privileges influenced the research process. I was not able to recognize how positionality and privilege were dimensions in how resistance emerges during online group supervision. I argue that this was due to my privileges and the assumptions that I can easily make in our culture. Albeit late in the study, the post-reflexion journal assisted me in recognizing how my privilege was masking my ability to see how those who are marginalized may experience resistance.

Recommendations

The study's findings have implications for the professional practice of supervision in CES training programs. The following recommendations include those for those who participate in online group supervision, CES programs, and CACREP accreditation standards. Supervisors considering a shift from F2F to online supervision may find some actionable recommendations.

Counselor education and supervision programs may want to consider some recommendations regarding the structure and implementation of online supervision. The CACREP as an organization may find value in how some modifications to accreditation may better serve students and ultimately clients. The three fields (individuals, program, and accrediting body) are replicated in each case theme. That is, for each theme, the three fields (if applicable) organize the recommendations for that particular theme. If a second theme could include a recommendation that has already been mentioned in a prior theme, it will not be included for sake of clarity.

The Supervisory Relationship Matters

Recommendations for members of online supervision programs. The participants in the study consistently discussed their value of the supervisory relationship as means to promote the development of supervisees and to mitigate resistance, if or when it emerges during online supervision. The recommendations for members in online supervision modality are focused on the supervisors and supervisees.

Supervisors. Supervisors evaluate their capacity to build working alliances with supervisees. Understanding what attributes build effective working relationships could guide supervisors to self-evaluate their abilities. Colleagues providing feedback, supervisees completing surveys that specifically collect data related to the supervisory relationship, and supervisors conducting a self-evaluation, could support and possibly improve supervisors' abilities to build supervisory relationships.

When resistance emerges during supervision and some intentional efforts are necessary to mitigate it, supervisors could evaluate the quality of the relationship. Supervisors could use a tool to assess whether they share the same developmental goals with the supervisee and continue to have an agreement on tasks to be completed, and to discern the quality of the bond between

them. From the assessment, supervisors could begin to chart ways to reinforce areas that may need more attention. For example, Tom worked with one supervisee to ensure she understood the tasks to be completed and provide remediation in areas she that needed more development.

Evaluating the bond between the supervisor and supervisee could yield additional inroads to improve the supervisory relationship. For instance, Nancy explained how she had to establish boundaries with one supervisee while rechanneling how the supervisee managed her anxieties. As a result, Nancy quickly responded to flares of anxiety the supervisee had and coached her as to how to mitigate the challenges the supervisee was experiencing. Nancy reported the bond grew more as evidenced by the supervisee expressing her sincere gratitude to Nancy for the work done. Having a tool or a template to guide supervisors through a self-assessment and to develop interventions that aim in strengthening the supervisory relationship, could lead to supervisors mitigating resistance.

Supervisees. Recommendations for supervisees are a bit more challenging in that they rely on the faculty and the program to support their development as a professional counselor. As in the recommendations outlined for supervisors, supervisees could use a similar tool but with the aim to build the therapeutic alliance with clients. To begin, the study suggests students who are more prepared to manage the distress of internship are more likely to be resilient. Then, students have the tools, experiences, and competencies to be self-aware and knowledgeable to attend to those forces that could exacerbate resistance in supervision and with clients.

Recommendations for online counselor education programs. There are three considerations programs could examine to foster effective supervisory relationships and reduce the likelihood of resistance emerging during online internship. First, integrate supervising faculty more into the mainstream of the CES program. Second, evaluate and adjust program structure to

meet the technological limitations. Third, reconsider the supervisor-to-supervisee ratios. Programs understanding the importance of the supervisory relationship and evaluating the program's ability to foster effective supervisory relationships will not only assist mitigating resistance but it could assist their students in being more prepared to build therapeutic relationships with future clients.

First, some of the participants expressed that there is a pressure to prepare supervisees to be professional counselors by the end of their internship. Evidence suggests that supervisees grow the most during their internship training (Falender et al., 2014). All but one participant identified the value they had in connecting with students during F2F programs. Finding ways to have supervising faculty interact and build relationships with students that they will see in practicum and internship could be a way to increase connection or build up the supervisory relationship. For larger online programs, they may want to consider blocking students and faculty together. Some public schools with large student bodies could create groups or teams where a group of students has dedicated teachers who will provide instructions for a set number of grade-levels. If large CES online programs could have faculty work with a group of students they teach and train over time, it may improve faculty members' familiarity with student needs and dispositions. When students enter internship, faculty supervisors will be more familiar with their supervisees.

Second, programs could evaluate the ways they are using technology to build effective working relationships. Examining the relationship-building attributes between the faculty supervisor and the technology could provide a perspective on what adjustments could be made to improve the quality of the connection among internship members. Quality of bandwidth, timing of classes to bandwidth usage, and the software usability are just a few areas programs could

evaluate. Furthermore, programs could use daily surveys to assess how a particular session ran with regards to ease of communications. As a result, the feedback could improve the communications in the supervisor-supervisee relationship.

Third, CACREP sets a minimum standard for faculty supervisor--supervisee ratios (CACREP, 2016) are a minimum standard (2016). However, online programs may look to adjust the ratio to address technological limitations. For instance, several of the participants were frustrated with administrators for having 12 supervisees in an online internship class. The participants could only see six of the twelve supervisees on the screen at any given moment. Therefore, the supervisor had to rotate supervisees in and out of view in order to have eyes on them. When the field of vision is already significantly restricted when compared to F2F classrooms, it is logical to compensate in the opposite direction. Supervisors ought to see more of their supervisees and not less.

Recommendation for CACREP accreditation. One participant suggested that CACREP evaluate online CES programs differently than F2F programs. The purpose would be to have CACREP draw on the rationale for the current standards to see if the goals of these standards are achieved through the online modality. As noted earlier, supervisor-to-supervisee ratios may need to be lowered in an effort for supervisors to observe all the supervisees simultaneously and build more effective supervisory relationships. Otherwise, one risk is that program administrators will argue that the ratios are adequate because CACREP has specified a set number.

Differences Exist Between F2F and Online Supervision

Recommendations for online supervision. The study bears out that there are differences between F2F and online supervision when it comes to resistance. As noted by most of the

participants, working with resistance online demands greater levels of creativity and effort. Therefore, supervisors may want to evaluate their pedagogical approach to supervising online, especially those supervisors who are coming from in-person CES programs. The type of training supervisees undergo is unique when compared to other disciplines where affective learning is not as critical. Pedagogical approaches that develop affective-related competencies (e.g., reflecting meaning) are critical to the profession. If supervisors can leverage the online environment to spot resistive behaviors with their supervisees, supervisors could intervene quicker. Furthermore, supervisors knowing how to be creative with technology could leverage the technology to identify and interrupt resistance. To illustrate this, supervisors would have supervisees observe an emotionally-laden client reporting on what is driving the client to counseling . Supervisees record themselves of how they would respond to the taped client, and upload it for the supervisor's review. This would give supervisors an opportunity to assist supervisees in building emotive awareness and be alert to the supervisees ability to integrate feedback.

Recommendations for online counselor education programs. Programs could evaluate how effectively the technology is supporting online supervision. Two approaches could prove useful to programs. First, programs could evaluate the quality of the technological interface between members in supervision. How is their current format achieving their goal of developing affective learning? Gaps could be identified and discussions could be had to recognize the requirements that would improve the quality of training. With gaps recognized, programs could enhance or build teaching strategies that consider future technologies that might bridge those gaps or training needs. For instance, a program assesses how well its current technological architecture meet the needs of supervisors' ability to recognize resistance. The program would then put in place protocols that support interventions and assessments on supervisees. One

participant explained how she valued her university's effort to create a support team for those students/supervisees who may experience distress that is due to outside circumstances. This participant recognized how a supervisee was struggling and was able to redirect that supervisee to another team for assistance. The program used technology to assist that supervisee, who successfully, completed internship.

Second, programs could provide training and mentoring to supervisors about how to recognize and address resistance experienced during online supervision. With the increase of online training programs, more faculty members will need to be versed in how to supervise online, particularly those who are not as well familiar with current technology. Instructing, coaching, and supervising new faculty members regarding building relationships online and working with resistance could prove beneficial.

Recommendations for CACREP accreditation. As current CES programs begin to diversify in how they train students and use online modalities, CACREP could examine the standards for training between in-person and online programs. The learning objectives could be evaluated against evidenced- based outcomes in counselor development. How learning objectives are achieved is mostly left to the program. However, CACREP does provide some standards for accrediting programs; who constitutes as a core faculty and student ratios are a couple of examples. Are there standards online supervision ought to examine? One participant's program was evaluated as a *blended* program (mix of F2F and online) when in fact the entire program is online. CACREP assessing the online modality and how it achieves learning objectives warrants greater attention.

Positionality and Privilege Influence Resistance

Recommendation for online supervision. The professional counselor profession continues to invest in the development of multicultural and social justice competent professionals. This study found that privilege and positionality could influence resistance in online supervisees. One recommendation is to further investigate how privileged and marginalized individuals experience resistance during online supervision. This could yield greater insights of how cross-culture differences influence the emergence of resistance. This could be considered for both online and F2F supervision. Understanding how both marginalized and privileged supervisees may experience resistance during online supervision could contribute to cross-cultural knowledge.

Another recommendation is having supervisors examine the multicultural and social justice competencies (Ratts et al., 2015) as a means to increase awareness, knowledge, and disposition that encourage multiculturalism and social justice. Supervisors could consider how the supervision process could trigger resistance with marginalized supervisees. Then, supervisors could encourage conversations about cross-cultural triggers during supervision and translate it to how resistance could arise from marginalized clients. Furthermore, those supervisees with privilege could expand their awareness of how denial can protect privilege. In the end, supervisees have another opportunity to connect multicultural and social justice competencies to their identity as professional counselors.

Recommendations for online counselor education programs. Increased awareness of how privilege and positionality may manifest in online supervision can encourage faculty to become more sensitized to resistance stemming from positionality and privilege. Programs could devise strategies to sensitize students and faculty members. Programs could create support

structures to address when resistance is due to cross-cultural differences in supervision. If a supervisor needs additional support, he or she could take advantage of that support.

Resistance is Dynamic

Recommendations regarding resistance being dynamic are more about future research. The study suggests resistance is multifaceted and not simply reduced to behaviors to manage anxieties. Instead, participants revealed resistance as a complex concept that can vary in degrees and its sources. Consistently, participants identified resistance when supervisees were unable or unwilling to integrate feedback. However, some participants do not cast it as a good or bad phenomenon. Instead, it is a phenomenon that requires attending.

Overall

The findings of this research suggest there are some overall recommendations that may be useful to programs. The following suggestions provide a roadmap to consider as a means to evaluate and implement program adjustments to support online group supervision.

1. Assess the program's commitment to support the supervisory working relationships between the supervisor and supervisee. As noted in the results of this and other studies, the supervisory working relationship supports the development of CITs. Therefore, programs are best advised to assess their ability to support the formations of working alliances for online supervision. For example, lowering supervisor-to-supervisee ratios may be necessary to improve the quality of the supervisory relationship.
2. Assess the current readiness of supervisors and supervisees to participate in online group supervision. Have a method for assessing both the supervisee's readiness to manage the technology and motivation to participate in the online modality. The same holds true for the supervisors.

3. Make a plan to execute and adjust the implementation of an online group supervision course. Outline roles and duties within the program; create contingencies for challenges that inherently surface during supervision; and develop and integrate ongoing evaluation mechanisms to track how supervisors and supervisees are managing the online supervisory experience.
4. Be prepared to integrate feedback in a timely manner. For example, feedback may indicate a need for better preparations for supervisors and supervisees for online supervision experience. Maybe there are technological enhancements necessary to improve online supervision fluidity or seamlessness.
5. Have a plan to provide support to both the supervisor and supervisee when resistance appears to be entrenched. A great deal of attention has been given to remediating students, but there is paucity of research on how to best support supervisors during moments when resistance is experienced during supervision. Supervisees and supervisors need support.

Considering these five points, programs would be in a better position to attend to the supervisory relationship during online group supervision.

Implications for Future Research

There are a number of implications for future research. Primarily, this study suggests that resistance is dynamic. Because resistance is seen more as a phenomenon that emerges from the effort to maintain the status quo, be it an individual or relationships, there is a fluidity and complexity that warrants further examination. According to the participants of this study, online supervision does not have the same accessibility for building working alliances as in F2F supervision. Therefore, investigating the nature of resistance from multiple views could be

useful. Researching how supervisees, supervisors, and program directors experience resistance could lead to casting a larger picture of the dynamic nature of resistance during online supervision. More information is needed to understand resistance.

Another area of research crosses supervision modalities. Investigating how cross – cultural differences and positionality intersect during supervision could lead to more insights of how privilege and oppression may contribute to resistance manifesting. Conducting quantitative analysis could yield direction, power, and significance for variables' contribution to resistance. Stated differently, how much and in what ways do cross-cultural differences and positionality contribute to the emergence of resistance?

In the same vein of quantitative research, studying how the supervisory relationship may be a moderator or mediator to resistance is another area of inquiry. Characterizing resistance as a dependent variable and supervisory relationship as a moderator, for example, could provide evidence of how much the supervisory relationship influences resistance. Does the degree or strength of the supervisory relationship reduce or increase the magnitude of resistance? Does a strong supervisory relationship decrease the likelihood of experiencing resistance? If so, by how much? If not, what other attribute could influence the strength or power of resistance?

Another research implication is examining the CES training program field regarding its experience with resistance during supervision. The intent is to understand how CACREP-accredited programs as a whole experience resistance, whether the program be F2F or online. Through an instrument like a survey, programs could share their perspectives of how they define resistance, how regularly it emerges, ways they address resistance, and what they regard as a transition through resistance. Another area of inquiry could be a survey of how online programs

regard the CACREP *Standards* (2016) in terms of suitability. Do online programs regard the 2016 CACREP *Standards* as being as applicable to them as to F2F programs?

Last, researchers could investigate how supervisees experience resistance during online supervision using a method similar to this study's but having the participants be supervisees instead of the supervisors. Recruiting participants could be a bit more challenging since I regard resistance more as an advanced concept. Nonetheless, asking recently graduated professional counselors to describe their lived experiences of being resistant during online supervision may shed a different light than that shared by supervisors.

Researcher Reflections

The research project spawned from my direct experience of being in a in-person classroom facilitating an internship class where some supervisees were present in the classroom and a couple of others were brought in through the Internet. I watched a faculty member navigate through a moment when an in-person supervisee was struggling with resistance. Although the moment was cathartic for that particular supervisee, I was not sure how it influenced the two who were brought in via Internet. With the emergence of online CES training programs, I thought more ought to be understood about resistance experience online.

The research experience has been a demanding and insight-generating endeavor. Having to conduct a project of this magnitude with very little research experience had me often wondering if I was on or off track. However, the combination of my advisor and the participants, gave the project more life. I respect greatly the participants for sharing their stories with me. At first, the recruiting process was a challenge. People not returning emails or phone calls were sometimes discouraging. However, those who raised their hand and said okay used their precious time to explore aloud with me a phenomenon that has not received much research attention. They

were encouraging about the topic and were encouragers for my professional development and me. My weekly meetings with my advisor were bonding. She encouraged me along the way.

I have learned a number of lessons from this project. I like CAQDAS as a tool but enjoyed the manual aspect of coding and thematizing the data. It made the project more vibrant and colorful. I regret that I could not put all of the insights I gained in this report. There were so many gems but they did not cluster enough to make a theme. I am a better researcher because of this project. I know better how to organize, code, and analyze text data. I think I might be a little less anxious, too.

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APPENDICES

APPENDIX A
CORRESPONDENCE

1. Introductory Email Script to Program Directors or Coordinators

From: James R. Morton, Jr.
Subject: Research Request

"Dear Program Coordinator:

I received your email from your university's website because your program is an accredited online counselor training program listed on www.cacrep.org. My name is James Morton, Jr., a doctoral candidate in a counselor educator doctoral program at Southern Illinois University Carbondale (SIUC). I am conducting my dissertation research project, a qualitative study, to investigate the lived experiences of counselor educators who provide online group supervision to counselors-in-training (CITs) during internship.

The purpose of the study is to understand how counselor educators serving as clinical supervisors experience resistance to learning during online group supervision in Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited graduate programs. The main effort is to study how supervisors experience resistance through online group supervision. The phenomenological case study seeks to identify themes from analyzing written narrative descriptions of resistance and in-depth interviews. The intent is to share themes constructed from the participants' reporting of how they experience resistance with counselors-in-training (CITs) with the counseling profession. The findings will be reported as part of my dissertation and eventually communicated to other professionals as a means to expand scholarly knowledge.

The criteria for participant selection includes having provided in-person supervision for at least three semesters but is now conducing group internship or field supervision via online for at a minimum of three semesters. The supervision sessions can be closed or current with enrollment.

The research procedure begins with the participant writing a narrative about an incident that was regarded as a student resistant to training during online group supervision. Next, an in-depth interview explores the lived experience of resistance and then a second interview to discuss the themes noted from the analysis of both the written narrative and the in-depth interview. The total time for a participant is around 4 hours.

Participation is voluntary and all personal identifying information is kept confidential. Documents and transcriptions will be scrubbed for identifying information to conduct analysis while the original files will be secured on a flash drive and locked in a file cabinet.

I am asking if you could share my contact information with those faculty members who may be interested in participating in this study. The study has received approval from the SIUC's institutional review board for human subjects.

If you would forward this email along with my contact information below to the applicable faculty members, I will provide further details to those individuals who contact me about the study and the contributions that their participation will have to the profession. If you wish to opt out of future messages, I will remove your name from future mailings.

Thank you for your time and effort to share this information.

Gratefully,
James R. Morton, Jr. MEd, MA, NCC
Doctoral Candidate, Southern Illinois University Carbondale
Email: jrmorton@siu.edu
Telephone: 406.546.9574 or 636.329.0567

Dissertation Chair and primary advisor:
Debra Pender, Ph.D.
Counselor Education and Supervision Program Coordinator
Southern Illinois University Carbondale
Email: dpender@siu.edu
Telephone: (618) 453-6919
This project has been reviewed and approved by the SIUC Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the Committee Chairperson, Office of Sponsored Projects Administration, SIUC, Carbondale, IL 62901-4709. Phone (618) 453-4533. E-mail: siuhsc@siu.edu

2. Introductory Email to Prospective Participants

From: James R. Morton, Jr.
Subject: Research Request

"Dear prospective participant:

Thank you for expressing an interest in participating in this qualitative phenomenological case study. Your potential participation would provide a perspective of how supervisors with a history of face-to-face supervision are experiencing online group supervision. The investigation focuses of how you experience resistance during online group supervision with counselors-in-training. That is, I am interested in learning how you would describe your lived experiences when learning appears to be hampered due to some form of resistance or experienced anxiety.

The purpose of the study is to understand how counselor educators serving as clinical supervisors experience resistance to learning during online group supervision in Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited graduate programs. The main effort is to study how supervisors experience resistance through online group supervision. The phenomenological case study seeks to identify themes from analyzing written narrative descriptions of resistance and in-depth interviews. The intent is to share themes constructed from the participants' reporting of how they experience resistance with counselors-in-training (CITs) with the counseling profession. The findings will be reported as part of my dissertation and eventually communicated to other professionals as a means to expand scholarly knowledge.

The criteria for participant selection includes having provided in-person supervision for at least three semesters but is now conducing group internship or field supervision via online for at a minimum of three semesters. The supervision sessions can be closed or current with enrollment.

The research procedure begins with the participant writing a narrative about an incident that was regarded as to a student resistant to training during online group supervision. Next, an in-depth interview explores the lived experience of resistance and then a second interview to discuss the themes noted from the analysis of both the written narrative and the in-depth interview. The total time for a participant is around 4 hours.

Participation is voluntary and all personal identifying information is kept confidential. Documents and transcriptions will be scrubbed for identifying information to conduct analysis while the original files will be secured on a flash drive and locked in a file cabinet.

We will take all reasonable steps to protect your identity. Your name will be kept confidential throughout the study and in any forms of dissemination. I will be conducting the interview with you and I will address you by your name. However, any data prepared for analysis would have no personal identifying information. At any time throughout the study, rest assured that if you wish to discontinue your participation in the study, I will immediately desist. At which time, no information from you would be used in the analysis or reporting of findings. It is important that you feel respected, dignified, safeguarded.

If you are interested in participating, please fill out the attached consent form. Once completed, please send it signed to me as an attachment. I will coordinate a call with you to discuss the written narrative and schedule the in-depth interview. However, if you wish to opt out of future messages, I will remove your name from future mailings. If you do not respond to this email or return the opt-out message, you will be contacted again with this request once more during the next 2 weeks."

Please know that you could take pride in your participation. It would be a contribution to our field of educating professional counselors. I will make the utmost efforts to be efficient with your time and responsible with your contributions. I would be happy to answer any questions or address any concerns you may have.

Attachments: Participant Consent form and Written Narrative Guidelines

Sincerely,

James R. Morton, Jr. MEd, MA, NCC
Doctoral candidate, Southern Illinois University Carbondale
Email: jrmorton@siu.edu
Telephone: 406.546.9574 or 636.329.0567

Dissertation Chair and primary advisor:
Debra Pender, Ph.D.
Counselor Education and Supervision Program Coordinator
Southern Illinois University Carbondale
Email: dpender@siu.edu
Telephone: (618) 453-6919

This project has been reviewed and approved by the SIUC Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the

Committee Chairperson, Office of Sponsored Projects Administration, SIUC, Carbondale, IL 62901-4709. Phone (618) 453-4533. E-mail: siuhsc@siu.edu

APPENDIX B
PARTICIPATION CONSENT FORM

I _________________, agree to participate in this research project conducted by James Morton, Doctoral candidate of the Counselor Education and Supervision program within the Counselor Education Quantitative Measurement and Special Education Department.

I understand the purpose of this study is to understand how supervisors experience resistance to learning during online group supervision in CACREP-accredited training programs. Furthermore, I understand that I will be submitting a written narrative; participating in an audio-recorded in-depth interview; and having a second interview to discuss themes noted from the analysis process.

I understand that my interview responses will be audio recorded and that these recordings will be transcribed, stored, and kept for three years in a locked file cabinet. Afterwards, recordings will be destroyed. Furthermore, I understand that my name and any identifying information will be removed from the transcripts and will not be used in any research product. I understand that, even if my name and identity will not be used, I may decline to be quoted in any resulting paper.

I understand my participation is strictly voluntary and I may refuse to answer any question without penalty. Also, I am informed that my participation will last approximately 4 hours over a span of two to three months.

I understand that the audiotapes and transcriptions will be stored in a locked file cabinet until analysis is complete. Afterward, these tapes will be destroyed.

I understand questions or concerns about this study are to be directed to James Morton, 406.546.9574, jrmorton@siu.edu or his advisor, Dr. Debra Pender, dpender@siu.edu.

I have read the information above and any questions I asked have been answered to my satisfaction. I understand that my participation in supervision will be tape recorded. I understand a copy of this form will be made available to me for the relevant information and phone numbers.

“I agree _____ I disagree _____to have my responses recorded on audio/video tape.”

“I agree_____ I disagree _____ that James Morton may quote me in his/her paper”

___________________________________ _________________________

Participant signature date

This project has been reviewed and approved by the SIUC Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the Committee Chairperson, Office of Sponsored Projects Administration, SIUC, Carbondale, IL 62901-4709. Phone (618) 453 4533). Email:siuhsc@siu.edu.

APPENDIX C
WRITTEN NARRATIVE GUIDELINES

Supervisor's Experience of Resistance During Online Group Supervision

Thank you for your willingness to participate in this study of how online supervisors experience resistance during the supervision process. Your experiences will contribute to others understanding a facet of online supervision and provide considerations when training counselors through the online platform. Any identifying information will be removed or blacked out in an effort to maintain your and any subject's confidentiality.

Part 1. Descriptive Information

Along with the submission of your narrative, please provide some descriptive information. This will be used to inform others about the attributes of the participants.

1. How long (in academic terms) have you been providing group supervision to counselors-in-training?
    a. How long with face-to-face?
    b. How long with online?
2. How do you determine student readiness for internship?
3. What doctoral degree did you earn (psychology, counselor education, etc.)?
4. How long (in years) have you taught counselors-in-training?
5. What gender do you identify, if you do?
6. Which ethnicity(ies) do you identify as?

Part 2. The Narrative

The main effort for this portion of the study is to have you share an event or a series of events that embodies some experience you had where there was some form of resistance for learning during supervision. The event could be related some aspect that a supervisee had struggled through that was hampering their ability to learn or some aspect of yourself that you saw struggling with the learning process.

Please write a description in a word processor about an experience you had during online group supervision where there appeared to be a blockage in learning for the trainee. Please include how you surmise what was manifesting in the supervision session(s), the roles individuals played in process, how the may have experienced the situation, and what was the outcome. If you are comfortable, sharing some of your thoughts, feelings, and behaviors throughout the experience that would add texture.

What I hope to gather from your narrative are:

1. The language you use to describe resistance or struggles related to learning that exist intra- or interpersonally;
2. A description of when you began to notice the resistance, how you experienced it, and what behaviors, thoughts, and feelings that emerged from the experience;

3. Your perspective of what the outcome was that followed. What did you notice about the phenomenon through the balance of the supervision term? Was there growth, status quo, or a deepening of resisting behaviors?

Once I receive your narrative, I will begin analyzing the text and sensitizing myself to your experience. I will use the information to inform me of how I could approach the first interview.

Please type parts 1 and 2 in MS Word and send to jrmorton@siu.edu. Once I receive the document, I will electronically file it onto a password protected flash drive with a non-identifying file name. Again, the document will be sanitized of any personal identifying information. Once it has been electronically stored appropriately, I will confirm receipt with you.

As always, thank you for your efforts to be a part of this study. I know you make the choice to do so each time you share your experiences with me.

Very respectfully,
James R. Morton, Jr. MEd, MA, NCC
Doctoral candidate, Southern Illinois University Carbondale
Email: jrmorton@siu.edu
Telephone: 406.546.9574 or 636.329.0567

Dissertation Chair and primary advisor:
Debra Pender, Ph.D.
Counselor Education and Supervision Program Coordinator
Southern Illinois University Carbondale
Email: dpender@siu.edu
Telephone: (618) 453-6919

APPENDIX D
FIRST INTERVIEW PROTOCOL

Initial Interview Questions: Semi-structured format

Introduction: Share with the participant gratitude for spending his/her time in answering questions and exploring aloud how they experienced working with resistance during their supervision sessions.

<u>Initial Interview Questions: Semi-structured format</u>

Check-in

(I will check in with the participant to see how they are feeling about the interview and if there is anything that I can do to assist them feeling more at ease with the interview process.)

Introduction

"Thank you again for your willingness to participate in this study. The purpose of the interview is to provide information about your lived experiences with resistance or struggles that you may experience during the supervision process online. The effort is to gain your perspectives and understanding of how you understand those behaviors or interactions that thwart the learning process with counselors-in-training. Any connections or differences you identify between face-to-face and online supervision will be useful.

"The interview will take approximately one to one and one-half hours. At any point you feel that a need to discontinue the interview, please do not hesitate. If you need a break, we can return to the interview when you are ready. If you decide that you wish to no longer participate in the study, you are welcome to discontinue all together. My intent is to promote an easy and respectful conversation that will allow us to better understand your experiences with resistance or struggles in learning while facilitating online supervision.

"I have several questions that try to solicit your experiences related to resistance during supervision. The questions are broad. Please understand that I will be considering what you are saying throughout the interview process. This may prompt follow on or subsequent questions.

"This interview is being recorded and the conversation will be transcribed by me. The transcript will be analyzed in an effort to identify themes related to the phenomenon under investigation. All personal identifying information will be scrubbed from the transcript and pseudonyms will used where applicable.

"At the end of the interview, I will check in with you about how you are feeling about the experience. I anticipate I will learn and grow from the experience. My intention is that you will find some growth or greater understanding as well.

"Are we ready to begin?"

Interview Questions

1. As you thought and wrote about what you experienced during an episode when you experienced resistance with a CIT during online group supervision, what thoughts and feelings surfaced for you?

2. Please describe to me your supervision philosophy as it relates to CITs' learning during internship.
3. Can you describe for me the most recent event when you experienced a CIT resisting the supervision process during an online group supervision internship class? Thinking back, can you recall the details of the event and the feelings associated with it?
4. When thinking about this event, what did you do in response? Please give examples of what the supervisee(s) and you did.
5. Considering your experiences with face-to-face supervision, what are the differences and similarities you notice when working with resistance during online group supervision?
6. Considering what you have shared, what do you see as the sources of resistance and what ways have you observed them manifesting during online group supervision?"
7. What approaches to working with resistance do you find are effective and ineffective when working with resistance during online group supervision? Please give descriptions on what you notice, how you respond, and what you look for that indicates that resistance has been resolved.
8. What do you see as your role as the supervisor when you experience resistance or struggles during online supervision?

Closing

"Thank you so much for your time and efforts to explore the phenomenon with me. How are you feeling about the interview? Is there anything that I can do to support you at this point?

"Again, I will be transcribing our interview and scrubbing any personal identifying information. After my conduct some analysis, I will contact you to schedule a second interview. Also, at any point you are most welcomed to discontinue your participation in the study."

Prepared by: James R. Morton, Jr.
Date: 15 August 2016

APPENDIX E
SECOND INTERVIEW PROTOCOL

Introduction: Share again with the participant gratitude for spending his/her time in answering questions and exploring aloud how they experienced working with resistance during their supervision sessions.

<u>Follow-up Interview Questions: Semi-structured format</u>

Check-in

(I will check in with the participant to see how they are feeling about the interview and if there is anything that I can do to assist them feeling more at ease with the interview process.)

Introduction

"Thank you again for your willingness to participate in this study. The purpose of the interview is to share with you the themes that I discerned from the analysis I conducted on the syllabus, written narrative of the lived experience, and the in-depth interview. I would like to solicit your thoughts about the themes and encourage any additional insights you may have. These may come from the themes, additional thoughts you had after the last interview, or something that has been provoked during our conversation.

"The interview will take approximately 45 minutes At any point you feel that a need to discontinue the interview, please do not hesitate. If you need a break, we can return to the interview when you are ready. If you decide that you wish to no longer participate in the study, you are welcome to discontinue all together. My intent is to promote an easy and respectful conversation that will allow us to better understand your experiences with resistance or struggles in learning while facilitating online supervision.

"I will share a theme one at a time and ask some questions following its introduction. Again, please know you are encouraged to expand, modify, challenge, or add to the theme introduced.

"This interview is being recorded and the conversation will be transcribed by me. The transcript will be analyzed in an effort to expand on or clarify themes related to the phenomenon under investigation. All personal identifying information will be scrubbed from the transcript and pseudonyms will be used where applicable.

"At the end of the interview, I will check in with you about how you are feeling about the experience. I anticipate I will learn and grow from the experience as my intention is that our discussion will be support our growth or expand to greater understanding of the phenomenon.

"Are we ready to begin?"

Interview Questions

Theme One

1. (I introduce Theme One and give its context and how it came to be.) As you hear this theme, what thoughts and feelings surfaced for you?
2. Would you agree or disagree with this theme?
3. How might you modify or add to it?

4. Is there another theme that strikes you as relevant as we discuss this?

Theme Two

1. (I introduce Theme Two and give its context and how it came to be.) As you hear this theme, what thoughts and feelings surfaced for you?
2. Would you agree or disagree with this theme?
3. How might you modify or add to it?
4. Is there another theme that strikes you as relevant as we discuss this?

Follow on

1. Now that we have concluded examining all of the themes, are there any additional themes that ought to have been identified? If so, what do you think they ought to be?
2. During your participation, have you gained any insights this experience? If so, what would they be?

Closing

"Thank you so much for your time and efforts to explore the phenomenon with me. How are you feeling about the interview? Is there anything that I can do to support you at this point?

"Again, I will be transcribing our interview and scrubbing any personal identifying information."

Prepared by: James R. Morton, Jr.
Date: 15 August 2016

APPENDIX F
INDIVIDUAL ANALYSIS NOTES

Participant:

Categories

Approach/attitude toward supervision: Their supervision philosophy

Experience with supervision: Historical.

The context they provide supervision: Program

CIT's preparations for Internship

Their definition of resistance: How they define; implicit explicit

How do they notice the emergence of resistance?

How do they attend to resistance?

How do they discern they are on the other side of resistance or into gatekeeping?

What's the difference in attending to resistance between f2f and online?

What is the supervisor's role when addressing resistance?

***What is the nature of the concept of resistance based on the participant's narrative?

***Supervisory relationship

Follow up questions for 2nd interview

*** denotes those concepts that emerged as the data collection and analysis advanced. They were not part of the initial form but were added as the concepts became apparent.

APPENDIX G
PARTICIPANT ANALYSIS SUMMARY

(Participant's pseudonym)

Context

(Provides a summary of the participant's attributes. This section provides the introduction narrative that introduces the participant. The section was sent to the participant for member check.)

Research questions

(The subordinate research questions were always restated to ensure the analytical efforts were focused on answering them.)

1. What are supervisors' experiences with the emergence of resistance during online group supervision?
2. What are supervisors' experiences of working with resistance during online group supervision?
3. How do supervisors describe the similarities and differences of resistance experienced between online and F2F modalities?

Themes

(Individual themes were listed and adjusted throughout the data collection and analysis processes. After analyzing the first interview, this was used to review themes with the participant as a member check.)

Questions for Second interview

(Questions that came from the individual analysis form and through reviewing the data were placed here in preparation for the second interview.)

VITA

Graduate School
Southern Illinois University

James R. Morton, Jr.

james@atg-family.com

University of Connecticut
Bachelor of Art, Technologies for International Relations, August 1991

University of Connecticut
Master of Art, International Relations, May 1997

University of Missouri St Louis
Master of Education, Mental Health, August 2013

Special Honors and Awards:
Dissertation Research Award

Dissertation Title:
Supervisors' Experience of Resistance during Online Group Supervision: A Phenomenological Case Study

Major Professor: Debra Pender