

How can the Supervisory Relationship Facilitate Perceptions of effective
Supervision for Trainee Educational Psychologists

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Abstract

The supervisory relationship is reported to be fundamental in determining whether the goals of supervision are met. Its role is said to surpass any methods or approaches used (Kilminster and Jolly, 2000).

In educational psychology the supervisory relationship with trainees has not been explored in any depth. This study aims to explore how both trainees and supervisors experience the relationship. An onus is placed on exploring the effective features of the relationship, with a view to enhance practice.

In phase 1, interpretative methodology was applied to identify newly qualified educational psychologists' experiences of their practicum based supervision when they were in year three of their training. Main themes described are participants needing to feel accepted by their supervisor, the supervisor acting from within professional, personal and nurturing based roles, feeling connected with the supervisor, being open and disclosing with the supervisor and how service culture impacts supervision. The power dynamic between trainee and supervisor appeared to significantly impact on key features of the relationship

The themes from phase 1 were presented to supervisor participants in phase 2. Interpretative methodology was used to explore supervisors' perceptions of these themes. Overall, supervisors appeared to like relationships which were mutual and reciprocal.

Implications for practice are explored e.g. the need to facilitate authenticity and open dialogue in the relationship.

Limitations of the study include 1) piloting the interview process with a non-educational psychology professional who does not have experience of the context of trainee educational psychology supervision 2) possible disadvantages of knowing some of my participants 3) accessing supervisory experiences related to just year 3 of training and 4) inconsistency in criteria for participation, i.e. not all participants had been working with the same supervisor or trainee for year both years 2 and 3 of the training programme.

Chapter 1: Introduction

This study aims to explore the supervisory relationship between year 3 trainee educational psychologists and supervisors. As a trainee myself I have experienced a range of supervision and am aware of not only how much it can vary but also the impact of supervision experiences. The aim of the study is to highlight and explore some of the distinguishing features considered to be effective in the supervisory relationship.

In this introduction I will first introduce the concept of supervision in applied psychological practice, i.e. its history, definitions and purpose, some of the models and approaches used, outcomes, current relevant policy/guidelines and some seemingly pertinent issues/sources of tension. This will form the context and rationale of the study, however I will then summarise the rationale, state the aims of this study and then will complete the introduction by stating my personal and professional interest in the topic.

A literature review will follow the introduction. I will then present phase 1 of my study in terms of the methodology, findings and discussion. The methodology, findings and discussion for phase 2 will follow. An overall discussion of the study will then come next and finally my conclusion.

1.1: History and current situation

Bernard in 2006 identified that supervision in the psychological professions originated from the sub-field of psychotherapy in the 1920s, where therapists such as Carl Rogers would use it as tool to model skill to new therapists. The supervisor held the position of being an objective expert (Herron and

Teitelbaum, 2001) and as a 'teacher'. The supervisors' subjective knowledge and perceptions' were held to be of more value than the supervisees, thus indicating a hierarchical relationship. This was very much in line with and mirrored the practice of psychotherapy at the time.

However there has, in more recent years been a shift in the perceptions, ideology and methods of supervision. A more intersubjective approach to supervision has occurred and stems from the paradigm shift in psychoanalytic therapy to psychodynamic therapy (Rabin, 1995) whereby the therapeutic relationship is more egalitarian. Teitelbaum (1996) notes a more mutual and balanced supervisory relationship. Bernard (2006) states that previously relationship variables were perceived as an intrapersonal process between supervisor and supervisee and issues were perceived as being located within the supervisee. From the 1990's onwards it appears that supervision became more professionalised and it now exists as a distinct professional entity with its own policies and professional standards (Bernard, 2006). Additionally, recognition now exists that the supervisory dyad are engaging in a process together.

Features of an intersubjective approach to supervision (as defined by Herron and Teitelbaum, 2001) appear to place more emphasis and responsibility on the supervisor for supervision outcomes and issues that are experienced in supervision are not automatically located as being within the supervisee.

The advantages of an intersubjective approach are that aspects of mutual collaboration lend themselves to more effective learning. Co-operation and open dialogue are also features, along with respect and an accounting for the supervisee as an individual (Herron and Teitelbaum, 2001). Bacal (1997) stated

that an exploration of the intersubjectivities between supervisor, supervisee and client can occur and relational self and 'other' needs are considered. This supervisory context allows for the supervisee to be more pro-active in the relationship and their learning.

1.2: Definitions and purpose

Bernard and Goodyear (2004) identify that supervision has many features that are similar to teaching, counselling and consultation. However that if supervision overly focuses on one of these aspects then problems are likely to arise. They describe supervision as being

“An intervention provided by a senior member of a profession to a more junior member or members. This relationship is evaluative, extends over time and has the simultaneous purposes of enhancing the professional functioning of more junior person or persons, monitoring the quality of professional services offered to clients and serving as a gatekeeper to those attempting to enter the profession”. (p 8)

Milne (2009) placed more onus on the relational nature of clinical supervision and described it as

“The formal provision by approved supervisors, of a relationship-based education and training that is work focused and which manages, supports, develops and evaluates the work of colleagues”. (p15)

Woods, Atkinson, Bond, Gibbs, Hill, Howe and Morris (2015) amalgamated and adapted multiple descriptions of supervision to form a definition suitable for trainee educational psychologists, this being

“A formal, but collaborative, relationship in which the supervisee offers an honest account of their work and in which the supervisor offers guidance and consultation with the primary aim of facilitating the supervisee’s professional competences; the supervisor ensures that the supervisee’s practice conforms to current ethical and professional standard”. (p86)

There are 3 widely accepted main purposes of supervision as described by Proctor (2001). These are:

- Normative (i.e. ensuring good practice and the maintaining of professional and ethical standards)
- Formative (i.e. facilitating reflection, learning and professional development)
- Restorative (i.e. ensuring the practitioners wellbeing).

1.3: Models and approaches

Some different models of supervision as outlined by Wade and Jones (2015) are as follows:

Therapy based supervision models: This is where the therapeutic approach is used as part of the supervision process. For example in psycho-dynamic supervision there will be a focus on the supervisee understanding their own psychological processes. In addition, processes between the supervisee and supervisor may be explored along with associated parallel processes. In cognitive behavioural supervision socratic questions and challenges to thought may be posed along with goal setting and homework tasks.

Developmental based supervision: This is where supervisees are predicted to pass through various stages of development. The supervisor tailors support and approach to suit the trainees' developmental stage. Supervisees are generally seen to initially need more structure and guidance. They then evolve to become collaborative and conceptual in their focus. An intrinsic assumption within development models is that they assume a deficit, i.e. supervisees at the beginning stages are less than supervisees at later stages.

A prominent model is the Integrated Developmental Model which was initially conceptualised by Stoltenberg (1981). Stoltenberg and McNeill (1997) finalised the model which recognises 3 stages of supervisee development. At level 1 the supervisee is motivated but anxious and fearful of evaluation. At level 2 the supervisee experiences fluctuations in confidence and motivation. At level 3 the supervisee is more secure in their abilities and is able to integrate their own self into the therapeutic process. Autonomy, motivation and self to other awareness grows across the stages. The model also emphasises development across a range of professional skills for example assessment and diversity awareness.

Holloway (1987) defines developmental models as having become the "zeitgeist of supervision and thinking" (p 209). However, she provides critique of the developmental models, and states that much of the literature and research about them is flawed based, on the limitations of the experimental questions posed and the methodology employed (please refer to the literature review, 2.1 for more information).

Other approaches: A feminist approach to supervision is one that can be assumed to acknowledge the power differential between supervisor and supervisee and aims to ensure egalitarianism and supervisee empowerment.

Porter and Vasquez (1997) identify that in addition to consideration of power, characteristics at the core of feminist supervision include those of collaboration, mutual respect, genuine dialogue, social contextual factors and self-reflexivity.

A relational based model of supervision is proposed by Fitch, Pistole and Gunn (2010) who propose an Attachment- Caregiving Model of Supervision (ACMS). The ACM model accounts for conditions that facilitate bonding, the quality of bonds and the mechanisms (e.g. sensitivity to attachment related behaviours) through which the relationship is created. Fitch et al. (2010) outline how the supervisor provides care that complements the trainees' attachment system i.e. the supervisor is sensitive to trainee attachment system activation and will respond appropriately, so that the supervisor is experienced as a safe haven.

1.4: The need for and outcomes of supervision

Bernard and Goodyear (2009) identify how paucity in the effect of supervision and client related outcome data may stem from the automatic assumption that supervision is effective. Research is useful however in terms of indicating how supervision can positively influence client outcomes for psychological practitioners. Schacht, Howe and Berman (1989) found that a positive supervisory relationship increases the supervisee's receptivity and demonstration of skills observed and modelled by the supervisor. Friedlander, Keller, Peca-Baker and Olk (1986) found that supervision reduces anxiety and increases professional confidence for supervisees and Patton and Kivlighan (1997) found that supervision may help therapists in managing the alliance and resolving issues with their clients.

Through the use of a random controlled trial, Bambling, King, Raue, Schweitzer and Lambert (2006) explored whether supervision affects clinical outcomes in a therapeutic context (i.e. clients' scores on working alliance, evaluation of therapy, treatment completion and depressive symptomology). Supervision was significantly positively associated with a reduction in clients' depressive symptomology. Supervision was also found to have a significant positive effect on clients' satisfaction with therapy ratings. Likewise supervision had a significant positive effect on client retention for the therapy programme.

Supervision when not delivered 'well' has been found to have negative impact on supervisees' practice (Gray, Ladany, Walker and Ancis, 2001) through the provision of bad advice and modelling of negative practices. As a result supervisees experience a depletion in their skills as a therapist. When supervision is reported to be harmful (e.g. supervisors displaying a discriminatory attitude, violating ethical standards, abuse of power) supervisees report multiple effects including excessive shame, loss of self-confidence and professional and personal functional impairment. Additionally Nelson and Friedlander (2001) found that a third to a half of those who experienced harmful supervision developed health issues.

Bambling et al. (2006) identify how the restorative function of supervision is a key feature of effective supervision. This may be so with particular pertinence for trainees, due to the additional stress they may experience. Stafford-Brown (2010) found that 73% of a sample population of postgraduate professional clinical psychology students had clinical levels of languishing mental health, as determined by their measured level of stress. Supervision has been found to be associated with supervisees experiencing an increase in wellbeing, awareness of therapeutic processes and confidence in ability (De Stefano, D'Luso, Blake,

Fitzpatrick, Drapeau, and Chamodraka, 2007). Additionally Scott, Pachana, and Sofranoff's (2011) survey study found that Australian post graduate professional clinical psychology students experienced clinical supervision to be the most effective training that they received.

1.5: Policy and professional guidelines

Although the Health Care Professions Council (HCPC) does not view supervision as a compulsory component of practice it is deemed to be a valuable process for practitioners to engage in. The reason for its value is because it can be viewed as a medium for the 'reflection on practice' (Carroll, 2007) in applied psychological work. HCPC standards of proficiency state (under 4.6) that psychologists must 'understand the importance of participating in training, supervision and mentoring' (HCPC Standards of proficiency, 2015).

Guidance from the Division of Educational and Child Psychology states that 'good' supervision should address the wellbeing and professional development of the supervisee, as well as attend to outcomes for children young people and their families. Additionally, although not outlined with the HCPC all educational psychologists should engage in professional supervision and it should be delivered by "someone who is able to give a high quality developmental experience" (DECP, Professional supervision: guidelines for practice for educational psychologists, 2010, p6). However research has shown that providing supervision can be challenging and much variance exists amongst supervisors in terms of the effectiveness of supervision provided (Scott, Ingram, Vitanza and Smith, 2000).

It could be argued that the positive outcomes reported in research including Bambling et al. (2006) inherently implies that supervision (when effective) ultimately ensures that HCPC standards of proficiency are more likely to be adhered to, i.e. the requirement that in order to lawfully, practice psychologist practitioners must practice safely, ethically and effectively (HCPC Standards of proficiency, 2015).

1.6: Issues in supervision

The duality of the role of the supervisor poses a degree of tension because to be within the potential role of counselor, teacher or consultant (Bernard, 1979) is in conflict with the role of service related management whereby supervisees' work and performance is monitored and appraised (Kreider 2014). Kreider (2014) also identified that professional bodies such as the American Association of Marriage and Family Therapy state that dual supervision should be avoided for the very reason that administrative supervision ensures the efficiency of the employee and clinical supervision ensures client welfare and counsellor growth. Nevertheless, in 2007 in the United States of America it was estimated that half of supervisees received dual role supervision (Tromski-Klingshirn and Davis, 2007).

O'Donovan, Halford, and Walters (2011) identify how normative and restorative functions of supervisions can be a source of tension for supervisors.

Additionally the normative functions which can potentially mean that supervisors can fail supervisees on their course of training can impair and undermine both the formative and restorative functions. Research has found that this tension can be resolved by supervisors holding a bias towards leniency with their

supervisees, i.e. making 'inaccurate' positive evaluations' (Gonsalves and Freestone, 2007) and by supervisees making selective disclosures about their work (Bernard and Goodyear, 2009). Lazar and Moske (1993) reported that the supervisory relationship could be an influencing factor when supervisors compromise on the normative aspects of their role.

Counselman and Abernethy (2011) speculate on how supervision can evoke personal issues for supervisors which cause affective reactions. Additionally particular personality characteristics such as a need to care or a blaming attitude can negatively affect the process of supervision and the learning alliance. They also identify how extreme or unconscious reactions can impair supervisor empathy towards the supervisee, however if reflected upon and considered carefully it can actually aid the clinical situation.

Doehrman (1976) noted how the supervisory process could influence a parallel process enactment when the supervisee is with a client. The issue of how power and relational dynamics are experienced in the supervisory relationship and how this impacts on supervisee practice may be worth consideration.

Consideration could be useful as although there has been a paradigm shift away from traditional models of supervision individual supervisors may embody this shift to varying degrees. It could be speculated that traditional approaches may exist more when trainees enter the supervisory relationship, as they do not yet have permission to practice autonomously and therefore by default their experience and perceptions are deemed to be of less value. Additionally, the supervisor is in the role of evaluator and with that comes power and authority.

An authoritative role can be seen to restrict the autonomy of a supervisee (Herron and Teitelbaum, 2001), who particularly when experiencing the multiplicity of power imbalance that is associated with being in the position of a

trainee, may then merely comply with the supervisor rather than experientially learn. Koenig (1997) stated that this complicity is due to the evaluative powers of the supervisor.

Disadvantages of the intersubjective approach are that the exploration between supervisee and supervisor can increase the likelihood of exposure of vulnerability (although this could also be perceived as an advantage). The supervisor may also experience difficulty in mediating their approach and interventions in order to suit the individual needs of the supervisee. Additionally the nature of the supervisory relationship, i.e. the fact the supervisor is in role to teach and guide means that it will not be completely egalitarian and a power differential and associated dynamic will exist (Herron and Teitelbaum, 2001). This may mean that the relationship at times may be more difficult to navigate as expectations and boundaries are not as set and clear. However an open dialogue and a will to repair disruptions to the relationship should serve as a protective factor. It may be that in discussing issues openly and working towards reparation in the supervisory relationship, the supervisee by default practices skills in a safe space that can then be transferred and generalised to when working with clients. Herron and Teitelbaum (2001) identify that the supervisee and supervisor should understand that there will be an ongoing conflict between recognising the other and asserting the self. They also identify that the relationship could lack mutuality if supervisors' attunement towards the supervisee is not reciprocated. The predicament being that supervisors still need to work towards ensuring the best learning environment for the supervisee yet their needs (the supervisors') are not being met. It could be perceived that in this aspect of the relationship the supervisee holds more power.

1.7: Rationale

Literature on supervision within the domain of educational psychology is relatively sparse. There has been a primary focus on the practical aspects and models/ approaches to use within supervision. Additionally much of the research focuses on either supervisor or supervisee perspectives on supervision. This is problematic because as Gonzales, Oades and Freestone's research (2002) highlights; whilst supervisors and trainees (enrolled on clinical psychology programmes in Australia) view supervisory objectives similarly in some more measurable aspects (e.g. advancement of knowledge and skills), differences in perceptions do emerge in relation to the importance ascribed to more intrapersonal elements of professional development (e.g. interpersonal skills and self-awareness). Therefore the research shows the importance of not just the need for supervisors and trainees to share and discuss objective goals during supervision, but that research explores the perspectives of each member of the relationship, as goals/motivations/needs and understandings are different for each party.

Britt and Gleaves (2011) explored which aspects of supervision clinical psychology trainees in New Zealand are satisfied with. The study found that overall 90% of respondees ($N = 212$) experienced supervision to be satisfactory or better. 7.5% of respondees experienced supervision to be dissatisfactory to varying degrees ($N = 16$). However the response rate was only at 60% and it may be that students who experienced dissatisfaction with their supervision did not respond for fear of negative implications/reprisals, despite being assured that their anonymity would be protected. Likewise for these reasons the researchers suggest that respondees may have provided overinflated scores.

Kilminster and Jolly (2000) reviewed the literature on practice based supervision across a range of 'helping professions' (including educational psychology). They found that in determining the effectiveness of supervision the relationship was the most important factor and surpassed the methods used.

Like any relationship, discrepancies between perceptions of the relationship and goals may exist. Gonzales, Oades and Freestone (2002) found that supervisees (students) and supervisors differ in the importance they attribute to different aspects of the supervision process, e.g. student participants were found to value and desire skill development more than knowledge enhancement.

Much of the literature around the supervisory relationship explores disclosure in supervision. Walsh, Gillespie, Greer and Eanes (2003) identify that effective supervision is one where supervisees can be open and articulate when they are experiencing difficulties in their case work. Despite disclosure being an important feature of supervision Mehr, Ladany and Caskie (2010) found that 84.3% ($N = 204$) of trainees withheld information from their supervisors for fear of negative repercussions and judgments from their supervisor. The effectiveness of the supervisory relationship has been found to be a key indicator as to whether or not a supervisee discloses during supervision. Walsh et al. (2003) found that important factors of influence within this relationship were the supervisor's style, degree of mutuality e.g. mutual empathy and empowerment. Gunn and Pistole (2012) identify how this strong supervisory relationship facilitates effective trainee behaviour e.g. self-disclosure, which in turn ensures goals and purposes of supervision are met.

A critique of developmental models posited by Hill, Charles and Reed (1981) found that only supervised trainee experience rather than previous non

supervised counselling experience (i.e. experience/ professional developmental stage) accelerated clinical development during training. This finding implies that developmental changes are more associated with the supervisory relationship rather than an integration of a professional identity that comes with experience.

Clarkson (1994) refers to how the issue of parallel process is of concern when supervision is deemed as bad or experienced as harmful to the supervisee.

Such concern exists as supervisees will re-enact processes with clients that have been experienced in supervision.

Central to current psychodynamic thinking is that strong therapist interactions are meaningful, instructive and central to the therapeutic relationship. Likewise the same informative element can be utilised from supervisory reactions. Streat (2000) noted that supervisors' affective reactions related to supervision and the supervisory alliance were often missed and problems were attributed to the supervisee; implying a within supervisee mind-set rather than a relational based understanding of supervision.

It is important to study the same aspects of the relationship based on supervisors' and supervisees' perspectives as Counselman and Abernethy (2011) identify how supervisors can experience powerful emotions in relation to their supervisees and the presented material. This reaction can be a result of multiple causes, for example paralleled process interactions, the interplay between supervisor and supervisee developmental stages, over identification or emotions such as anger or anxiety.

The implication of ineffective supervision might be that trainees do not develop the professional skills and professional identity to the degree and rate at which their potential allows for (Worthen and McNeill, 1996). This is of particular

importance because it could impact on the sustainability of the profession as well as the wellbeing of clients.

1.8: Research Aims

This study will aim to bridge a gap in the research by exploring the processes within the supervisory relationship between UK based trainee educational psychologists in year 3 and placement supervisors. It will do so by seeking newly qualified educational psychologists' retrospective accounts of their supervision as year 3 trainees. Criteria for training programmes as outlined in 2007 by the DECP training committee (DECP, Professional supervision: guidelines for practice for educational psychologists, 2010) states that lead supervisors of trainees shall normally be qualified as educational psychologists for at least 3 years. Therefore participants who are providing retrospective accounts of their trainee supervision will be viewing their trainee supervision experiences without the influence of the experience of being a supervisor of trainees.

It is hoped that in doing this the supervisee participants will be able to consider their experiences with a degree of objectivity as they will not be enmeshed in the relationship. Experiences specifically from year 3 trainees will be sought for multiple reasons. The nature of practicum work is different for year 3 trainees as they tend to work more autonomously with their own separate caseload and schools and have gained greater professional knowledge and experience. Therefore engagement with their practice and supervision is likely to be of a different quality. Ronnestad and Skovholt (1993) are one of many researchers who identify this difference. They highlight that the tensions arising in

supervision with 'advanced' student practitioners is in part due to the developmental stage of the student feeling both professionally confident yet insecure. Such feelings contribute to the complexity of the supervisory process at this stage. The potential complexity of the process at this stage, alongside the trainee nearing accredited professional status indicates an imperative need for good quality supervision. Good quality supervision is likely to (in part be) facilitated further from professionals shaping their practice following engagement with literature.

The study will then seek supervisors' own experiences through their perspectives on the previously gathered trainee experiences (provided by the newly qualified educational psychologists). This will allow for a broader and deeper exploration of the themes raised. In addition, gaining supervisors perspectives of 'trainee' experiences is congruent with the assumption that processes within supervision are relational.

This study aims in some way to address and redistribute the power dynamic within trainee supervision as a deductive analysis of power will occur.

Additionally both trainee and supervisor views will be gathered, however it could be incorrectly inferred that implicit in the design of the study is that the trainee experience is of more importance as it is their views that are presented to supervisors as the experiences for reflection. The study has been designed in this way as supervisors are usually in the more powerful position. This position means they hold more influence and can shape the supervisory experience, supervisee and client based outcomes.

The overall and main aim of this study is to promote understanding of the needs of trainees' and supervisors' in their relationships and therefore increase the

effectiveness of trainee supervision. This will benefit professional psychology and other disciplines (e.g. medicine) that place value on supervision.

1.9: Personal and Professional Interest

My background as a trainee educational psychologist has led me to become interested in the processes around supervision and the relationship between supervisor and supervisee. I have experienced both what I consider to be good and bad supervision and from speaking with other trainees as well as qualified members of staff I am aware that a range of experiences exist. These experiences seem to impact on the trainee's overall experience of their placement. Therefore I would like to understand more about the psychology involved in supervisory relationships, with a view to it shaping my own and potentially other's practice in supervision.

Chapter 2: Literature Review

This review will discuss some of the literature on supervision from within applied psychological practice (e.g. counselling and educational psychology). First an overview of supervision will be provided, then the perceptions/experiences of supervisees will be explored, followed by the perceptions/experiences of supervisors.

Literature was searched for through:

- 1) A Google search to access professional and governing bodies' policy documents
- 2) PsychInfo (December 2016). Search criteria used was: Journals at Ovid full text, PsychInfo, Social Policy and Practice – Multi-field search – 'Supervision' (in 'Key Concepts') 'And' 'Psychology' (in 'Key Concepts'). Limits: Abstracts, English Language and Publication year of 1996 – current. 336 results were shown. The same criteria was used to search in June 2017, although publication year was set at 2016 – 2017. 40 results were shown.
- 3) Web of Knowledge. Search criteria used was 'Supervis*' (in Title) and 'Psycholog*' (in Topic). Limit: Date 1996 – current. 351 results were shown. The same was searched for again in June 2017, with dates set as being from 2016 to 2017. 113 results were shown
- 4) A within journal search in June 2017 of: The Clinical Supervisor. Search terms were 'supervis*' and 'relationship' and were searched for 'anywhere' in the article. 634 articles were found.

5) A within journal search in June 2017 of: Educational Psychology in Practice. Search terms were 'supervis*' and 'relationship'. 244 articles were found.

Articles were selected based on their relevance to my topic of study and then their date of publication, with more recent literature being given priority for inclusion. However, I was flexible on the criteria of publication date if I considered the article to be key, or if it seemed particularly interesting (whilst still relevant). I read the abstracts of all papers in order to determine their appropriateness for inclusion in my literature review. Additionally I attempted to select literature which would reflect a range of methodological approaches. Please see table 1 below for an outline of papers used in literature review.

Table 1: Selected literature

Study: Author(s) and title	Date	Supervision Component (primarily used)	Methodology	Participant Population	Main Findings
Atkinson, C. & Woods, K. A model of effective fieldwork supervision for trainee educational psychologists	2007	Overview and supervisee perspectives	Interview and questionnaire	UK educational psychologists	Supportiveness of training was enhanced when supervisors could reduce monitoring focus. Barriers to effective supervision were related to communication, relationship and clashing perspectives
Arczynski, A. V. & Morrow, S. L.	2017	Supervisor perspectives	Interviews	American counseling psychologists	Power explored, reflexive, collaborative and transparent stance taken by supervisors. The need to explore cultural identities with supervisees discussed

Ayres, J., Clarke, A. & Large, J. Identifying principles and practice for supervision in an educational psychology service	2015	Supervisee perspectives	Discussion	Trainee and qualified educational psychologists	Effective supervision requires supervisors to access continual development activities and supervision to continually be evaluated
Bambling, M., King, R., Raue, P., Schweitzer, R. & Lambert, W. Clinical supervision: Its influence on client related working alliance and client symptom reduction in the brief treatment of major depression	2006	Overview	Experimental (RCT)	Australian qualified psychotherapists and supervisors	Significant positive effect of supervision conditions
Bartle, D. Deception and delusion: The relational aspect of supervision explored through Greek mythology	2015	Supervisor perspective	Case study	UK educational psychologist	Supervisor can projectively identify with trainee. Objectivity needed
Britt, E. & Gleaves, D. H.	2011	Supervisee perspectives	Psychometric questionnaire	New Zealand, Trainee clinical psychologists	Collaboration and mutual understanding is the best predictor of satisfaction with supervision
Dow, D. M., Hart, G. M. & Nance, D. W. Supervision styles and topics discussed in supervision	2009	Supervisee and supervisor perspectives	Survey	American counseling doctoral degree students in role of supervisor for counseling master degrees students who were supervisees	Generally supervisors and supervisees agreed about topics discussed and supervisor style, though actual levels are high with frequent disagreement
Dunsmuir, S., Lang, J. & Leadbetter, J. Current trends in educational psychology	2015	Supervisee and supervisor perspectives	Survey	UK educational and trainee educational psychologists	Professional development the main focus of supervision. Practical aspects of supervision explored. Most supervision did not have model applied

Gibbs, S., Atkinson, C., Wods. K., Bond, C., Hill, V., Howe, J. & Morris. S.	2016	Supervisee perspectives	Survey	UK trainee educational psychologists	Key aspects of supervision explored. Useful factors include: safe space for authentic learning and instructional support
Hess, S. A., Knox, S., Schultz, J. M., Hill, C. E., Sloan, L., Brandt, S., Kelley, F. & Hoffman, MA. Pre-doctoral intern's nondisclosure in supervision	2008	Supervisee perspectives	Interview and psychometric questionnaire	American counseling interns	Reasons and content for nondisclosure varied depending on quality of relationship with supervisor. Although regardless of quality of relationship supervisees withheld from disclosure due to fear of evaluation
Hill, V., Bond, C., Atkinson, C., Woods, K., Gibbs, S., Howe, J. & Morris S. Developing as a practitioner: How supervision supports the learning and development of trainee educational psychologists in three-year doctoral training	2015	Supervisee perspectives	Interviews	UK trainee educational psychologists	Key themes for supervision across year groups were: developing professional learning and professional role, responsiveness to developmental learning needs, sensitive management of emotional aspects of learning, developing critical analysis of professional work, meta-analysis of professional activity and professional role. Developmental model applicable to findings
Holloway, E.L. Developmental models of supervision: Is it development?	1987	Overview	Review/ position paper	Multiple (e.g. social work and psychology	Critique of research relating to developmental models of supervision. Relational aspects need exploration
Karel, M. J., Altman, A. N., Zweig, R. A. & Hinrichsen. G. A. Supervision in professional geropsychology	2017	Supervisee and supervisor perspectives	Survey	American geropsychology doctoral supervisees and	Supervisors perceived supervisees to experience difficulty more than supervisees did. Observation

training; Perspectives of supervisors and supervisees				geropsycholog -y supervisors	of and modeling from supervisor was useful. Supervisors did not particularly value supervisor self-disclosure or exploring diversity issues with supervisee
Kilminster, S. M. & Jolly, B. C. Effective supervision in clinical practice settings: a literature review	2000	Overview	Review	Multiple clinical professionals	Relationship is the most important factor in effective supervision
Kreider, D. Administrative and clinical supervision: the impact of dual roles on supervisee disclosure in counseling supervision	2014	Supervisee and supervisor perspectives	Survey /questionnaire	American mental health professionals	Supervisor disclosure explained supervisee disclosure even when dual roles held
Mangione, L., Mears, G., Vincent, W. & Hawes, S. The supervisory relationship when women supervise women: An exploratory study of power, reflexivity, collaboration and authenticity	2011	Supervisee and supervisor perspectives	Interviews and observation	American student applied psychologists and their supervisors	Relational aspects are key and important features include reflexivity, collaboration and authenticity
Norberg, J., Axelsson, H., Barkman, N., Hamrin, M. & Carlsson, J. What psychodynamic supervisors say about supervision: freedom within limits	2016	Supervisor perspectives	Interview	Swedish psychodynami -c therapists	Supervisors work to foster supervisees' individual styles. Providing supervisee with feedback can cause strong emotional reactions for supervisee
Sant, M. & Milton, M. Trainee practitioners' experiences of the psychodynamic supervisory relationship and supervision; a	2015	Supervisee perspectives	interviews	UK trainee therapists undergoing psychodynami -c supervision	The 'real relationship' was prevalent in participants talk as was a nurturing relationship. Challenging dynamics discussed

thematic analysis					
Tromski-Klingshirn, D. & Davis, T. E. Supervisees' perceptions of their clinical supervision: A study of the dual role of clinical and administrative supervisor?	2007	Supervisee perspectives	Survey/questionnaire	American counselling professionals working towards independent work	No significant difference in supervision satisfaction between those who had dual supervision and those who did not
Woods, K., Atkinson, C., Bond, C., Hill, V., Howe, J. & Morris. Practice placement experiences and needs of trainee educational psychologists in England	2015	Supervisee perspectives	Interviews	UK trainee educational psychologists	Themes arising relating to supervision were: context and governance, supervisor qualities and characteristics, management and practical arrangements, models and processes, educative development, supportive and affective dimensions, outcomes. Trust and security in supervision defined as being important
Worthen, V. & McNeill, B. W. A phenomenological investigation of good supervision events	1996	Supervisee perspectives	Interview	American trainee counselling psychologists	Supervisory relationship a key component. Good relational attributes outlined. Supervisor self-disclosure is important

2.1: Supervision

Supervision is recognised as crucial to the practice of psychology. Hawkins and Shohet (2000) state that it has 3 important functions; monitoring, evaluative and educative. The British Psychological Society's guidelines (2008) state that supervision is an activity where:

- Issues concerning work are discussed as part of a reflective process
- Work is considered by another professional
- Skills and expertise are shared

The overall aim of the activity of supervision is to maintain quality of performance and increase the practitioner's range of skill. The guidelines also outline the required nature and quality of the relationship between a supervisee and supervisor. Key requirements identified are; mutual trust, respect and integrity (British Psychological Society, 2008).

The Division of Educational and Child Psychology produced guidelines for supervision of practice (2010) that also highlighted the importance of supervision for practitioners in the field. They stated that supervision is not only necessary for high quality service provision, but that it also ensures that clients are protected legally and ethically. The report acknowledges that

“The experience of good supervision is invaluable, yet is not always experienced” (p. 2).

The guidelines also state that supervision is viewed as a psychological process. Psychological processes occur as a result of an interaction between our external (i.e. social) and internal world. Hence the 'social' element of supervision, i.e. the relationship is of value to explore and improve upon. Vygotsky (1930) identified how development within a child occurs first at a societal level, i.e. between people and then is internalised and occurs within the child. He places onus on how social interaction significantly shapes human learning and development. Thus indicating the importance of research focusing on relationships between supervisor and supervisee.

Holloway (1987) refutes more traditional developmental models of supervision and instead places more onus on relational aspects. She critiques some of the research validating developmental models, e.g. in relation to Stoltenberg's (1981) model she states that sufficient consideration is not applied to an individual's already established cognitive structures and how this impacts on their progression. The model assumes that new trainees will use rudimentary cognitive structures and conceptualisations to cope with their new position. This then implies that trainees will experience a "developmental regression" (Holloway, 1987, p 210) within their conceptual level and that it is through the acquisition of counselling skill that the trainee develops greater conceptual level. However, Holloway (1987) stated that as the conceptual level is so central to personality, being in the new role of a counsellor would have to be immensely powerful in order to over-ride individuals' previous cognitive structures. Therefore Holloway (1987) proposed that learning environments (i.e. supervisory environments) would need to be tailored to suit an individual's conceptual level rather than stage of career/training.

Additionally, Holloway's (1987) critiques are based on the limitations of the experimental questions posed in the research and the methodology employed. An example of such limitation is that individuals participating in the studies are clustered based on their level of experience. However these groups do not necessarily evidence when change occurs. Whereas if individuals were selected at random points in time, change could have been tracked across the span of events and so development could have been attributed more specifically. She also states that the developmental models as such were not generally studied, rather the supervisees' perceptions of supervision and development was therefore inferred.

Holloway (1987) also identifies that change in the trainees and change in supervisor strategies are studied. As these are from the perspective of the trainee and supervisor they are therefore primarily related to the relationship between the two rather than actual trainee development. Judgments from both parties are going to be intrinsically linked to the relationship they have with each other, so trainee development is ultimately confounded with qualities of the relationship.

Bambling et al. (2006) used a random control trial to look at the effects of differently focused supervision for clients with diagnosed depression. It was found that both supervision conditions in the study had a positive effect on client symptomology, working alliance, treatment retention and client evaluation. There was no significant difference between the supervision conditions on the outcomes. It may be that depressive symptomology was reduced through the alliance focused supervision (condition 1) inadvertently enabling supervisees to better deliver the intervention with clients (Problem Solving Therapy) rather than through increasing therapist working alliance skills or awareness. Nevertheless whether the operating variable is related to working alliance, skill in therapeutic method or indeed an interaction of the two together (e.g. increased working alliance creates the cognitive space for a greater application and utilisation of Problem Solving Therapy technique) the vehicle associated with the change is supervision. As there was no significant difference in effect found between the supervision conditions it could be speculated that the supervisory relationship mediated outcomes. Therefore it would have been useful for Bambling et al. (2006) to have addressed this potential factor through the use of qualitative data or by using psychometric tools to assess the supervisory relationship. The

researchers would have then been able to identify any mediating effects of the relationship.

Both Holloway (1987) and Bambling et al's. (2006) work identify the potential positive effects and the need to explore the supervisory relationship in greater depth as not only is research related to developmental models flawed, experimental research has indicated that supervision regardless of focus or approach is associated with outcomes.

2.2: Supervision with Trainees

It is important to look at supervision specifically with trainees due to the multiple and evaluative aspects of the role. Tromski-Klingshirn and Davis (2007) found that when receiving dual role supervision participants were wary of expressing issues for fear of it negatively impacting on their employment. It is worth noting that 82% ($N = 70$) of participants in Tromski-Klingshirn and Davis's (2007) study did not find the dual role aspect of supervision to be problematic. However this study was with supervisees in America, some of whom held a professional licence. It may be that those who did not hold a professional licence (i.e. equivalent to a trainee) were more likely to view the dual role as problematic.

It may be that in the context of UK based trainee educational psychologists' supervision (i.e. where there is an increase in the power difference) navigating a supervisory relationship where dual roles are held has more of an impact on the supervisee. Tromski-Klingshirn and Davis (2007) state that due to the dual role supervisors in this relationship hold a double degree of power, which increases the pre-existing power differential between supervisee and supervisor. A trainee (in educational psychology for example) would be operating within a relationship

where that disparity is widened further as a trainee does not hold the same rights of employment, has not yet qualified and is reliant on the supervisor to guide, teach and provide clearance to graduate.

However research by Kreider (2014) found that it was supervisors' own disclosures in supervision which significantly explained supervisees' level of disclosure and that this was independent of the nature of supervisor role (i.e. dual or singularly faceted roles). Disclosure in supervision has been identified as being a crucial factor in the effectiveness in supervision and is predicated by the quality of the supervisory relationship (Walsh et al., 2003). Therefore it can be assumed that if the supervisory relationship is impaired then specifically trainee development will be negatively affected as trainees will refrain from disclosure, possibly in part due to the dual nature of their supervisors' role Woods et al. (2015).

The research above highlights the need to gain further understanding of the supervisory relationship with trainee educational psychologists. The need is such as research has found that that supervisors operating within a dual role can in some instances negatively affect the likelihood of supervisee disclosure, particularly for trainee educational psychologists and that the quality of supervisory relationship can potentially mitigate against this (Woods et al. 2015). Kilminster and Jolly (2000) identify that the supervisory relationship is paramount to the effectiveness of supervision. Additionally Hess, Knox, Schultz, Hill, Sloan, Brandt, Kelley, & Hoffman's (2008) study found that interns in American professional counselling psychology programmes identified the power dynamic in their problematic supervision to impede their ability to make appropriate disclosures. Therefore the need exists to explore and understand supervisory relationships in the context of educational psychology training

where supervision is a mandatory process operating within a dual role context and with a significantly differentiated power dynamic.

2.3: Trainee Perspectives on Supervision

Ayres, Clarke and Large (2015) explored supervision provided to trainees, qualified psychologists and professionals from other agencies from one particular educational psychology service. The study explored supervision and found it is positively related to the quality of work, stress levels, absences and reduces client risk. Supervision being related to quality of work was also found by Bambling et al. (2006).

Similar to findings with clinical psychology trainees (Britt and Gleaves, 2011) where 90 % of students experienced their supervision to be effective, Ayres et al.(2015) found that supervision is valued in educational psychology practice. However, due to the methodological design, the study does not report the views of any of the sub groups of respondents in any depth, so meaningful experiences for trainees and other participants and an understanding of how/why supervision is valued are not gained. Additionally, because participants were all from just one service the information outlined may not represent trainees' experiences generally. Professionals may have felt reluctant to express their thoughts to the full extent as they may have felt wary of negative repercussions. Participation and information from more than one service would have been beneficial to the study. Additionally a deeper gathering and exploration would be helpful, although the study does state its aim as being to outline how national guidelines around supervision have been implemented.

The study does identify that future research can look at how educational psychology can make supervision more effective.

As mentioned previously empirical research by Britt and Gleaves (2011) has found that overall clinical psychology trainees in New Zealand are satisfied with their supervisory experiences on placement. Relational factors such as collaboration, mutual understanding, genuineness and a professional manner were significant predictors of satisfactory supervision experience. Although Britt and Gleaves (2011) research's is in line with other researchers, e.g. Mangione, Mears, Vincent and Hawes, 2011 (who focused specifically on qualities within the relationship and who also found collaboration, mutual understanding and authenticity to be key principals in effective and high quality supervision), their research was conducted in New Zealand with clinical trainees who were receiving specific cognitive behavioural supervision. Due to the different cultural and professional context we must approach generalising the findings to a UK based population of educational psychology trainees with some caution. The response rate for the study was only 60% (212 responses out of 353 requests), therefore it may be that there was a particular response bias in this study (e.g. students who were satisfied with supervision responded). Also, although the data was gathered from trainees who had completed their placement and had received their evaluations from their supervisor, they were still in the process of training and would be due to start a new placement. Participating in the study whilst still on training may have meant that they did not feel comfortable in providing responses that completely reflected their experiences, e.g. they may have provided cautious responses. Also the outcome of their evaluations by their supervisors may have biased their responses to the positive. Perspectives of supervisors would have enhanced the knowledge gained from this study.

An American study by Worthen and McNeill (1996) interpretatively explored trainee counselling psychologists' perspectives of "good" supervision events. Again the researchers found that a crucial component of good supervision was in the quality of relationship between supervisor and supervisee (as identified by many other researchers, e.g. Kilminster and Jolly, 2000 and Britt and Gleaves, 2011). In addition to the features and attributes that Mangione et al. (2011) later identify, Worthen and McNeill (1996) found that constructs and attributes that contribute to a good quality of relationship were the supervisor showing empathy, a non-judgmental stance, validation or affirmation and an encouragement to explore and experiment. Supervisor self-disclosure was found to be one of the ways in which trainees experienced acceptance of mistakes and failures, normalisation and encouragement to explore and experiment. The researchers also found that trainees experienced a sense of inadequacy. However, this sense of inadequacy actually provided for greater learning when conditions within the supervisory relationship were of the aforementioned quality. Likewise Sant and Milton (2015) found that when in a positive or satisfactory supervisory relationship a trainee was able to accept critique without feeling inferior or incompetent, therefore such conditions are conducive to growth and development. However, the converse is, as Worthen and McNeill (1996) found, that when the supervisory relationship was not effective then learning as well as professional identity was identified as possibly being delayed. Most participants (6/8) in the study indicated that they had previously experienced dissatisfaction with their supervision. Whilst Worthen and McNeill (1996) and Sant and Milton's (2015) study illuminates the effects of some relational factors in the supervisory relationship, it is not possible to gain a comprehensive understanding of effective supervision through the lens of the

relationship as only one side of the relationship has been explored. Supervisors' perspectives on the issues raised have not been gathered.

Looking at Sant and Milton's (2015) study in more depth does however provide some interesting insights from trainees' experiences of the supervisory relationship from a psychodynamic perspective. Specific research questions addressed whether the supervision was content or process led and whether the relationship was experienced as being a 'real' relationship (i.e. being authentic, genuine and allowing for themselves and 'the other' to be known and experienced). The aspect of a 'real' relationship appears to be an important but not so frequently discussed theme in the evidence base. However it is explored in literature by Mangione et al. (2011), which is more feminist in its orientation and will be looked at in more depth in this literature review (i.e. under supervisors' perspectives on supervision). Sant and Milton (2015) however found that trainees questioned their competence and were fearful of supervisors' evaluations. Concern around personal issues being explored in supervision was alluded to and sometimes supervision was experienced as being "perturbing" (p 221). The study found that for participants who initially experienced their supervision to be uncomfortable remained to do so through having challenging relationships with their supervisors. However other participants experienced their supervision positively and as somewhere where they could discuss professional and personal issues. The existence of supervisory boundaries (e.g. respect of the supervisory hour) was reported to aid this. A nurturing relationship was also helpful and was described as being one that encompassed warmth, compassion, reassurance (e.g. through supervisors normalising the challenges experienced by trainees) and where trainees felt supervisors genuinely cared for their well-being. The afore

mentioned 'real relationship' was not referred to in many or any of the accounts of supervisory relationship which were described as challenging, which implies that it is a key feature of supervisory relationships deemed as effective. Such is the apparent power of authenticity and a 'real' relationship that it can negate the likelihood of a supervisee withholding disclosure with a supervisor who holds a dual role (Kreider 2014).

The limitations of Sant and Milton's, 2015 study are that participants were still engaged in the process of training and their supervisory relationship, therefore disclosure of their experiences may have been tempered by not wishing to bias the outcome of their training placement in a negative way. They may also have not had the psychological space to reflect on their relationship with their supervisor as they were still embedded in this seemingly crucial and influential relationship. Therefore the participants may not have responded authentically and with the potential benefit of hindsight. In addition, although the study was based within a UK context, perspectives from educational psychology trainees were not sought (participants were from counselling and clinical doctoral programmes). It could be argued that although educational psychologists are not generally training on specifically psychodynamic placements, they are still relational human beings and much of the thinking that permeates case conceptualisation is psychodynamic. Also it may be that some supervisors in educational psychology would define their supervision as psychodynamic. The above issues limit the exploration of the relational issues.

Woods et al. (2015) expanded on the literature by exploring trainee educational psychologists' supervisory experiences and needs as well as facilitators and barriers to effective supervision. This was through the use of focus groups consisting of trainees from four UK based training providers. Seven main

themes emerged from the data, for example 'context and governance'; which in part indicated that trainees viewed the university as being a protector of their supervisory experience. 'Educative development' was found to be an effective and valued feature and aspects included formulation, ethical sensitivity and rehearsing scenarios with the supervisor within this. Trainees also found supervisor observation of them in role to be beneficial, which implies trainees experienced their relationship with their supervisor to be satisfactory as they were able to develop from evaluation and critique, as also identified by Sant and Milton, 2015. Woods et al. (2015) found that participants identified observation as providing experience as well as facilitating psychological awareness of approaches used and a professional identity. 'Supervisor qualities and characteristics' was another main theme that emerged as a facilitator to effective supervision. This theme was found to be primarily centred around the supervisory relationship. Specific supervisor qualities which were distinct from the professional role of supervisor were identified as being valuable, e.g. supervisors being open to difference posed by the trainees. An openness towards difference (i.e. theoretical difference) has been found to be particularly important in ensuring disclosure amongst trainees/interns (Hess et al., 2008). Additionally, Woods et al. (2015) found that supervisors being able to evaluate when a trainee is seeking advice versus empowering trainees by facilitating their resolution of issues was important. Crucial to effective supervision and related to the relationship was trainees experiencing trust and security with their supervision. The experience of trust and security as being paramount has been replicated in literature across psychological practice (e.g. Hess et al., 2008, Gunn and Pistole, 2012). This trust and security as reported by Woods et al. (2015) was characterised by the supervisory space being perceived as

unbiased and non-judgmental. However a line management role in supervision was perceived as being detrimental to a trusting supervisory relationship for some trainees and therefore their honesty (i.e. disclosure) was impaired. Given the afore mentioned studies from Hess et al. (2008) where supervisees found the power dynamic in supervision to influence non-disclosure and the positive impact of a 'real' relationship in supervision mitigating against non-disclosure when the supervisor holds a dual role (Kreider, 2014), the onus on exploring, understanding and therefore moderating the supervisory relationship with trainee educational psychologists is apparent. Woods et al's. (2015) study does not allow for exploration of the relationship per se in such depth. Additionally whilst the study highlights some important features of trainee supervision in educational psychology it is possible that the data was somewhat limited or not as reflective of experience as it could have been. Participants in each focus group knew each other as they were in the same cohort of students. Dynamics that exist during teaching time for the students may have transferred to the focus groups and therefore participants' responses may have been inhibited or tailored to represent individual agendas in the context of their university based experience. Additionally focus group facilitators were university based tutors/trainers with the student participants. Again this is likely to have influenced the responses provided by participants as they may have not wished to potentially incriminate or expose themselves with those who are in a position of evaluating them and who potentially know professionally or personally the supervisors being referred to. The facilitators could have been perceived by participants as less objective and therefore less safe.

Hill, Bond, Atkinson, Woods, Gibbs, Howe and Morris (2015) also interpretatively explored trainee educational psychologists' experiences of

practice based supervision. They found that trainees agreed that the quality of relationship (e.g. a trusting relationship) with their supervisor was crucial in managing emotional and motivational aspects of learning and that the relationship and sharing of experiences impacted on trainee confidence. They also found that contrary to Holloway's (1987) refute of developmental models, their data indicated that the use of models, (i.e. primarily Stoltenberg and McNeill's integrative developmental model) within supervision hold relevance and applicability for educational psychology trainees and that supervisors need to be able to be flexible in the support they provide to trainees as the learning process is non-linear. However it may be that support for Stoltenberg and McNeill's model pertain as data was mapped on to it and assumed to fit, however I am unsure as to whether exceptions to the fit were facilitated and explored during interviews.

Although this study did provide some practically useful insights there were some limitations, e.g. participants were still engaging with their training when their experiences were sought. This may mean that their reflections could have been coming from an emotionally embroiled place. The power dynamic that exists within a trainee – supervisor relationship and the associated effects may have influenced participant's responses (Mangione et al., 2011). Another limitation is that data was gathered from focus groups where participants were discussing their experiences alongside their cohort. Group dynamics within the cohort could have served to enhance the quality of data gathered, however it could have also served to hinder and honest reflection, particularly as trainees may be aware that other members of the cohort may know or work with their supervisor (either at the time or in the future). Finally, supervisor perspectives would have

enhanced understanding on some of the relational processes that may occur when supervision works well.

As referred to previously, Hess et al. (2008) conducted an American based study and identified how a positively experienced supervisory relationship is crucial to a climate of disclosure in supervision. The researchers used interpretivist methodology to explore pre-doctoral intern (i.e. trainee) non-disclosure, what the nature of the nondisclosure was, why it occurred, what could facilitate future disclosure and what the impact of non-disclosure was on the students' development as well as therapeutic and supervisory relationship. How the supervisory relationship was experienced by the trainee was also assessed via a positivist framework (i.e. satisfaction of supervision and supervisor style) as this was taken to serve as a context for non-disclosure. The study found that when the trainees experienced their supervision to be satisfactory they rated their supervisors as significantly higher on constructs of attractiveness (e.g. trust and flexibility) and interpersonal sensitivity. Overall the study found that non-disclosure was frequent when the supervisory relationship was experienced as chronically problematic, where trainees felt uncomfortable or unsafe in the relationship (similar to findings by Gunn and Pistole, 2012) and when the relationship was perceived as critical and evaluative. Additionally they experienced their supervisors to be not invested and lacking in competence. In satisfactory supervisory relationships and where disclosure would occur the pre-doctoral interns described their supervisor's style as 'supportive', 'present', 'collaborative' and 'challenging at times'. The coexistence of a supportive but challenging supervisory relationship as being a beneficial and good experience can also be seen in Worthen and McNeill's (1996) earlier study. In Hess et al.'s (2008) study the nature of items not disclosed in supervisory relationships that

were deemed to be satisfactory were generally related to clinical issues (e.g. counter transference, perceived mistakes, the latter indicating a fear of supervisor evaluation, also found by Sant and Milton (2015). Amongst supervisees who were in unsatisfactory relationships non-disclosures were related to the actual supervisory relationship, fear of negative consequences due to the power differential, supervisors' attributes (e.g. theoretical orientation, age, values) and previous unsuccessful instances of disclosure.

Supervisees satisfied with their supervisor relationship stated that they felt disclosure could be facilitated by the supervisor having disclosed a similar situation themselves and therefore normalising the issue along with the supervisor picking up on the incident and explicitly asking about it. These findings lend weight to the position Mangione et al. (2011) take in that when the power in the relationship is in some form accounted for and openness and collaboration occurs, the relationship is positively impacted (i.e. associated with supervisor openness and disclosure is an implicit normalisation and collaboration/joining of supervisor with supervisee, which then alters the power dynamic as the supervisor positions themselves as closer to the supervisee).

Interestingly supervisees with satisfactory supervisory relationships did not experience their supervisory relationship to be affected by the non-disclosure. However those with unsatisfactory relationships stated that non-disclosure resulted in feeling frustrated, disappointed, and unsafe. Additionally they became less invested in the relationship and the non-disclosing event perpetuated the relationship as being problematic.

In relation to a power dynamic Hess et al. (2008) found how disequilibrium in power distribution contributes to non-disclosure by supervisees. Supervisees

who experienced problematic supervisory relationships attributed the power imbalance to be related to the supervisor being in a position of demographic/cultural dominance or the supervisor holding different theoretical/therapeutic stances and therefore expression of their own theoretical perspectives were suppressed. The issue of difference between supervisor and supervisees seem to be circumnavigated in Woods et al. (2015) by positive supervisory relationships where supervisors are perceived as being open towards difference. Those supervisees in Hess et al. (2008) study who were in positive supervisory relationships did not attribute non-disclosure to an imbalance of power. The researchers speculated that this may be because their supervisors employed a more egalitarian flexible and collaborative approach.

Hess et al. (2008) discuss how if supervisors did not recognise the existing tensions in the relationship and did not intervene accordingly then the quality of relationship diminished and distance between supervisor and trainee grew.

These thoughts are in line with Nelson and Friedlander (2001) who found that problems within the supervisory relationship remained to be unresolved.

Hoffman, Hill, Holmes and Freitas, (2005) report that supervisors also find it difficult to provide feedback to supervisees about the supervisory relationship, therefore difficulties remain.

Despite this research (Hess et al., 2008) illuminating how features of the relationship facilitate or obstruct disclosure in supervision some limitations exist, e.g. the research is conducted with 'trainees' operating in an American context and were not identified as practising within an educational or school psychology paradigm. Additionally supervisors' perspectives on events and aspects related to the supervisory relationship are not gained. It is possible that different

interpretations and perspectives may be presented if this were the case. As only the perspective from one vantage point is presented the 'relationship' is not actually explored. Dow, Hart and Nance (2009) found that although members of the supervisory dyad significantly agreed on the perceived style of the supervisor, frequent disagreements related to perceptions of the relationship do occur. This disagreement may be because different members of the dyad conceptualise the style of the supervisor differently depending on individuals' wishes and goals, e.g. a supervisee who is wanting to be directed in their work may interpret a directive teaching style as being an emotionally supportive teaching style.

2.4: Supervisors' Perspectives on Supervision

Supervisor and trainee perspectives on supervision were gathered in a questionnaire based-study by Dunsmuir, Lang and Leadbeater (2015). The study appears to provide a general overview on practical, structural aspects of supervision, e.g. the types of models used and if and how agendas were set. From the study we can see that in educational psychology practice, supervision is now significantly engaged with, provided and received and that respondents tend to mainly view supervision as being focused on professional development (as also evidenced through other research across differing domains of professional psychology, e.g. Hill et al., 2015, Karel, Altman, Zweig and Hinrichsen, 2014). However, respondents also cite emotional support and reflection as being aspects they value. Although the study had some open ended questions, many questions were multiple choice. The methodology used in this study means that a limited range or depth of response could be provided

by participants, therefore potentially impacting on the quality of data gathered. Additionally this study does not specifically explore the nature of supervision with trainees who may have different needs to that of qualified professionals, given that research has found that even within a trainee population needs appear to differ based on the stage of training (Gibbs et al., 2016). There is no indication in the study as to how trainee and supervisor perceptions interacted together, although even if this had been reported the results would not be very generalisable as only 3.7% of the 246 respondents were trainees.

Bartle (2015) used a psychoanalytic lens to reflect on his own supervision with a particular trainee of educational psychology. Bartle highlights that the relational aspect of supervision in educational psychology has been relatively neglected. He uses a single case study approach which highlights the importance of the relationship in determining practice and outcomes (also inferable by other research e.g. Bambling et al., 2006). Bartle found that his trainee would echo his voice as an 'internalised supervisor'. This 'internalised voice' may have influenced him (as supervisor) to unconsciously, projectively identify with his trainee (i.e. his trainee embodied desired/non-desired aspects of himself), which therefore meant that he was not remaining objective during supervision. Such potential projection evidences the need for supervisors to explore their conscious and subconscious reactions as identified by Counsellman and Abernethy (2011). Bartle's (2015) single case study approach holds some limitation as although it elucidates some potential issues for further exploration in understanding supervision and relational processes, it does not allow much generalisation of the findings.

The supervisory relationship has been explored in some depth by Mangione et al. (2011). The focus of this study was on power, reflexivity, collaboration and

authenticity within the relationship. One way in which these constructs are an important issue of study is that it may be that relational dynamics between the supervisor and supervisee can also appear in the relationship between supervisee and client as part of a reflexive or parallel process. Significant learning and growth can occur for both supervisor and supervisee through the exploration of the dynamics related to a parallel process (Morrissey and Tribe, 2001). Therefore supervisees can be seen to be learning and developing not just through experiencing 'inadequacy' in competence (Worthen and McNeill 1996) or through a transfer and synthesis of knowledge and skills (Hill et al., 2015), but through a process of interpersonally based reflection.

Mangione et al. (2011) found that participants did hold a reflexive stance in their supervision although supervisors did not engage with reflexivity as a routine part of supervision. However, engagement in conversations of power was low, unless issues of conflict arose. Importantly supervisors and supervisees tended to agree as to whether collaboration was present in their relationship. Across literature a collaborative approach has been identified as being a key factor in whether supervisees feel satisfied with their supervision, e.g. Britt and Gleaves (2011) found collaboration and mutual understanding to be the strongest predictor in supervision satisfaction. Dow et al., (2009) identify in their study that supervisor – supervisee agreement on supervisor's style is significantly positive, although they also identify that exploration of meaningful nuance in their findings is not possible through the realist epistemology they employed. However Mangione et al. (2011) were able to explore participants responses in less binary terms and with more depth through their qualitative methodology and therefore participants are likely to have 'agreed' on the presence of collaboration in their supervision. However, the researchers wondered whether

supervisors were truly collaborating or whether they were testing/quizzing their trainee supervisees. The researchers also noted that a 'truer' collaboration seemed to exist in parts and occurred when the supervisor joined the trainee in 'not knowing'. It may be that under this context 'truer' collaboration can occur as the aspect of power is flattened out somewhat as in that moment the supervisor can relinquish being in the position of the expert. In relation to the construct of authenticity, supervisors felt they were more open and available than supervisees perceived them to be. Self-disclosure through the sharing of mistakes, expressing genuine affect and revealing reactions to work related issues were viewed as authentic and important moments in supervision. The study's design allowed for an in depth exploration of the relational processes between supervisor and supervisee as it was interpretative in approach and each member of the supervisory dyad was invited to participate in interview. Therefore the relational aspects focused on in the research were honoured. Additionally, for each dyad, 3 supervision sessions were taped and interpretatively analysed by the researchers. This multi method approach of gathering data serves to enhance the study's internal validity and robustness. Generalisability of this study to trainee educational psychology supervision in the UK (participants in the study were clinical psychologists/doctoral students in the USA) must be with some caution as although supervisory issues may be similar across different realms of professional psychology, we cannot assume this to always be the case, particularly as the supervisors participating in this study had been nominated as being highly regarded female supervisors. Therefore a similar study within a British context and across a range of supervisors would be useful. Additionally participation in the study occurred whilst participants were still in the process of their supervision. Therefore this

may have moderated their responses, particularly given the acknowledgement of power inequalities within hierarchal structures such as supervision.

Arczynski and Morrow (2017) interpretatively explored supervision in a psychotherapy context with self-identified feminist multi-cultural (e.g. ethnicity, sexual identity) supervisors. The researchers state that no other study has explored supervision from a feminist and multi-cultural model. Relational components are inherently part of a feminist and multi-cultural approach. The study aimed to outline the properties and processes which lend itself to the approach. Managing power complexities was found to be at the heart of narratives provided and the researchers found that data indicated how to work towards best practice within a framework of diverse identities, power and social justice. Arczynski and Morrow's (2017) study compliments and builds on previous literature (e.g. Mangione et al., 2011, Hess et al., 2008) related to supervision as it discusses power not just in relation to the professional status or role of supervisor/supervisee but in relation to social demographic variables, therefore acknowledging a complexity and layering of power dynamic. Such acknowledgment and awareness of these aspects are important as the study found that when multi-cultural dynamics in supervision were not attended to, lasting harm occurred. The feminist multi-cultural supervisors in the study identified that they shared power by de-mystifying their supervisory power, the process of supervision and themselves. They did this through being transparent about the processes of supervision, their experiences of privilege and oppression and how this shapes their supervisory approaches. This openness and de-mystification goes beyond professional disclosure (e.g. Sant and Milton, 2015) or reflexive professionally based interpersonal disclosure (e.g. Mangione et al., 2011) as it can be seen as more personalised (i.e. it is related to

relatively fixed and core/intrinsic features of the individuals) and introspective. These aspects of the supervision (along with others) meant that the supervisors were allowing themselves to be vulnerable in the relationship. Additionally the tension between holding supervisory power whilst maintaining a stance of empowerment and egalitarianism was addressed and achieved through supervisors capitalising on the collaborative aspects of the relationship, e.g. both members of the dyad would be part of the process of ensuring productive learning experiences. The need for supervisors to be self-aware, examining their affective reactions (as also emphasised by Counselman and Abernethy, 2011) towards supervisees and being reflexive in their formulation and approach was highlighted by participants as protecting against harmful supervision.

Whilst this study delineates the features of a feminist multi-cultural approach to supervision its specificity may mean that it is not applicable or experienced as valuable by supervisees. Supervisees' perspectives on the approach were not sought and being in a different position of power and role may mean that they have very different experiences. It could be speculated that holding a world view (i.e. a feminist multi-cultural approach) that although may be borne from good intent and be rooted in rationale and psychological theory does not necessarily translate to supervisees' world views and preferences, e.g. it may be that an immigrant supervisee from a culture (or sub-culture) that places high regard on hierarchy may find such an approach difficult to navigate. Therefore in essence supervisees could feel the approach is imposed on them, which is the opposite of what feminist multi-cultural supervision intends to do. However it could be argued that the principals of such an approach would mean that these issues could be explored and resolution reached in the first instance. Potential

supervisees who feel uncomfortable with discussions of this nature are unlikely to choose a profession where open dialogue is likely to present in aspects of their role. Nevertheless, supervisees' perspectives on the approach are crucial in order to understand their experience. Additionally, the approach and study was in reference to psychotherapists in America. It may be that the differences in the role of trainee and qualified educational psychologists in the UK means that manifestations of power, privilege and oppression are experienced differently and there may be other aspects of the supervisory relationship that are more salient. Therefore a broader focus on aspects of the relationship in a UK educational psychology context would be beneficial.

A recent study that does investigate supervision within a UK educational psychology and trainee context was conducted by Gibbs, Atkinson, Woods, Bond, Hill, Howe and Morris, (2016). The study employed a realist orientation in order to elucidate key components of valued supervision via the use of a survey. They found that a safe base for learning was the most important component in effective supervision. Their research therefore supports Gunn and Pistole (2012) who found that trainees' attachment security to their supervisor was positively related to trainee disclosure in supervision. Additionally, in identifying the need for a safe base Gibbs et al. (2016) support literature by Fitch et al. (2010) who identify the need for supervisors to provide trainees with an attunement to and deactivation of their threat/anxiety arousal and therefore attachment activation system. In this respect the supervisor is a safe haven. When trainees' professionally based exploratory system has been reactivated (i.e. following supervisor sensitivity and responsiveness to the activated attachment system) the supervisor can then provide a secure base for learning.

Gibbs et al. (2016) found other important factors for trainees. These were having instructional support (which could mean having the opportunity to co-work) and being engaged in discussions regarding reference points for learning (e.g. professional or legal issues). The degree to which trainees required instructional support varied depending on which year of their training the participants were on (therefore lending support to the applicability of developmental models) and as the need for instructional support reduced the need for a safe base increased (as the trainee would be exploring more). The study is useful in that it validates previous research findings and provides a guideline to supervisors about what trainees value in supervision depending on what stage of their training they are at. However, the survey approach means that participants' subjective experiences were not explored in depth, although the findings do provide an initial exploration and analysis that could be taken further.

Atkinson and Woods, (2007) explored (from supervisor perspectives) what makes for effective supervision of trainee educational psychologists and what the barriers are to it. Their stance was pragmatist in that a questionnaire was formed from qualitative data gathered from focus groups. The focus groups consisted of qualified educational psychologists reflecting on their experience as a trainee. The study found that the most significant barrier to effective trainee supervision was that of difficulties in the relationship with the supervisor (therefore supporting previous literature that determines the relationship as being an important aspect to consider and as key, e.g. Holloway, 1987, Britt and Gleaves, 2011). 71 out of the 93 questionnaire respondents had experience of supervising trainees. A possible limitation of the study is that consciously or unconsciously participants may have found it difficult to separate their

experience of supervision as a trainee from their current role of supervising trainees. Therefore there is a need to further explore the lived experience of the relationship between trainee educational psychologists and supervisors.

Karel, Altman, Zweig and Hinrichsen (2014) also gathered the views of supervisors and trainees in the field of geropsychology. Their survey based study was focused on finding out what trainees and supervisors found to be challenging and helpful in supervision. They found that overall supervisor participants found the process of supervision to be rewarding and that generally supervisors shared the trainee view that co-therapy and observation (of trainee and supervisor work) were helpful strategies to use. Woods et al. (2015) also found that trainees found the process of observation beneficial. Supervisors' views differed from trainees and in some instances previous research in that they did not feel the following approaches to be significantly helpful for the trainee: 1) informal discussions prior to working on a new case 2) supervisor self-disclosure (related to client based experiences) and 3) exploration of diversity and contextual issues. A non-valuing approach to professional self-disclosure is contrary to previous research, e.g. Mangione et al. (2011), whereby supervisors were found to engage in self-disclosure and consider it a form of helpful authenticity. It could be inferred that as the supervisors in Karel et al. (2014) study did not generally view contextual and diversity issues to be of significance, then the findings of this study are different to the findings of Arczynski and Morrow (2017) who interview supervisor participants who were actively engaging in rhetoric around cultural and contextual factors. Additionally supervisors in Karel et al. (2014) study perceived trainees to experience more challenges in working with a range of client based issues than the trainees perceived, therefore affirming the need for trepidation (as stated by

Dow et al., 2009) when assuming agreeance and similar experiences/perceptions between supervisor and supervisee. Although Karel et al. (2014) appear to have gathered useful information related to both trainee and supervisor perspectives, it is limited in that again survey methodology was used which does not allow for a deeper exploration or of potentially significant nuances in the information provided. Another limitation is that the researchers identify that due to the use of statistical tests they are at risk of finding false positive effects in the data.

Norberg, Axelsson, Barkman, Hamrin and Carlsson (2016) interpretatively explored psychodynamic supervisors' perspectives of their supervision and supervisory relationship with supervisees. The study found that supervisors had multiple and opposing goals in supervision, i.e. they were encouraging of the supervisee in developing their own style, however they wanted adherence to psychodynamic theory and that when supervisors challenged supervisees position on theory the supervisees presented with strong emotional reactions. Such reactions identify that it is not just supervisors who experience an emotional affect as a result of their supervisory relationship and that reflection on this affect would likely be useful as it is for supervisors (as identified by Counselman and Abernethy, 2011).

Norberg et al. (2016) also found that a client focused approach (rather than supervisee focused) was more prevalent during supervision (i.e. supervisors were 'teaching' rather than 'treating') and their styles were non-authoritative and mutual. However during times of conflict in the relationship supervisors employed a therapist centred model (i.e. 'treat' approach).

The limitations of this study are that participants were located in Sweden, therefore findings cannot be automatically generalised to a UK based population without some careful consideration to cultural or system based differences. Different members of the research team conducted interviews with participants and although there appeared to be rigour in validating the outcomes of analysis there was no reference to the reflexive elements of the interview process and how different interviewers may have impacted on the data. All the interviewees were also supervisees and this may have impacted on the data and contributed to the focus of the talk being about the supervisee rather than supervisor. Additionally the participants were supervisors for psychotherapy trainees and although educational psychology may utilise psychotherapeutic thinking and approaches the nature of the role does hold some significant differences. Therefore supervision may need to and may be experienced to reflect this.

2.4: Conclusion and summary of contribution:

From the literature review it seems clear that supervision is valued at multiple levels for supervisees (e.g. through teaching of skill, development of a professional identity or having a space to reflect) and has a positive impact on personal/professional and client outcomes. What is also clear is that although there exists a degree of applicability for a developmental model and approach to supervision, the research it is based on is methodologically and conceptually flawed and seems to be assuming the validity of a developmental focus based on a confirmatory bias (i.e. confirming where the model fits rather than where it does not).

The supervisory relationship seems to be relatively overlooked, particularly in a UK and educational psychology based context. It is overlooked despite supervisee participants in the literature frequently citing relational attributes (e.g. trust, empathy, collaboration) as components of satisfactory supervision (assuming satisfactory supervision equates in part to effective supervision). The positive quality of the relationship also appears to be a factor that can mitigate against different approaches used in supervision, power dynamics and aspects of supervision which are known to hinder its effectiveness, e.g. the dual role supervisor and the negative effect this has on supervisee disclosure. Therefore the supervisory relationship can be seen as central to the process and effectiveness of supervision. Recent research (Ayres et al., 2015) identifies the need for exploration as to how to make supervision more effective in educational psychology.

Much of the research in educational psychology does not explore the supervisory relationship in much depth (e.g. survey methodology is used). Additionally across all fields of professional psychology most of the research focuses on either supervisor or supervisee perspectives of the relationship and does not allow for a synthesis of both perspectives, which again limits the depth at which the relationship can be explored and also implies a focus on the relationship as part of supervision rather than a focus on the actual supervisory relationship.

My study would make a unique contribution to the existing literature on effective supervision in the following ways:

- Experiences of UK trainee educational psychology supervision will be explored in depth

- Value of and onus on the dyadic relationship will be considered through the gathering of both trainee and supervisors' perspectives
- Lived experiences of trainee and supervisors' needs will be explored in relation to the supervisory relationship

Chapter 3: Methodology and Design

3.1 Overall aims

The overall aim of my study is to explore year 3 trainees' and supervisors' perceptions of effective supervisory relationships. The knowledge and understanding gained from this exploration could be potentially be applied to practice in order to increase the effectiveness of supervision for both supervisors and trainee educational psychologists as well as other applied psychologists/healthcare professionals.

The following sections will outline the specific aims and research questions for each phase of the study. The design of the study will then be discussed.

3.2: Phase 1 aims and research questions

The aims of phase 1 of my study were:

- To explore the experiences of the practicum based supervisory relationship of trainee educational psychologists in year three of their training
- To explore features of the supervisory relationship/supervision process that were helpful to year three trainee educational psychologists and potentially those features that were not helpful

Specific research questions were:

- How do newly qualified educational psychologists perceive their supervision experiences when they were in year 3 of their training?

- How well do they feel their needs were met within their supervisory relationship?
- What processes within the supervisory relationship were helpful in meeting the needs of trainees in year 3 of their training?

3.3: Phase 2 aims and research questions

The aims of phase 2 of my study were:

- To explore practicum supervisors' experiences of supervising year three trainees in educational psychology
- To explore supervisors reflections of some of the aspects of the supervisory relationship presented by newly qualified educational psychologist when reflecting on their third year of training

Specific research questions were:

- How do educational psychology placement supervisors perceive newly qualified educational psychologists' year three supervision experiences?
- How do placement supervisors experience supervision with their year three trainees?
- What do supervisors perceive as ways in which supervision and the supervisory relationship can be improved upon?

3.4: Linking of papers

Phase 1 and 2 of this study are linked in that they are both focused on the experience of supervision. As supervision is a construct and process that

involves the relational dynamic between two individuals it is important to gain both perspectives (although in order to ensure anonymity and a safe space where experiences can be reflected upon openly, participants from the same supervisor – supervisee dyad were not specifically sought). Phase 2 of the study sought feedback and perceptions on the aspects of the supervisory process and relationships posited during phase 1.

3.5: Ontology and epistemology

My ontological stance for this study is located within a relativist, social constructivist paradigm. My assumption is that each participant will have a unique experience and perception of supervision. I recognise however, that knowledge will be co-created between myself and the participant. This being explicitly through the process of my interpretation of the qualitative data (i.e. data will be actively engaged with rather than merely received), as well as non-explicitly through the reflexive relational interplay between the participant and myself as researcher. As I am exploring an ‘object’ that is not material i.e. a ‘relationship’ I am recognising that reality is created and shaped by an individual’s consciousness towards their experience and conceptual systems and it is not without context (Robson, 2002). ‘Realities’ in the context of my study are mediated by an individual’s senses and therefore needs to be explored from their perspectives (Scotland, 2012), as multiple ‘truths’ and ‘realities’ will exist. Ritchie, Lewis, McNaughton Nicolls and Ormston (2014) refer to how knowledge is known through the interpretation and reflection of observable phenomena and experience.

It is because of the subjective context driven nature of 'reality' and my interpretivist perspective that I am using semi structured interviews to gather qualitative data. The use of semi structured interviews is appropriate in my study as Yeo, Legard, Keegan, Ward, McNaughton, Nicholls and Lewis (2013) identify that it allows for the same questions to be asked of different participants, however flexibility around the order and phraseology remains. Additionally the use of a partial structure allows for a deeper probing into responses. This flexibility and ability to probe where I feel to be appropriate means that I am able to respond to the individualised experience and responses of the participant as well as engage in a deeper exploration and interpretation of individual and subjective experiences, therefore contributing towards the facilitation of a co-creation of data between myself and the participant.

I am taking an inductive epistemological approach to this study. Although my stance is that truth' is grounded in the data I am also aware that I come to the research process with my own values, experiences and theoretical knowledge which will shape my data gathering and analysis process.

Both design phases draw from interpretivism. Some of the reasons why are :1) I am exploring qualitative data with no specific hypothesis in mind and am open to what may be grounded in the data 2) my interpretation observes nuance and respects the individual position and uniqueness of each participant 3) I take a position of reflexivity because I am conscious of how I as researcher affect the data and what I bring to interpretation (Ritchie, Lewis, McNaughton Nicolls and Ormston, 2014).

I will be using a social constructivist and grounded approach to thematic analysis during both stages of my study, in that my codes will be emerging from

my data in a grounded, bottom up (i.e. inductive) way, (Braun and Clarke, 2006).

Thematic analysis has been chosen as a preferred method of analysis for a number of reasons. Approaches such Grounded Theory or Conversational Analysis require a very specific approach. Thematic analysis is more flexible in the way in which it can be applied which is one of the reasons why it is appropriate for novice researcher such as myself. Methodologies such as Interpretative Phenomenological Analysis (IPA) or Grounded Theory would not be appropriate due to the data needing to be analysed explicitly in relation to psychological or a previously generated theory (Braun and Clarke, 2006). It could be argued that a Thematic analysis as an inductive approach more 'truly' allows for participants' experiences to be psychologically understood as their experiences are not moulded around and imposed on a theory. Additionally IPA seeks to explore how specific phenomenon (i.e. the context of the phenomenon) are experienced within a wider area of study occurs (Creswell 2007), e.g. a phenomena of 'conformity' within the supervisory relationship, whereas my study is exploring the supervisory relationship more broadly.

Both the nature of the study and process of data gathering and analysis means that social experience and interplay will mediate and create meaning/knowledge, i.e. the participants responses will be affected by both the other member of their supervisory dyad and myself, as well as my interpretation of the data being shaped by my own background and experiences (particularly my own experiences as a Trainee Educational Psychologist). Therefore my data will be a subjective co-creation between myself and the participant hence a perspective of social constructivism (Crotty 1998).

Overall I hold an ontological world view of social constructivism, in that depending on the focus of study my perspective of what constitute 'truth' differs. Although this study is relativist in orientation, phase 2 uses a stimulated interview process which in itself could be used to formulate a degree of 'truth' and add some knowledge from a realist perspective. However I am reluctant to position phase 2 as holding an ontological perspective of subtle realism (Blaikie, 2007) as I believe that in relation to the main research aims of my study the relativist centred findings lend themselves to knowledge construction more.

3.6: Transparency

I am a researcher who is in the 3rd year of my training and who has previously encountered what I have experienced to be non-effective supervision. This experience will undoubtedly be a factor in my choice of research topic alongside intellectual motives. However it is likely that most researchers will hold an affective component towards their area of study.

As an individual who is in the midst of experiencing my topic of study and who has previous unsatisfactory supervisory experiences, I am aware that in terms of symbolic interactionism I will be having an effect on the way in which participants construct their thoughts and experiences. I am also aware that my interpretation of data will be biased by my history and individual context. In order to ensure that I was not allowing my experience of negative supervision to compromise my open exploration of participants' experiences I remained conscious of attuning to participants' experiences and seeking out their positive experiences. Despite my study being interpretative I have put additional measures in place to counteract any significant biasing effects (detailed below)

and coming from a subjective social constructivist perspective, I feel that my awareness of how I potentially impact on the data serves as a protective factor in ensuring that I am eliciting and representing participants' beliefs as much as possible. The reason for putting in place verification procedures is to negate any potential unconscious agendas I may have due to my particular history.

I understand that in addition to affecting the data and data interpretation by being a subject of the chosen topic area (i.e. a year 3 trainee who receives supervision and has experienced a negative supervisory relationship), I have other explicit demographics (e.g. being female and of an ethnic minority background) which are likely to evoke conscious and unconscious reactions in my participants.

3.7: Ethics

Ethical approval was gained from the University of Exeter's Graduate School of Education (see appendix 1).

Ethical consideration was applied in the following ways:

- I approached and initiated a participation request with one participant I already knew during phase 2 of my study. I was conscious to be sensitive when asking this person if they would like to and are able to participate, as I did not want them to feel coerced
- Before I met with participants for interview they were provided with an information sheet detailing my project and what their potential participation would entail (see appendix 2).

- My contact details were provided to participants (on the information sheet) should they wish to discuss or clarify anything about the study and their participation.
- Immediately prior to each interview starting I re-iterated key points about the nature of my study, my role and their participation, issues related to how I would maintain confidentiality except if an instance arises which causes me to have a safeguarding concern and preserve their anonymity during the write up of the study (by changing their names and any identifiable information). This information and the positioning of the interview as a formal act is likely to have served as a reminder of the nature of the meeting and helped to reassure and create/maintain boundaries with those participants I already knew (albeit in a largely professional capacity). In addition I ensured that all participants were aware that they could withdraw or take a break from the data collection at any point. They were also asked if they would like a copy of their transcripts to read through (once transcribed) and were made aware they could withdraw their data from the analysis and write up of the project at any point before submission. I feel this information I provided to my participants prior to starting and recording the interview will have helped reduce likelihood of participant over disclosure (particularly with the participants I knew) and any consequential feelings of worry, fear or regret. The opportunity to read transcripts allowed participants the opportunity to reflect on the details of the interview and potentially withdraw data e.g. if they had felt they had over disclosed and were now not comfortable with it. I addressed potential feelings of vulnerability by discussing the potential openly with participants and reminded them they

could terminate the interview at any point or take a break. Written consent was then sought (see appendix 3).

- During the interview I remained vigilant to any negative feelings the participant may have been experiencing and I altered my responses appropriately. At times I asked the participant if they wished to proceed as I was conscious that we were approaching or had extended over the amount of time that I had informed them it would take.
- In order to ensure that I was not making assumptions or imposing meaning based on my own experiences and a priori knowledge of not only the supervisory context but also participants' individual situations, I asked participants to expand on and clarify their talk, e.g. "can you tell me more about that"
- On two occasions during phase 1 interviews two participants (one of whom I held a dual relationship with and one of whom I did not) disclosed what could have been viewed as useful and powerful information after the audio recorder had been turned off. This indicates a wish to speak about their experience but for it to not be officially recorded. I responded to the participant and when appropriate I asked if they would like the information to be used. I did not use the information they provided at this stage out of respect for their position.
- At the end of the interview I gave participants the opportunity to debrief and asked them how they found the process. I also asked them to be conscious of their own wellbeing and to seek support from friends, family, peers, or their GP if they felt they needed to.

- Interviews occurred in a private room where the participant said they felt comfortable to speak. One interview occurred outside in a secluded area.

The participant stated that this was her preference.

In terms of storing participants' data, interview recordings were securely stored on computer file. They were deleted from the audio device once they had been transcribed. Transcribed documents were password protected, and photographs of how participants ranked the themes (in phase 2) were not named and were deleted once I had noted the findings.

3.8: Insider researcher

Some participants were known to me (i.e. three out of seven in phase 1 and three out of six in phase 2) through the academic component of my professional training course and through being colleagues on my placement. Therefore a dual role existed in the relationship. This dual role poses an impact on ethical considerations as well as trustworthiness and quality of data.

When knowing participants outside of an interviewer – interviewee relationship additional ethical considerations arise. McConnell-Henry, James, Chapman and Francis (2010) identify that in such a situation the participant could feel coerced into participating. I was conscious and considerate of this when discussing participation with those I know. Additionally all three of the participants I knew in phase 1 of my study approached me and volunteered their participation and in phase 2 two of the three participants known to me volunteered their participation without me instigating the request.

McConnell et al. (2010) also identify that participants who are known to the researcher can potentially begin to mistrust the process and feel the interviewer

to have an ulterior motive. Therefore the participant is less open in the data they provide as they fear potential negative consequences. This may have been particularly so for the participants I knew as we shared mutual colleagues and acquaintances. Additionally participants known to me may have 'over disclosed' as a result of me being familiar to them. However, as previously mentioned although I knew some of my participants I consider them to be professionally based relationships and interviews occurred just once with each participant. I was clear about the nature of my role and the purpose of our meeting. I also emphasised that I would be holding my participants anonymity and confidentiality. These points not only re-inforce and make explicit the parameters of the interaction for myself and the participant but were also an attempt to reassure my participants that I am acting within the role of a researcher rather than colleague/acquaintance/fellow student and therefore I would preserve their trust. Additionally I debriefed with participants after, asking them how they found the interview process and used my psychological skills to assess and potentially help regulate their emotional state.

In terms of quality of data it could be that knowing some of my participants positively impacted on the quality of data gathered as data quality is largely contingent on the rapport that I as an interviewer am able to build with the participant. As I knew some of my participants and they had volunteered and consented to participate in my study it can be assumed that the initial stages of rapport building will have been pre-existing and the data would reflect this. The participants I knew were likely to be trusting of the relationship and situation and therefore actively 'participating', possibly upon the point of entry to the interview' (McConnell-Henry et al., 2010). Conversely it could be that through the pre-existing dynamics between myself and my participants and a potential concern

over loss of anonymity/confidentiality, their participation would have been thwarted and the quality of data negatively impacted.

The above ethical and data quality factors impact on the trustworthiness of the data I gathered, however also impacting is the effect of my dual role and a potential conflict in roles. The duality means that I could at times have been responding to my participant and analysing their data outside of my role as a researcher and with my a priori knowledge of the individual and the situation, as identified by McConnell-Henry et al. (2010). It is possible that at times my participants discourse resonated with me and evoked an affective response that was related to my own personal experiences as a trainee who receives supervision. These factors are likely to be additional reflexive factor that shaped the responses the participants provided. However as I am co-creating the data with my participants I acknowledge that my position will to some degree influence and shape my findings and that my data is context specific.

Despite this acknowledgement and in order to enhance the trustworthiness of my data and findings I applied conscious awareness towards maintaining my boundaries with participants during the interview as well as awareness of my potential biases when analysing the data. During interview I ensured that I was asking participants to expand and provide further explanation on their responses. Following my interpretation of data I asked a colleague to verify my interpretation (detailed under section 4.3). Therefore I attempted to reduce the imposition of any of my own unjustified assumptions and understandings of participants perspectives.

In order to create some distance from the data I was gathering and process/respond to any bias I engaged in supervision with my research

supervisor and kept a reflective diary. Pertinent points from my reflective diary are detailed under the methods section for each phase. Additionally, post viva and following further reflection and engagement with literature pertaining to being an 'inside researcher' (Green, 2014), I re-analysed my data with an enhanced awareness of my position and the impact that this could have had on my interpretation. From having this critical awareness towards my interpretation I have reflected possible biases in the write up of my findings.

It is important to note that although knowing some of my participants brings with it additional challenges in terms of ethical considerations, potential quality of data and trustworthiness, it also could be a facilitator in the gathering of rich data. In addition, trustworthiness could be enhanced as my a priori knowledge of the context is brought and assimilated into my interpretation which could be providing me with a more accurate understanding of the participants' experience (Greene 2014). Without feedback from participants it is not possible to identify how my dual role impacted on the data they provided or my interpretation.

Chapter 4: Phase 1 method

4.1: Participants

Participants were accessed through:

- Newly qualified educational psychologists I know through the university of Exeter volunteering their participation
- Contacting training providers and asking them if they would distribute my request
- Calling up services and asking if they could distribute my request

I gained access to seven participants who currently work in seven different services/businesses (one of whom works privately) and who trained in four different institutions. All participants were trained in and work either in the South East or South West (UK). Six participants were female and one was male. I had dual relationships with three participants; I knew them in a largely professional capacity through the professional training programme. I had no prior relationship with four of the participants. Four of the participants had a different supervisor from their Year 2 training to Year 3

4.2: Data Collection

Semi structured interviews were used to create data with newly qualified educational psychologists (NQEP) who were reflecting on their relationship with their placement supervisor during the third year of their training. The interview schedule was designed based on my own experience of the supervisory relationship as well as my understanding gained from relevant literature. Questions were designed to be broad and open. I used probing and prompt

based questions in order to elicit further details from the participant (Ritchie et al., 2014). The semi-structured interview schedule can be found under appendix 4.

I piloted the interview on a non-psychologist friend who had undertaken a form of professional training and had been supervised. She indicated that she found it difficult to remember aspects about the relationship for a large part of the interview and although she was aware of the nature of the questions she had been surprised by the “jump” straight into the relationship. Therefore as an amendment to the interview schedule I asked (at the start of each interview) participants some questions related to supervision generally e.g. ‘how often did you have supervision’ and ‘were any models used’? This I believe helped cue and settle participants into the process.

Interviews lasted in between 45 and 70 minutes and I travelled to either participants homes (i.e. those participants who I already knew) or their places of work. Prior to starting the interview I explained the nature of my role as researcher and the nature of both stages of my study. We discussed issues related to anonymity, confidentiality, safeguarding and any queries the participants may have had. Written consent was then gained.

After the first two interviews with participants I decided to have a visual aid in the form of a pictorial cue and two printed definitions of the concept of ‘relationship’ and of the nature of my focus of study (see appendix 5). This is because although ‘hard’ processes of supervision (e.g. structures like frequency, location) and the ‘act’ of supervision are intrinsically bound to the supervisory relationship I felt that participants were focussing primarily on these aspects, despite my reframing of questions to more explicitly focus on ‘soft’

processes (i.e. how they experienced the relational aspects). The interviews were audio recorded.

4.3: Data analysis

Although I have taken an interpretivist perspective which accounts for knowledge being co-constructed between participants and myself, I have put in a process whereby my interpretation has been validated by a peer. A sample of my findings were anonymously presented to a colleague who read through them. We discussed areas of debate or where she was seeking clarification from me. It emerged that these areas for discussion were due to clarity of information rather than an issue to do with my interpretation.

I sought transcription services for my interviews and verified the accuracy of each transcript by listening to the audio recording and reading through each transcript. The transcripts were largely correct. Corrections/additions that I made to the transcripts were minor or due to the transcriber finding some words/phrases inaudible.

Thematic analysis was chosen for the first stage of this research project as it is a theoretically flexible approach to analysing qualitative data (Braun and Clarke, 2006). Braun and Clarke (2006) argue that thematic analysis is free of theoretical and epistemological frameworks which may constrict how it is applied. Therefore, it is considered a flexible tool that can produce rich, detailed and multifaceted accounts of qualitative data. Braun and Clarke outline a six-phase guide to doing a thematic analysis. Following this approach, I considered what may be influencing my reading of and interpretation of the data so that I could be aware of these ideas and attempt to remain open to the data allowing

it to 'speak'. My previous knowledge and experience of the models of supervision and its practice meant that I had some pre-concepts of what I would 'find' in the data and I needed to remain open and reflexive to the data, acknowledging my prior knowledge and bias. My approach to analysing the data collected would be inductive (i.e. I was not trying to fit my data into a pre-existing theoretical model) and using a latent thematic analysis that would attempt to encapsulated the underlying ideas and conceptualisations present in the data set (in contrast to a semantic analysis).

Following Braun and Clarke's (2006) description of how to conduct a thematic analysis I initially immersed myself in the data by reading the interviews (multiple times) without coding them and allowing myself to think about patterns or meanings that were apparent to me. I then coded the data, placing comments or words in the margins of the text, highlighting elements of the data that could be used in a meaningful way to explore the patterns that I had considered. These initial codes were then clustered together to produce themes. Through examining these themes I refined the groupings and clusters to make more meaningful or clearer themes (merging some or collapsing others) and determined which aspect of the data the theme covered. Please refer to Appendix 6 for an example of the analysis from this stage.

4.4: Reflexive account

I found that my first two interviews were very much focused on hard process aspects of supervision i.e. the structures around supervision rather than the actual relationship and that I needed to work quite hard to elicit talk about the actual relationship. This may in part have occurred as I knew these participants

so they were in some way guarded about the relational aspect, particularly as I knew or knew of their supervisors.

It may be that participants were protecting their relationship with and their supervisor, therefore did not wish to divulge too much. Additionally they may have wanted to preserve their own sense of professional pride and value, in that their supervisors in part reflect their own development, professionalism and professional identity.

It may also be that these participants were not wanting to focus on the relationship too much (in positive or negative ways) as they knew of issues that I had experienced in my own supervision which had affected me. They therefore may have been mediating their responses based on this and any hidden agenda they may have felt me to have had. Alternatively they may have experienced some discomfort at the prospect of speaking about their relationship with their supervisors as they may have not wanted to evoke potential difficult negative feelings for me i.e. they may have been sensitive to what they perceived as my emotional needs. In this respect there may have been a more flattened power distribution in my relationship with these participants. Although it could be said that all newly qualified participants were likely to be able to easily identify with my position of being a trainee my first couple of participants knew about my historical situation and so my presence as interviewer may have brought to them a notion of their own past fragility/vulnerability and they therefore may have been attempting to distance themselves from this.

However it is not possible to determine whether difficulties in discussing the relationship were attributable to the effects of knowing some of my participants,

or whether as a novice researcher with little real life practise of my interview schedule, my underlying hesitancy was picked up on and responded to by my participants. Interviews that followed largely seemed to be different in nature (including with another participant who I knew), however I was more practised and I had additional measures (i.e. visual cues towards 'relationships' and a conscious awareness towards using the term 'supervisory relationship' rather than 'supervision') in place which may have impacted on the responses participants provided.

Overall it seems that there were two patterns in the interviews during this phase, one of which indicates that participants needed the time to be comfortable to adjust to the process of interview. The other pattern was that participants talk either seemed to reach saturation point towards the end of the interview or this is where they started to provide a real depth and insight.

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Chapter 5: Phase 1, Findings

The following main themes have emerged from the analysis process. Each extract has a quotation number attached (e.g. Q1). Below is a table detailing the main and sub themes.

Table 2: Phase 1, themes

<u>Main themes</u>	<u>Sub themes</u>
Acceptance	<ul style="list-style-type: none">- Supporting individuality- Receptivity to support- Desire for reciprocity
Holding different roles	<ul style="list-style-type: none">- Desire for closeness- Trainee vulnerability- Reduced agency
Being open with supervisor	<ul style="list-style-type: none">- A safe space- Allowing vulnerability- Protecting the supervisor
Connection with supervisor	<ul style="list-style-type: none">- More than just a trainee- Trainee – supervisor match- Desire for mutual relationship
Service culture	<ul style="list-style-type: none">- Supervisors power- Supervisors legacy

5.1: Accepting the person for who they are

The theme of acceptance arose. This was discussed in relation to multiple aspects of the relationship, but primarily through exploration of the other as an individual not just a professional. This can be seen in the sub themes of; supporting individuality, receptivity to support and desire for reciprocity.

Supporting Individuality

It was found that feeling accepted by a supervisor enabled interviewees to relinquish defences around their intellectual prowess. Paul states:

“As soon as my 3rd year supervisor said ‘that’s who you are, that’s the bit that makes you unique... Now we can disagree, she can guide me because she has had more experience. I can take that without thinking I’m being steam rolled over intellectually”. (Q1)

Receptive to support

The supervisor’s acceptance of individuality without judgement or any other agenda appears to facilitate trainee openness towards accepting their support. The supervisor is now viewed as a supportive figure rather than an opponent. Paul states:

“She wasn’t of the perspective ‘oh you should know this, you need to know this when you get into practice, or you should know this by now, I’m going to give you a 5 point quiz on what trading means’.... I’m fully aware that’s an area of my practice which is lacking, but she supported that, we had the opportunity to talk about that”. (Q2)

Desire for reciprocity

In addition to being accepted and viewed as an individual the supervisory relationship held a degree of reciprocity. It seems that through the acceptance and reciprocity in this relationship the trainee appeared to experience being humanised and was therefore able to humanise the supervisor, as evidenced through a sense of the camaraderie conveyed and through experience being spoken about in terms of “each other”.

Veronica states:

“We would catch up on things after I had been at uni... I know there was a lot for me to learn and she knew it, but at the same time there was a lot of stuff I could give... I was more than just a trainee taking everything from her, I gave back and she always helped me know that... It was like we were topping each other up with knowledge and ideas”. (Q3)

From the extracts we can see an awareness that trainees are in a position of diminished power in the supervisory relationship and that this can potentially cause a desire or fight for a more equal position. It seems that an overall narrative of ‘if you accept me then I will accept your support/power’ exists and that an intellectual reciprocity and partnership allow trainees to either feel powerful or be comfortable in the position of diminished power.

5.2: Holding different roles:

The theme of the supervisor assuming different roles was found. This was primarily discussed in relation to trainees positioning their supervisor as operating from within, professional, personal and parental/nurture based roles.

Trainees spoke about both valuing and experiencing a discomfort at these different aspects of the role, therefore a balance and moderation in the roles assumed seem desirable. The different aspects of the supervisor role can be seen through the subthemes of; desire for closeness, trainee vulnerability and reduced agency

Desire for closeness

The professional nature of the supervisory role is discussed, however this is balanced/counteracted by a degree of personal (as opposed to professional) affinity and mutuality. The use of relaxed and informal terms in the extract below i.e. “chit chat” and “catching up on each other’s week” positions the relationship as being within a context of togetherness. A somewhat flattened power distribution can be interpreted and the dyad can be seen as united in the face of an outside powerful force (i.e. “university pow wows”). Overall a notion of informality, intimacy and closeness is construed. The supervisor can also be seen to be nurturing and is described as exploring the trainee’s state of emotional wellbeing. In this respect the supervisor can be interpreted as extending a parenting figure type role.

Veronica states:

“Whether it was case information I was seeking, maybe sometimes a joint formulation and then we would just have a basic talk about that and whatever she had to discuss we would have conversations about and that mainly was around university based stuff because you know, obviously meeting the requirements of university pow wows and then chit chat, you know, catching up on each other’s week, looking at the whole SEMH element of how I’m doing on the course”. (Q4)

Vulnerability

When a supervisor is meeting the perceived personal and parental/nurture based needs of a trainee the trainee can experience themselves to be in a difficult position. This difficulty is experienced as their vulnerability is heightened through feeling exposed and fearing saying the 'wrong' thing whilst being in the precarious position of being a trainee with the associated imbalance of power. A pressurised situation for the trainee is described where the need to continually impress and manage supervisor perceptions. This situation results in the need to remain vigilant to boundaries between trainee and supervisor.

Holly states:

"Sometimes it's a bit tricky because you're not sure which territory you're straying into and you're still really aware as a trainee that you're on show and the phrase 'a two year interview' are very present in your mind". (Q5)

Reduced agency

It seems that there exists a dis-equilibrium between having a real voice whilst engaging in fostering closeness and mutuality in supervision. In this respect the trainee can be seen as being 'done to' and is not exerting self agency to shape the situation. Therefore the situation is described as the supervisor assuming the role of expert and the trainee the non-expert (or a teacher/pupil relationship). The trainee is somewhat silenced in the relationship

Holly states:

"Sometimes I felt like we could get to the end of an hour long supervision and my supervisor will have done more talking than I would have". (Q6)

It may be that as I knew this participant my prior knowledge and understanding of her as a person and some aspects of her supervision may have biased my interpretation in this instance.

5.3: Being open with supervisor

The theme of trainees being open with their supervisor was prevalent. Trainees primarily spoke about this in relation to needing to ensure and benefiting from conditions that showed them that there were protected from negative consequences of being too open or disclosing to their supervisor. This was reflected in the sub themes of; A safe space, trainee vulnerability and protecting the supervisor.

A safe space

It can be interpreted that a trainee is able to show their professional vulnerability when a safe supervisory space is created i.e. one which does not perpetrate the notion of pressure or expectancy from the supervisor or a negative judgement.

Veronica states:

“She doesn’t have a way about her where she thinks ‘oh my gosh’ you’re in year three, you should know that’... so there’s nothing around ‘you should have done this’. It’s more providing you with the opportunities to learn”. (Q7)

Veronica also states that having a supervisor who was similar to her in terms of demographic features and background and therefore understood her enabled disclosure and open conversations. She states:

“They know what you’re bringing before you even sit down and bring it, which was really useful”. (Q8)

A safe base was also created when the supervisor was experienced to not assume an expert role and again allowed the trainee to present as a trainee (as opposed to expert). The lack of negative judgment from the supervisor allowed the trainee to not experience the discrepancy between their professional positions of power or skills base. Marissa states:

“He was very much a senior person but he never acted that way... he didn’t ever make me feel belittled or undermined or as if my opinions weren’t worth anything”. (Q9)

Frankie indicated how a lack of interpersonal closeness, congruency in thinking about theoretical and professional aspects as well as a fit in personality meant she did not feel safe to be open with her supervisor about the challenges she faced. She states:

“I didn’t feel quite so comfortable reflecting on those things that I found hard. I just don’t think I had such a close relationship with my supervisor, just in different ways of thinking about things...maybe just slightly different personality styles”. (Q9)

Allowing vulnerability

Allowing vulnerability was identified in terms of not striving to maintain a potentially false degree of competence, which then allowed the trainee to capitalise on and enhance her access to learning opportunities. Veronica states:

“When you’re really trying to impress her, know all these different psychological techniques, theories etc. you might get a bit muddled. And then

when you remove that and then you're able to have that conversation and learning becomes a bit more fluid". (Q10)

Professional vulnerability was also allowed for when the trainee experienced their supervisor to be accepting of their position as a learner. In this respect developmental opportunities are normalised and the trainee is more able to operate from a position of authenticity. Marissa states:

"He allowed me to explore and ask questions and be incompetent at times and it was okay... Because he took that attitude it really very much felt much safer to say I don't know what I am doing here... so it made it easy for me to be myself". (Q11)

Protecting the supervisor

It was described how a trainee can experience a supervisor to be unlikely to be able to cope with the addressing of an issue within the relationship. Therefore the trainee can be seen to be protecting her own position and ultimately her supervisor's feelings whilst compromising on her own. Holly states:

"I think my manager at the time and my supervisor would have found anything that I had said about the interpersonal relationship really difficult to manage and hear". (Q12)

It was found how disclosing aspects of the supervisory process or relationship was easier when a tool, such as reference to a framework or structure was available to the trainee. Such a tool seems to serve as a method to depersonalise the 'feedback' and not cause potential offense. The tool or structure allows the trainee to have a voice as the use of a framework/structure creates the dynamic where her voice is requested. Claudia states:

“We reviewed the supervision contract maybe in January... I think having structures makes me feel easier about giving feedback in that way”. (Q12)

5.4: Connection with supervisor

The main theme of connecting with a supervisor arose as being a valuable feature of the relationship. It was primarily spoken about in relation to trainees valuing meaningful engagement in their relationship with their supervisor. The emerging sub themes were; being more than just a trainee, trainee – supervisor match and desire for mutual relationship.

More than just a trainee

A good rapport was found to facilitate connection with the supervisor. Helpful in building this rapport and connection was the trainee experiencing the supervisor to be interested in and considering them at an individual level and as a whole person, rather than just purely in the role of a supervisee and trainee. It seems important that the supervisor considers the trainees life outside of placement hours and that this helps the trainee feel nurtured and cared for. Veronica states:

“So chit chat, it’s how are you doing on the course, what have you been up to, how’s life, how is home, like that type of background stuff... It was a really nice feel to the supervision... I remember when my supervisor asked me ‘Veronica, do you want a lift home, or do you want a lift to work’. It’s that which helps to bring that bond even stronger”. (Q13)

It can be also be seen that when a trainee experiences being connected to the supervisor the trainee feels liked as a whole person (i.e. their personal not just

professional selves are involved). The trainee experiences the supervisor as genuine and authentic and these factors seem to diminish the evaluative gate-keeping role of the supervisor. Ellen states:

“I think that’s really important that personal aspect, feeling like somebody likes you and trust you and I suppose I felt like she was rooting for me, I felt like she wanted me to do well, she wasn’t looking for me to slip up”. (Q14)

Trainee – supervisor match

Connection is seen to be facilitated by a similarity in background or a personality fit with supervisors. This helps to help de-formalise the relationship and in doing so reduces the negative impact of the hierarchal relationship (e.g. stress or anxiety). It seems that under these conditions the relationship serves as a containing base for trainees who are then able to internalise this relational dynamic to the wider system as well as engage in an additional layer of reflective practise.

Veronica states:

“I think it’s good when a trainee and supervisor have some type of similarity... You can have those jokes that only someone from that background might know... And then you start to feel quite relaxed...it’s that what you’re taking outside to the people you’re working with... It’s also the experience you might have as a [participant’s social demographic feature] in society or as a [participant’s social demographic feature] going into schools and what that brings with it”. (Q15)

Trainee – supervisor match

Connection in terms of a personality fit can also be seen. Such a personality fit is viewed in terms of the trainee being able to view the supervisor as a whole person i.e. in roles other than that of a professional supervisor. The trainee – supervisor match is positioned as being an organic and natural product of two individual people rather than purely professional parts of one's self. Marissa states:

“So I think we just got on really well as people. We could talk about lots of different things, not just work related, so I guess I'm talking about things that weren't in the 1 hour 30 min supervision... So there were different aspects to our relationship very much”. (Q16)

Desire for mutual relationship

A mutual relationship with the associated sense of reciprocity can be seen to be desired and valued. This mutuality is experienced when the trainee experiences the supervisor to be authentically interested in them and interested in fostering a more meaningful relationship (e.g. conversations going beyond “small talk”). A more meaningful and mutual relationship is fostered by the supervisor sharing aspects of themselves. The trainee then can seem to experience feeling that the supervisor equally gains from the relationship. Marissa states

“I think it goes beyond small talk... I think we can all be pleasant to our colleagues, but I think he was very happy to ask that next question... He told me things about himself... we just seemed comfortable with each other to take conversations beyond the normal pleasantries (Q17)

It was also described how feeling connected to the supervisor can evoke mutual and reciprocal feelings of care, consideration and protection from the trainee and that perceived supervisor's distress can become trainee distress. Ellen states:

"Well I feel quite protective of you, you care for me, you help me, you supervise me, you go above and beyond... I felt very loyal to her. I think I did say to her in supervision; I find it difficult to see, I don't like to see somebody giving you the cold shoulder, I don't like to think of you being forced out of somewhere you've worked for a great number of years". (Q18)

5.5: Service culture

The supervisory relationship was found to be positioned within the main theme of service culture. Trainees spoke about this in relation to how a supervisory relationship inevitably shapes their experience of a service and the development of their professional self. The emergent sub themes were; Supervisor power and supervisor legacy.

Supervisors' power

It was found that support towards the trainee can be impaired if the supervisor's own power is reduced and the supervisor is not perceived to have a voice within the system of the service and wider power structure. In such an instance the trainee can feel negatively impacted. The trainee was able to return to a place of containment however. This was due to the supervisor's inherent acceptance, regard and therefore validation of the trainee and the trainee's own resource of being able to rationalise, attune to and empathise with the supervisor's

diminished position of power. An open dialogue between supervisor and trainee seems to resolve and avert potential long term ruptures within the relationship.

Paul states:

“I felt that my supervisor couldn’t really fight my corner because she was in the internal politics of authorities being what they are. I felt that she couldn’t, but we discussed it and she understood my position as she accepted that my position was not purely an emotional position, it was based on me looking at things rationally... I suppose at the time I felt a bit adrift”. (Q19)

When the supervisor experiences a limit on their professional power, it can transfer to the trainee, who then seems to embody a helplessness which seems to mirror the supervisor’s helplessness. Paul states:

“She hadn’t overtly said ‘I can’t act on this in the way you right now think I ought to act on this’, but I understood, I got the internal relationships and dynamics in that service... I didn’t expect anything more”. (Q20)

In contrast, the supervisor’s voice can be seen to be helpful when it can permeate the power structures of a service and help manage the dynamics of service and university demands. In this light the supervisor can be seen to be advocating for and protecting the trainee and using her power in place of a trainee’s position of diminished power. Veronica states;

“Ok, look Veronica and all the trainees only do a point 5 in their second year and a point 6 in their third year and they might not be able to do that because they might be handing in their second draft of their thesis, so if an EHC comes up they are not going to be able to do that”. (Q21)

However the supervisor assuming this powerful role of advocate and protector can also pose some tension for the trainee as the trainee starts to desire a wider remit for placement supervisor influence. It seems the trainee intellectually recognises that boundaries exist which serve to limit how far the supervisor's voice can legitimately extend, however emotionally she feels her supervisor could and should protect or fight for her. Veronica states;

"Sometimes I felt it would be really nice for me to see her be directly challenging difficulties that I had, possibly with other members of (university) staff, but then in bringing it back she was my supervisor, she's my placement supervisor". (Q22)

Supervisors' Legacy

It was recognised that a supervisor's approach is influenced by the supervision modelled to them in their own supervision, indicating a top down transmission of effective practice which is cyclical and replicative in nature. Such a legacy can be seen to occur due to supervision operating privately between two people and away from the scrutiny and influence of others. In this respect, practices and processes are unchallenged and become normalised. Veronica states;

"If someone sees a supervisor and they haven't had good supervision they're bringing that into supervision and thinking 'well that's what supervision looks like' and then you can get a cycle of that happening". (Q23)

A supervisor's voice can also be seen through their legacy, the legacy being the trainee's practice. The trainee appears to be significantly and positively impacted by her supervisor and pledges an almost unconditional regard and faithfulness to the supervisor and his practice. Marissa states;

“There’s only a couple of people in my career so far who have stood out as people who I consider as mentors and he is one of them. He is very influential and I can’t imagine that stopping”. (Q24)

Chapter 6: Phase 1, Discussion

From the findings of phase 1, a number of themes emerged. These were: 1) feeling accepted, 2) the supervisor holding multiple roles, 3) being open with the supervisor, 4) feeling connected to the supervisor and 5) service culture. I will now related these themes back to the literature

6.1: Acceptance

Feeling truly accepted and valued by the supervisor seemed to be an important theme. In feeling accepted the trainee was able then able to concede to the supervisor's power and be open towards the process of learning and development. Feeling that personal attributes and idiosyncrasies were not accepted would potentially lead the trainee to experience rejection of their professional value.

Rogers (1962) defined how the holding of unconditional positive regard towards a client is a therapeutic vehicle for growth. Although supervision is not therapy it does have some components which can be therapeutic and restorative.

Amalgamating the study's findings with a concept of Rogerian acceptance means that the ensuing and inevitable valuing of who the trainee is and what they can bring allows for the unearthing of potentiality within the trainee. It was noted in the data that the relationship in this context became that of mutuality and a shared reciprocal learning process. Carrington (2004) identifies the benefits of reciprocity in supervision for the trainee. These include the modelling and therefore facilitation of openness towards learning new ideas and approaches as well as a reduction of tension in the supervisory relationship.

The findings in my study are in line Carrington's (2004) ideas, however expands on them in that it is the supervisor acceptance of the trainee that allows the

trainee to present with less defensiveness and more openness towards supervisor guidance. Additionally my study identifies how intellectual reciprocity allows for a perceived joining of the supervisor and trainee and a more egalitarian relationship

An environment where a trainee experiences acceptance from the supervisor is likely to help create a safe and containing supervisory context. A safe and containing supervisory context means that supervisees (i.e. trainees) can improve their clinical skills as they are able to explore professional issues openly (Sarnat, 2012). It may be that a circular relationship exists between acceptance, development of professional skill and identity and a collaborative reciprocal relationship, i.e. feeling like the supervisor is mutually benefiting from the process of supervision allows the trainee to experience greater acceptance, which in turn allows for further open engagement in the process of learning, which then means skills are developed and so the trainee has more to contribute to collaborative processes. The end result is that the supervisor then experiences the gain and values the process and the trainee. The findings from my study identify how supervisor acceptance of the trainee and Carrington's (2004) ideas around reciprocal learning are a cyclical process.

It could be that a process of being accepted and being able to engage in a reciprocal relationship with a supervisor enables an accumulation and integration of professional identity and self. Additionally the findings from my study identify how the 'real' relationship as described by Watkins (2011) may be less likely to be enabled if acceptance for the trainee is not present, as supervisor genuineness may be hindered through supervisor activation of defence mechanisms, but also that the trainee will be operating from a place of defence.

6.2: Holding multiple roles

It was found that trainees appeared to like it when their relationship with their supervisor ventured into personal and nurture/parental type roles. It could be because in doing so their supervisor was showing that they cared for and valued the trainee for more than just their professional self which is just one aspect of who they are. A positive supervisory relationship was described to operate on quite friendly and personal terms where the trainee . The relaxed, more casual and personal element of the relationship means that it was construed as being relatively equal and that those who held power were situated as outside of the relationship as the 'other'.

Kreider (2014) found that supervisor disclosure enabled supervisee disclosure even when a dual role was held, therefore indicating that supervisor features can mediate the negative impact of a supervisor holding a dual role. My research similarly indicates that supervisory features within the relationship can potentially negate the effects of the supervisor holding their dual role, i.e. administrative aspects (evaluator and gate keeper) over and above clinical (formative and restorative) aspects. My findings also indicate that operating from multiple roles enables the supervisee to feel that the restorative aspects of supervision are being addressed and met.

Gibbs et al. (2016) identify that the most important feature in effective trainee educational psychology supervision is that of a safe base which has a key constituting features of authenticity. It may be that the real relationship, as described by Watkins (2011), i.e. a relationship incorporating a position of openness and genuineness is more easily fostered (when the supervisor

assumes multiple roles) as the trainee feels that they are invited and can display aspects of their whole selves. As trainees in my study seem to value being able to operate from this framework my research therefore potentially gives credence to Watkins's (2011) proposal that the real relationship in supervision should be given more eminence.

However, whilst experiencing a supervisor who assumes parental and personal roles can be a positive thing, discomfort can exist. The discomfort appears to be intrinsically related to the position of being a trainee who is experiencing the need to perform and ensure that they are doing and saying the right thing and ultimately being the right person. Mehr et al. (2010) found that a significant number of trainee therapists in America withheld disclosure due to fear of repercussion. Findings from my study qualitatively corroborate this finding. However it is interesting that despite research indicating that the quality of the relationship and features such as empathy and mutuality can negate non-disclosure based on fear (Walsh et al., 2003) and despite trainees in my study appearing to really value their supervisor taking on more personal and parental/nurturing based roles a vigilance amongst others can still remain. In fact vigilance towards saying the wrong can actually be increased. It may be that there are other specific aspects of individual supervisory relationships which cause the holding of multiple roles to be experienced as positive or uncomfortable. It would be useful to consider Fitch et al.'s (2010) supervision attachment caregiving model in this context. Literature by Fitch et al. (2010) state that different trainees need a different attachment response by their supervisor. When anxious, a trainees' attachment system is activated. In order to deactivate the trainees' attachment system the supervisor must tailor their response to the trainees' attachment profile (e.g. more nurture, care and

support or indeed less). Findings from my study (i.e. that parental/nurture and personal based roles can be valued and can also be a source of discomfort) provides some support for exploring Fitch et al.'s (2010) attachment caregiving model further.

My study also found that a parental based role is sometimes not welcomed due to the trainee feeling lectured by the supervisor and experiencing their own voice to be compromised. The difference being that when in a more egalitarian personal relationship with peers or parents an individual would likely be more able to exert more agency in the interaction so that their own position or voice is not compromised.

Gottlieb, Robinson and Younggren (2007) highlight how multiple relationships between supervisors and supervisees (i.e. a personal relationship) can be helpful, however caution must be paid as the members of the dyad could find themselves in ambiguous situations which could lead to potentially harmful situations if the supervisor for example loses objectivity. Gutheil and Gabbard (1993) identify how a professional relationship that moves towards a personal relationship should be a cause for general concern as potential for harm is raised. As mentioned previously the difficulty is that my study has identified that a personal role has contributed towards the supervisory relationship being valued. It may be that there exists a difference between assuming a personal role and incorporating personal elements into a professional role. It may be worth supervisors ensuring that they remain aware that as evaluators they hold a greater share of the power in the relationship and as a result trainees' autonomy and agency in the relationship may be compromised.

6.3: Being open with/disclosing to supervisor

It was found that the supervisory relationship as a safe space was conducive to trainee disclosure and overall development. Feeling safe in the knowledge that the supervisor would not negatively judge potential trainee shortcomings/gaps in knowledge was helpful, as also identified by Mehr et al. (2010). However my research expands on Mehr et al (2010) and Sant and Milton (2015) who found trainees to be fearful of supervisors' evaluations. The expansion on these previous findings is that my study identifies that when a trainee is fearful of supervisor evaluations they can then also experience the demand and pressure to perform. This pressure can potentially be overwhelming and cause the trainee to misrepresent themselves and crucially not be able to access learning opportunities. It seems that a psychological state of flow can be compromised somewhat for third year trainees. A psychological state of flow is described as one where the individual is functioning at their most optimal level and are intrinsically motivated to engage in an activity which is stretching (but not over stretching) their capabilities. They are whole heartedly immersed in the activity and have lost any anxiety or self-consciousness based on social expectations (Nakamura and Csikszentmihalyi, 2009). It is likely that a space without fear of reprisal and negative judgment enables a trainee to allow themselves to be in a position of vulnerability by being open to focusing on their own learning needs, rather than being closed to such opportunities due to feeling the need to impress the supervisor.

Also important appears to be the trainee experiencing a similarity in cultural background to the supervisor. This similarity enables the supervisor to attune to the trainees unique experiences. In this respect and although only touched upon, my study expands on previously identified literature, certainly within

educational psychology whereby cultural and contextual dynamics between supervisor and supervisee have not been explored.

Being able to show vulnerability in terms of knowledge and competence and gaining the developmental opportunities that arise from such vulnerability is highlighted as important for the trainee. A flattened approach to hierarchy and normalisation of lifelong development allows for disclosure whereby the trainee displays insecurity in knowledge/skills. In holding a non-expert position the supervisor is not projecting out seniority and is placing themselves in a similar position to her trainee (i.e. in a place of learning and development). Therefore the supervisor can be seen to be minimising the power held that is based on knowledge and experience. Such a position seems to allow the trainee to “be myself”, implying that a psychological state of flow is more likely, along with being able to engage in the relationship with the crucial factor of authenticity (Mangione et al. 2011), therefore contributing to a ‘real relationship’ (Watkins 2011). Findings from my study lend support for the importance of authenticity (Mangione et al. 2011) and the need for a real relationship (Watkins 2011). However it expands on these findings by validating its importance within an educational psychology context and highlights the helpful factor of the supervisor assuming a non-expert role and displaying their own professional areas of ‘weakness’. Although Carrington (2004) discusses the allowing of supervisor vulnerability and openness towards trainees’ ideas and approaches the idea of the supervisor as a non-expert is more implicit and ingrained. My study clearly identifies that this position of non-expert can be clearly liked by a trainee and serves to empower them.

Hoffman et al. (2005) found that supervisors' found it difficult to provide supervisees with feedback about the supervisory relationship. My study found that a mutual difficulty exists as similarly educational psychology trainees experience the same. Additionally my study expands on previous research by Sant and Milton (2015) who although identified that trainees (in counselling and clinical psychology) withheld disclosure around the supervisory relationship did not identify that trainees can feel that their supervisor is not able to manage what could be perceived as negative feedback in relation to the supervisory process or relationship. In this respect we can see that the trainee perceives the supervisor as emotionally fragile in the context of the supervisory role. It seems that in avoiding such conversations the trainee is protecting the relationship from possible ruptures and any ensuing ramification in terms of evaluations on practice. Unfortunately what this means is that open and genuine communication cannot occur and the 'real relationship' as defined by Watkins (2011) cannot be forged. Again, this dynamic highlights the disequilibrium of power in the relationship and how that power pushes trainees to remain silent and walk a tight rope towards qualification. This notion implies that trainees may sometimes not necessarily be situated in a place of optimum learning and a state of flow (Nakamura and Csikszentmihalyi, 2009).

Helpfully a trainee described how being open with her supervisor and speaking about the supervisory process would have felt easier if a tool or structure was in place to use as a reason to discuss an issue. As mentioned above the power dynamic in the supervisory relationship is such so that the trainee can be seen to be silenced in raising anything that could potentially disrupt the relationship and be perceived as challenging to the supervisor. This indicates the

relationship to be non-mutual, closed and somewhat inauthentic (in that genuine thoughts and feelings are not discussed), i.e. features of 'the real relationship' (Watkins, 2011) are not present. There appears to be energy and focus towards preserving rather than evolving. Due to this dynamic of preserving rather than evolving we can see that Carroll's (2007) ideas around supervisors learning from the supervisee, being open to dialogue and thinking differently (in term of approaches, theories and the relationship) as being stilted. Therefore the supervision and supervisors practice outside of supervision does not develop and transform. The findings from my study identify that maintaining this 'stuck' status quo is actually quite important and protective for trainees, however 'tools' can potentially be used to shift this so that they can still express their thoughts and feelings but still remain somewhat protected.

It is worth considering that if this is the dynamic that exists in the supervisory relationship it is possible that in some instances the dynamic may be played out and replicated with other professionals, school and parents that the trainee works with, as part of an unconscious parallel process (Morrissey and Tribe 2001). It could also be argued that in having a genuine, open and authentic relationship with a supervisor where potential challenge can be raised without detriment to the trainee, the trainee would be practicing skills with the supervisor that can be transferred to work with clients/professionals.

Overall supervisors being able to create a safe space in supervision led to trainees feeling like they could be open with and disclose information to their supervisor. Factors that were conducive to the supervisory space being experienced as 'safe' were: supervisor being non-judgmental, accepting of the

trainee (as a person as well as a professional), having a non-expert persona, being interested in the trainee, being containing and unaffected (negatively) by what the trainee presents with, being able to put the trainees needs first, normalising unsatisfactory aspects of practice and the trainee experiencing a sense of camaraderie with the supervisor.

6.4: Connection with the supervisor

Trainees felt a good supervisory relationship to be marked by feeling connected to the supervisor. Building a rapport and being interested in the whole trainee (rather than the trainee as just a professional) seemed to be fundamental and a natural part of supervision (i.e. it is present as part of the relationship, rather than addition to). Such a component is described as a casual, non-contrived, organic feature.

It seems that seems that when a supervisor shows interest in the whole trainee they are showing the trainee that they are genuinely invested in the trainee, i.e. they are interested in the different parts of the trainee that interact in order to make up the professional. It may also be that the trainee experiences containment when the supervisor shows interest in them as a whole person as in doing so the supervisor is displaying what can be perceived as a motivation to engage and understand the trainee better, so that inevitably they will be able to attune more so. Additionally it may be that in engaging with the whole person rather than just trainee/professional the relationship appears to be and is received more informally. Likewise extending care and nurture alongside being interested in the trainee as a whole person shows the trainee that they are held in mind and genuinely cared about. Formality in the relationship is reduced

when the supervisor completes 'favours' for a trainee (i.e. something that is out of her usual role as supervisor). It could be said that with this informality comes a different experience of the power dynamic as the professional backdrop upon which power may be primarily conveyed into conscious awareness is diluted.

My research therefore expands on previous research that has indicated qualities of genuineness (Britt and Gleaves, 2011) and investment (Hess et al., 2008) as being features of satisfactory supervisory relationships. Not only does my study show that supervisor interest in the whole trainee as a person helps the trainee to feel invested in, this investment is related to feeling the relationship/the supervisor to be genuine. Additionally my study expands on previous research, much of which identifies closeness in the form of professional closeness through collaboration to be an effective feature of the supervisory relationship (e.g. Britt and Gleaves, 2011 and Mangione et al., 2011). My study expands on this notion as it appears that trainee educational psychologists' can like feeling personally close with their supervisor. The apparent importance of this feature may be unique to being in the potentially unsettling world of trainee educational psychology.

Again having a supervisor who is similar to the trainee in background was described as helpful. It may be that this similarity further alters the power distribution in the relationship as well as puts the trainee at ease and facilitates emotional/personal connection. In this sense it can be interpreted that intimacy in the relationship is fostered and in part through cultural affiliation. The sense of overall ease experienced through this emotionally close and connected relationship is described as being a sense that is then carried through into the trainee's professional work. In this respect the supervisor can be seen as influential and as regulating in the trainees emotional and experiential state,

which impacts upon work with clients. It can be seen that having open conversations about issues to do with a trainee's ethnicity and position in society along with the felt sense/lived experience that accompanies this enables reflexive thought and development. These findings are similar to findings discussed by Arczynski and Morrow (2017) and indeed affirm their supervisors' perspective, as a trainee perspective is provided. My findings from a trainee perspective are in line with Arczynski and Morrow (2017) in that there is a need for supervisors to know their supervisees as whole people who are products of and operate within a cultural context based on features such as gender or race. The findings from my study add further insight to Arczynski and Morrow's (2017) findings as it appears that the supervisor's attunement to the trainee (based on similarity and open discussion of cultural aspects) is experienced to be containing for the trainee. A parallel process, as discussed by Morrissey and Tribe (2001) is then reported to occur (i.e. openness, relaxedness and ease is carried by the trainee when out of supervision).

Fundamental to feeling connected to the supervisor was that the trainee and supervisor experienced a personality fit and as a result the parameters of their relationship appeared to extend beyond that of a supervisor and supervisee. Often the relationship is referred to as being like a friendship as well as nurturing and the trainee experiences feeling cared for and protected. Supervisor interest in trainee as a whole person can be received as genuine and the supervisor disclosing aspects of their own personal life marks a distinction between a 'mutual relationship' and 'the supervisory relationship being reciprocal'. The aspect of the supervisor disclosing aspects of their personal life as being a valued feature adds to previous literature (e.g. Britt and

Gleaves 2011) as it identifies an additional way in which trainees experience a sense of mutuality (i.e. through more than just a mutual understanding).

The supervisor in these instances is experienced to be an ally rather than a gatekeeper. This means that the trainee is more likely to be able to be operating in a psychological state of flow (as anxiety or self consciousness related to supervisor evaluations is likely to be reduced) and therefore will develop more as a professional as well as be able to provide an optimised service to clients. It may be that the development of a professional identity is facilitated when a trainee feels more connected to their supervisor. Woods et al. (2015) identified that trainee observation of the supervisor helps with trainee skill and professional identity development. However when feeling particularly connected with the supervisor this learning would likely increase. This increase would be because a supervisor is in a position of influence and is a role model, therefore when less social distance exists between the supervisee and supervisor the more the supervisee (i.e. trainee) could feel akin to the supervisor and what the supervisor represents (i.e. the profession).

Feeling emotionally connected to, supported and protected by a supervisor can also mean that strong feelings of protectiveness and a desire for justice are evoked in reciprocity if the trainee feels the supervisor is experiencing a negative emotional state. In this respect the trainee can be seen to be attuning to the supervisors emotional state and to a degree a role reversal is experienced where the trainee is taking a protective stance, one which a parent or friend would usually take. It seems that perceived supervisor distress can become trainee distress. It may be quite un-containing for containing for a trainee to perceive frailty or fragility in their supervisor, particularly if they experience a personality fit and feel emotionally close to them as it may serve

as a stark illuminator of their own vulnerability/fragility as trainee, with their lesser position of power. My findings add to Carrington's (2004) literature on the nature of reciprocal relationships as it identifies a possible disadvantage or risk when relationships hold a degree of reciprocity. Additionally Bartle (2015) reflects on how through projection he and his trainee merged and potentially became a singular being for him. It may be that in some cases this can happen for the trainee too.

Overall the talk in this theme is related to trainees wanting a mutual relationship with their supervisor where their supervisor is investing in them on an emotional and personal level as well as intellectual and professional. It could be said that when trainees perceive their supervisors and themselves to experience a personality fit that allows the supervisor to be interested in them as a whole person and their relationship to be similar to that of a friendship or nurturing role; the power that the supervisor holds is inevitable reduced. It may be that trainees seek this type of relationship with their supervisor as they are then able to operate more so in a state of flow (in part due to a more egalitarian relationship) as well as feel closer to the professional identity they are seeking through participating on their training programme.

6.5: Service culture

The support and culture of the wider service (from top down processes) is perceived to have an impact on the supervisory relationship. It was also identified how there are three parties in the room with the supervisee and supervisor. The third party is the supervisor's supervisor or experiences of their own supervision. In this respect, highlighted is the impact of learning and

patterns of influence from professionals as part of a 'family tree'. Therefore supervision can be seen in the same light as parenting patterns in that they can be reproduced as what is experienced is learned and normalised. The 'learning' of supervision through experience along with secrecy of the act means that 'good' supervision from predecessors along with a form of external review and reflection of individuals' practice of supervision is crucial in order to ensure good practice. The reference to the supervisors' own experiences of supervision in my study extends the understanding of a parallel process in supervision, as positioned by Morrissey and Tribe (2001) as it indicates that potentially a parallel process could occur from the supervisors' supervised practice to the supervision held with a trainee (rather than between the supervisor, trainee and client).

Also identified was how service related influences could negatively impact on supervision. Open discussions about service related issues affecting the supervisor and potentially the supervision were determined as helpful. This openness indicates a drive towards creating/maintaining authenticity. The process of openness and the naming of difficulties appeared to also be quite containing for the trainee. Through the naming and explicit discussion of a difficult and professionally political subject matter comes conscious awareness, therefore such openness may well have facilitated the trainees' needs to be placed first (i.e. the trainees' need to discuss the situation). The supervisor in this instance can be seen to be placing herself in a position of vulnerability, however the result of such positioning is that of containment and the protection of the supervisory process and relationship. Mangione (2011) discusses the need for openness within the supervisory relationship, therefore my study

confirms that this is feature which is valued and in addition can in fact override and repair the frustrations of trainee and their sense of an injustice.

The supervisor was also experienced to not have a voice or powerful enough position in the wider team in order to represent the trainee's needs/voice when needed. This loss of supervisor power caused a rupture in their relationship as the trainee appeared to feel let down, disappointed and alone to the point of feeling lost. In addition to the open discussions already mentioned, the supervisor showed the trainee that they understood and regarded the trainee's position. Therefore the supervisor can be seen to be (in part) applying a 'treat' not 'teach' approach, as identified by Norberg et al. (2016) who found that such approach was used when issues arose in the supervisory relationship. At core, this approach means that the supervisees' needs are attuned and responded to over and above client or service related objectives. Also helpful was the trainees own ability to attune to and empathise with the supervisor's helpless position in an authority with some complicated dynamics. A mirroring of the supervisor's helplessness in the face of a greater power (i.e. the wider team) can occur and the trainee may relinquish any expectation of justice. The potential impact of this experience on a trainee's conceptualisation of their chosen profession and professional identity is interesting to consider. Ultimately the trainee experienced their needs to not be met, their voice to not be heard, an injustice and their professional protector as being helpless and powerless which then rendered themselves to experience helplessness and powerlessness.

However when a supervisor's voice is powerful enough to be able to penetrate through other power structures it is experienced as positive. A supervisor was described as being able to manage the dynamics between university and

placement demands on the trainees' behalf. Therefore the supervisor can be seen to be protecting the trainee and could be experienced as a containing source. The containing message appears to potentially be not just that 'I am protecting you' but that 'I can protect you'. Woods et al. (2015) found that trainee educational psychologists tended to view their university as a protector of their placement experience. However in this instance my study found that the trainee viewed her placement supervisor as a protector (to a degree) of her university experience. Therefore it seems that regardless of where the protection is coming from trainees can recognise it when it exists and/or may position either the university or their placement as a protector against the other.

It seems that at times the trainee would like the supervisor's power and voice to extend and intervene in the university domain further. The supervisor can be seen to be positioned in a hero role. What this indicates is that being in the position of a relatively powerless trainee means that if a relationship with a supervisor is positive, the trainee feels connected to and protected by the supervisor then the power the supervisor holds can potentially be perceived to be greater. However when the supervisor may be positioned in the role of the saviour expectations from the trainee can become less boundaried.

A supervisor's voice can impact a trainee in a more internal visceral way, i.e. through having a long lasting impact on the trainee's practise. The term 'mentor' is used to describe the supervisor in this instance. A mentor holds connotations of someone walking side by side with another individual, is committed to them and their development and who is infallible in their regard towards them. In reciprocal motion the trainee expresses how special and unique this supervisor is in her regard for him. Such a powerful and long lasting effect from the

supervisor has not been referred to in the literature I selected and is therefore quite unique.

Chapter 7: Phase 2 Method

7.1: Participants

Participants were accessed through the following ways:

- Asking an educational psychologists I know of personally who has supervised year 3 trainees
- Supervisors I know volunteering their participation
- Asking a supervisor I know if they would like to participate
- A member of the university tutor team distributing my request to a colleague
- Calling services and asking if they could distribute my request

I gained access to six participants who currently work in four different services and who trained in four different institutions. I had dual relationships with three of the participants. I knew these participants in a professional capacity through my professional training. Three participants had supervised their trainees for 1 year (i.e. during the trainees' third year) and three participants had supervised their trainee for two years (i.e. during the trainees' second and third year). Four participants are currently supervising year three trainees and two had supervised year three trainees in the last five years. The trainees the participants were reflecting on during the interviews came from 4 different training institutions. All participants work in either in the South East or South West and were trained in the North West, South East and South West of England. All participants were female.

7.2: Piloting

Again the interview process was piloted with a non-psychologist friend who supervises trainees in another professional capacity. Due to practical reasons the interview was conducted over Skype and therefore the interviewee needed to write the themed statements out herself (rather than me presenting her with pre made statement cards that I was intending to use with participants).

Feedback from the process indicated that asking participants to write out the themes themselves could be useful. It was deemed useful as it allows participants some time to process, consider and prepare their responses i.e. the interviewee said “I was thinking about it as I was writing it”. However it does not allow the interviewee to have so much time that their responses become intellectualised and not so authentic (e.g. if I had posted them the themes and task/questions before hand).

7.3: Data collection

Following the analysis of data from phase 1 of the study, 5 themes of interest were presented to supervisor educational psychologist (SEP) participants during phase 2 as part of a stimulated semi structured interview plan. The themes were: 1) acceptance, 2) balance in roles 3) being open with/disclosing to supervisor, 4) feeling connected to supervisor, 5) service culture. SEPs were asked to rank each of these themes (which were presented in terms of statements, see appendices 8 and 9) in separate columns to reflect the order of actions and beliefs. They were then asked to reflect on how their experiences supervising year 3 trainees related to each of the themes in turn. Again questions were broad and open in order to allow as much of the SEPs ‘true’

experience as possible. Questions were primarily focused on what and how SEPS felt the themes were enabled in their relationships with their year 3 trainees (see appendix 6).

I read out the themes in terms of pre-defined 'belief' statements and asked SEPs to write them out (e.g. "it is important I wholly accept my trainees for who they are") I then read the themes out again in terms of pre-defined 'action' statements (e.g. "I wholly accept my trainees for who they are) and asked SEPs to write these out in a different colour (in order to make the distinction between actions and beliefs more marked). SEPs were then asked to rank both sets of statements separately in terms of importance (i.e. 'belief' statements) and in terms of how much they believed the themes to actually occur in their supervision with their third year trainees (i.e. 'action' statements). SEPs were asked to rank the statements in relation to their belief system and supervision overall or generally (see appendix 7 and 8). The ranking of these themes was then used to guide the semi structured interview. During the interview and after the themes had been ranked participants were asked to bring to mind one or two third year trainees that they considered to have an effective supervisory relationship with and discuss the themes in relation to these trainees. This is so I would be able to focus on effective features and mechanisms of the supervisory relationship. SEPs were also told that it may be helpful to them to bring to mind a supervisory relationship with a third year trainee that they did not feel to be so effective and that I may not necessarily focus on this relationship but that they might find it useful as it could help them to make comparisons and extract the aspects that worked for them in their other relationships.

The interview process lasted between 35 and 115 minutes (including the writing out and ranking of themes). All interviews occurred in the SEPs place of work and were audio recorded.

7.4: Data analysis

As with phase 1 an interpretivist stance was taken and my interpretation of extracts validated by a peer.

In analysing the data set from phase 2 of the study I continued to use thematic analysis, however, I acknowledged that as the interviews had been based on the themes generated from analysing the first data set, I was now using a theoretical thematic analysis. Meaning that the analysis was driven by my own analytical interest in the area and whether the responses within the data set mapped onto the themes I had previously found in the first data set. The same process as described in phase 1 analysis was followed. I immersed myself in the data by reading and re-reading the interviews. I then made initial codings in the margins of the text, often referring to the themes that I had discussed in phase 1, but remaining open to developing new themes. I then clustered the coding together and reviewed it to determine main themes and sub-themes that would describe the data in a meaningful way. Please refer to appendix 9 for an example of my analysis from this phase.

The data analysis for this phase was still inductive from within the structure of the main themes arising from Phase 1. Exploration through the use of open ended questions allowed for data arising to confirm or disconfirm the main themes presented and allow for new information to arise.

Again transcription services were used for my interviews and following a verification process I found the transcriptions to be largely accurate, with changes/additions being minor or relating to the transcriber finding parts to be inaudible

7.5 Reflexive Account

Similar to the process in phase 1 interviews, I found my first two interviews a little more stilted than the interviews that followed. This to a large degree I would attribute to being related to me familiarising myself with the process of the new interview and needing to be more comfortable in interviewing participants under a different context. However, once I experienced more comfort it seemed my interviewee experienced more comfort. I perceived an increase in interviewee comfort as my interviews progressed with my first two participants. Both these participants were not known to me, however I do not think it is the aspect of an unfamiliar person being the interviewee which caused the interviews to feel more stilted as I did not experience the interview with my fourth participant (who was also not known to me) to be stilted. Therefore it seems that my comfort with the situation influenced my participants comfort.

I wondered how it felt for supervisors being interviewed by a trainee about their supervision, particularly as some of the supervisors I knew and some I shared mutual professional contacts with. This latter factor (i.e. shared professional contacts) in itself may have contributed to any feelings of unease alongside the associated change in power dynamic. I assume that supervisors would usually be experiencing themselves to be in the less vulnerable and more powerful position when engaging with trainees, so this different dynamic may have been

experienced as quite unusual for supervisors and may therefore have impacted on their ability to respond in a more authentic and more free way.

It is possible that during the process supervisors felt that their skills and approach as a supervisor was being questioned and negatively judged by me, particularly as I was a trainee currently receiving supervision. Certainly at times (mainly towards the beginning stages of the interview) it seemed that participants were 'performing' similar to what I would expect during a job interview process. However it seemed that as each interview progressed participants generally appeared to feel more comfortable in their position as interviewee and me as interviewer. I do not feel that the participants I knew were necessarily the participants who felt more uncomfortable with the process, in fact I feel that two out of the three participants I knew seemed to settle into and trust the process with more ease. These participants were provided with the same information about my role and the nature of my project as other participants.

I think my boundaried, sensitive, open minded and curious approach helped participants to settle into the process. Indeed after the first couple of interviews and once I was in my flow of being an interviewer (i.e. not a trainee) and having adjusted to the different and unfamiliar power dynamic I felt detached from my own knowledge and experience of supervision and felt present in and attuned to my participants' experiences. It is likely that participants picked up on and responded to this.

Chapter 8: Phase 2, Findings

The five themes from phase 1 were presented to supervisors for discussion.

The following section reports on the findings. However first I present a table to show how the supervisors ranked the themes in order of importance (beliefs) and how much the themes occur in reality with trainees (actions). I will then present a table (Table 4) of the main and sub themes from this phase before outlining my findings.

Table 3: Supervisors' rankings of themes

Supervisors' ranking of themes (numbers = position placed. B = Beliefs. A = Actions):

	Sylvia	Hetty	Ellouise	Maxine	Lana	Penny
Acceptance	1B	4B	2B	3B	1B	2B
	1A	3A	1A	3A	3A	2A
Balance in supervision	4B	2B	5B	2B	2B	5B
	5A	2A	4A	1A	1A	5A
Connection with supervisor	2B	3B	4B	1B	3B	3B
	3A	4A	3A	2A	2A	3A

Being open with supervisor	3B	1B	1B	4B	4B	1B
	4A	1A	2A	5A	5A	4A
Service culture	5B	5B	3B	5B	5B	4B
	2A	5A	5A	4A	4A	1A

Table 4: Phase 2, themes

Main theme	Sub theme
Acceptance	<ul style="list-style-type: none"> - Dealing with differences - Reciprocity - Available resources
Holding multiple roles	<ul style="list-style-type: none"> - Personal affirmation - Protecting the trainee
Connection between trainee and supervisor	<ul style="list-style-type: none"> - Aid to supervisor investment - Egalitarian relationship - The whole supervisor
Being open with supervisor	<ul style="list-style-type: none"> - Sensitivity towards trainees' needs - Gifts in mistakes
Service culture	<ul style="list-style-type: none"> - Supervisor role - Limits on supervisor voice

8.1: Acceptance

The main theme of accepting the trainee for who they are and what they bring to the role was discussed with supervisors. Supervisors expressed a strong will to accept and respect their trainees' individuality, however there were tensions within this. Emergent sub themes were; Dealing with difference, reciprocity and available resources.

Dealing with difference

It was recognised that trainees are separate individuals from their supervisor and that this should be respected. However whilst this awareness exists tolerating difference is hard. It is identified that the difference is more easily tolerated by the supervisor if they hold an underlying respect for the trainees' professional skill. Sylvia states:

“It's about their kind of beliefs and the type of EP that perhaps they want to be, an individual thing that you should embrace. The aim should be to develop rather than to impose your values on what you think the job should be... I think if you respect them more and think they are really good then it's easier, I think if there is somebody that you feel is struggling... that's harder”. (Q1)

It can be seen that supervisors feel that the supervisory relationship benefits from similarity between supervisor and trainee at some level. When similarities do not seem to exist at a personality level, then a similar set of beliefs and a connection in terms of similar experiences (i.e. a mutual commonality) is helpful in terms of being able to accept the trainee. Hetty states:

"I think I really understood where she was coming from in her work...personally we are not that similar in lots of ways, but I think we had quite a similar view of the world...we had been through the same course, we had that as a mutual starting point, even just like I knew the room we had all our things in". (Q2)

Reciprocity

Acceptance of a trainee is hindered if the supervisor feels to be negatively perceived by the trainee and that she is a barrier to the trainee rather than an individual with personal and professional merit. A disregard for the supervisors' professional input and investment lends itself to an imbalance in the relationship and the supervisor experiencing a negative affect due to the non-reciprocal nature of the relationship. This non-reciprocity appears to be compounded further by experiencing a mismatch with the trainee. Therefore reciprocity in the relationship exists in terms of value, regard and investment as well as in terms what each party can gain from the interaction in itself. Sylvia states:

"If they think that I am just the hurdle they've got to get through to get to their career, that can be very trying and frustrating and I can be a bit like why am I giving you all this time and energy when I've got a case load as long as my arm. I can feel a bit hard done to sometimes with trainees and if we aren't really clicking that makes it much harder to accept their differences and their situation". (Q3)

Reciprocity can also be found in the supervisor being able to gain professionally from the trainee. Being able to accept the differences posed by the trainee and therefore experiencing the relationship as being more mutually beneficial is helped by the supervisor having had time to become familiar with and therefore

trust the trainee. When the relationship is professionally reciprocal it can lead to creative and transformative practice. Hetty states:

“Particularly now in the third year I might be more open for discussions about different ways of working, different ways you might approach a case... I might be curious about the approaches she learned in university that might be different to my own personal practice and how I can learn from her and how we can try and bridge our approaches”. (Q4)

Available resources

Being able to accept trainees is also described as being an integral part of who the supervisor is in their practice as well as a person. Therefore the supervisor is shown to need to have these aspects as an intrapersonal resource. In the extract below additional intrapersonal resources are qualities such as being able to empathise with the trainee as well as being able to be flexible in approach and in expectations with them. Maxine states:

“That is just one that is really core to me and it will underpin how I work professionally as well as in terms of accepting and starting from where other people are and sort of trying to see things from their point of view, putting yourself in their shoes”. (Q5)

The ability to accept the trainee’s position can also be interpreted to be related to the pressure of work demands and the impact this has for supervisor, i.e. resource depletion. Despite its professionalised nature the ‘humanness’ of the relationship is described. Lana states:

“I do think the relationship isn’t just static... if we’re going through a massive amount of sessions with work, or if they get tired or if I get tired too, so it’s like a full dynamic process”. (Q6)

A reflective and developmental space as a resource for the supervisor to process any negative affect experienced as a result of working with a trainee is shown to be useful and valuable. It can be seen that the need and pressure to perform well in the role of supervisor exists (which contributes to the negative affect experienced). With the correct resources available the supervisor is able to reconcile the negative affect and return to a place of being able to accept the situation with the trainee. Hetty states:

“I was having my own supervision particularly around supervision and that was really helpful having that space to think through why I was annoyed... my supervisor was really helpful in helping me to think about my own expectations and my disappointment with myself that that (trainee mistake) had happened”. (Q7)

8.2: Holding multiple roles

The main theme of holding personal and parental/nurture roles in the supervisory relationship (as well as professional roles) was presented and was described as being an important aspect that serves to meet the needs of the trainee as well as supervisor. Sub themes were; Personal affirmation and protecting the trainee

Personal affirmation

Investment, care and consideration for the trainee was described to extend beyond the placement. In this respect the supervisor is positioning themselves to be assuming more of a parental/nurture based role as there is a greater degree of investment in the trainee as a whole person. The supervisor can then be seen to be having a lasting and further reaching influence on the trainee and therefore experiences affirmation about her achievement in role as supervisor.

Sylvia states:

“There are certain life decisions they have to make at the end of their training about where they are going to work and I think if you can offer your advice as only one of many, but from a personal point of view and almost a parental role what you think would be best for them, I think that’s important... For me my satisfaction of the job of being a supervisor it’s a lot more than just imparting information... wrapping around that is a personal caring role of what happens to them, whether they’re coping and what they’ll end up doing... I would like to think I played my part in setting that up”. (Q8)

When assuming more of a personal based role with a trainee, the supervisor can come to question their boundaries within the relationship. However, a personal element to the relationship with the trainee seems to indicate and validate the supervisor’s genuine enjoyment in and value of her role as supervisor as it demonstrates an integration of the personal and professional self. The supervisor can be seen to be benefiting emotionally from the relationship at a whole person level. Maxine states:

“Sometimes I think is this being professional, I’ll think has this moved to a personal friendship now? But it’s still professional and I think it’s that bit where

you find where you're doing something in your work and your job that you enjoy so much and that you'd actually do in your own time personally as well. That's just amazing". (Q9)

Protecting the trainee

Operating from within a more personal role in the supervisory relationship can be interpreted to be a facilitating openness and coping (within the trainee) along with the supervisor normalising difficulties and positioning themselves as closer and more parallel to the trainee. In this respect the supervisor can be seen to be minimising the disparity of the power dynamic between supervisor and trainee and therefore protecting the trainee from the potentially negative effect of this. The supervisor is protecting the trainee from feeling alone in their vulnerability through normalising potential anxiety. Maxine states:

"Certainly with my trainee I am going to talk about exactly what I'm having, one of those calm swan but underneath paddling like mad moments. I'm going to talk about that and also talk about how I deal with that because that's often part of our job and it's something that I think is good for people to know that people experience that". (Q10)

It may be that my prior knowledge of this participant has in some way biased my interpretation in this instance.

A sense of parental like responsibility and feeling of protectiveness can be seen to be evoked in the supervisor when the supervisor experiences a desire to repair against an injustice the trainee experienced. The desire to repair and protect the trainee from the trainee's own current feelings seems to have been provoked due to the supervisor experiencing a particularly significant affective response for the trainee.

“it sounded like that trainee had just the most horrific year... it was more just a case of style or personality styles of being with people had caused the problem, then I was deliberately trying to repair some of that”. (Q11)

8.3: Connection between trainee and supervisor

The main theme of supervisor – trainee connection was presented to supervisors and was explored in relation to how it can humanise both the trainee and supervisor. Sub themes that emerged were; Aid to supervisor investment, an egalitarian relationship, and the whole supervisor.

Aid to supervisor investment

An interpersonal connection with trainees was described as desired in order to aid working together as well as being helpful in enabling the supervisor to provide an enhanced level of service to the trainee. Ellouise states:

“I would like to click interpersonally as an added bonus. We spend quite a lot of time together, we work closely together... but I can still provide effective supervision... whether I go the extra mile with a trainee is down to how well we connect interpersonally”. (Q12)

The increased investment as a result of interpersonally connecting with a trainee creates a disparity between trainees in not only the level/quality of service the supervisor provides, but also how well the trainee develops and performs. However the supervisor identifies that human nature does not allow for an interpersonal connection with each trainee and that the effort available to invest into the relationship is impacted by work demands and inner resources.

Ellouise states:

“Of course when I give more, when we connect as two people who get on actually that is usually when trainees really excel. Obviously they are receiving more from me, but the reality is that we are not going to be able to connect at a deeper level with everyone and when I am stretched and tired I certainly have less will to even try”. (Q13)

A more egalitarian relationship

Another benefit of having an interpersonal connection with the trainee is that the supervisor can derive pleasure from a sense of ‘togetherness’ and the associated fostering of a more egalitarian relationship. Experiencing a fit in personality with a trainee seems to be crucial to this connection and development of a more unified and equal relationship. Maxine states:

“It would become, well it was peer supervision...it was something that I’d really like and I always enjoy that with all my trainees, but obviously that there are some that you maybe have more in common with or who you just click with a little bit more and it just feels like you become a team”. (Q14)

A sense of togetherness and unification can also be seen when the supervisor and trainee don’t necessarily click on a personal basis or connect consistently, however the sharing of professional experiences allows for instances where they can connect. At these times the supervisor experiences the trainee as more of an equal. Ellouise states:

“It might be after a difficult meeting or when another professional completely does everything you predicted they would do and have just discussed in supervision, you have those moments where you know exactly what each other are thinking or feeling. I think that’s when you really feel like your trainee is your colleague and not just your trainee”. (Q15)

The whole supervisor

Feeling connected to the trainee can have a positive effect on the supervisor by ultimately providing the supervisor with affirmation of their likeability. The supervisor then feels considered as a whole person rather than just a professional supervisor. In this respect the supervisor is humanised by the trainee in a relationship which could otherwise be experienced as distant. Sylvia states:

“I think it does make you feel better about yourself because there is almost a feeling that somebody’s got a bit more warmth towards you and thinks about you as a person, not just as a supervisor, so that’s quite a nice feeling”. (Q16)

Additionally the supervisor sharing aspects of her whole self and ultimately developing a personal aspect to the role can be seen as being conducive to fostering an interpersonal connection with the trainee. When the supervisor allows their own vulnerability to be seen (e.g. through showing their human side or ‘weaknesses’) an alignment beside the trainee is shown along with an inherent respect for their journey. Maxine states:

“You feel comfortable to share information about your own life and what’s going on, so I knew when my trainees were moving house...you learn about each other’s families and pets... being open to share aspects of yourself, being able to acknowledge when you’ve got stuff wrong, saying you don’t know when you don’t know, going on that journey with them, feeling like it’s not an information give or an information seek, it’s a ‘we’re going on this journey and I feel fundamentally privileged to be on this journey with you’ ”. (Q17)

8.4: Being open with supervisor

Being open was presented as a main theme to supervisors for discussion.

Openness was discussed in terms of both trainee and supervisor disclosure and the mutual gains. Sub themes that emerged were; sensitivity towards the trainees' needs and gifts in mistakes.

Sensitivity towards the trainees' needs

A tension can exist for the supervisor when a trainee presents as closed.

Despite intellectually feeling that this is acceptable for a trainee to withhold from speaking openly and making disclosures about their personal or professional life, the supervisor can feel insecure with their trainee if their trainee is not open. The insecurity appears to stem from the supervisor having no/little opportunity to form a picture of who they are as a whole person. Ellouise states:

“Some people are more chatty, some people are more open than other people and perhaps don't buy into particular models of thinking... you know they are just incredibly quiet about their personal life and I respect that and I think it's okay, but it does make me feel a bit more unsteady with them because basically I feel like I don't know them”. (Q18)

It was found that supervisors can be assertive and transparent in speaking with trainees about difficulties in the supervisory relationship, with a view to fostering a more open relationship. However due caution is paid to how comfortable the trainee feels. They may not feel comfortable with such openness due to the likelihood that they are the less powerful party in the relationship. Such caution indicates supervisor respect for the trainee. Additionally it was found that a

deferral to and support from colleagues will be accessed/facilitated if the trainee wishes. Again this indicates a responsiveness and sensitivity towards trainees need as well as the placing of the trainees needs above the needs of the supervisor. Maxine states:

“I won’t shy away from saying if there’s something... I’d probably check things, I’ll ask people if that’s okay... if they weren’t comfortable and that they seemed quite anxious or that it didn’t feel that they could engage in open reflection then I would probably be saying that’s what I was feeling... and would they rather talk to somebody else... that’s the beauty of having a wider team because then you can bring in other people”. (Q19)

Gifts in mistakes

Trainee disclosure of mistakes and the associated negative affect they may experience was found to potentially be a positive experience for the supervisor as they can help the trainee resolve such feelings. When a disclosure of this nature occurs the supervisor can be seen to normalise the mistake as something everybody experiences, including the supervisor themselves. Because the supervisor makes this reference it can be inferred that through helping the trainee resolve these potential negative feelings the supervisor is also resolving their own feelings related to past/present mistakes. The supervisor can also be seen to be preparing and protecting the trainee for the future. Lana states:

“It really gives you the opportunity to help people cope with those feelings. If you really muck something up, that is just a fact of life, we are all going to muck stuff up for the rest of our lives, we wish we didn’t but we do and it gives you the chance to go with them and to help to deal with those feelings”. (Q20)

Supervisor openness and disclosure serves to create a safe space for trainees to feel secure and be open themselves in. In engaging in self-disclosure the supervisor is allowing the creation of a more egalitarian relationship with the trainee, modelling how to be open and providing themselves with an additional space to consolidate their own processing and reflections. Therefore the benefit of supervisor disclosure serves the trainee, the supervisor and the relationship Hetty states:

“I find supervision brilliant for my own practice... I’m open about those conversations and how even on a practical basis being observed or shadowed by my TEP, I’m quite open to that and discussing my own feelings, maybe being quite open when I’ve made a mistake or changed my own thinking during the process”. (Q21)

8.5: Service culture

Service culture was presented to supervisors as a main theme. It was discussed in relation to needing to advocate and protect the trainee. Sub themes that emerged were; supervisor role and limits on supervisor voice.

Supervisor role

The supervisor can be seen to be in a diplomatic role between trainee and the EP team. Intervention from the supervisor was found to be related to managing trainee induced negative affective reactions amongst colleagues and work based demands on the trainee. The supervisor can be seen as requiring time to process and consider how to manage situations, so that working relationship can be preserved. Hetty states:

“One of the EPs was quite negative and envious of the TEP because of her opportunities, so we kind of took that up to think about okay how do we manage this a little bit better and... when a TEP might be sharing a school with another EP and either they have not agreed on a piece of work or there has been undue pressure on that TEP to take on something over and above... I had to take some time and digest it myself before I could give it in a palatable message to someone else”. (Q22)

The supervisor’s role can also be seen in terms of wanting to foster empowerment and an egalitarian dynamic for trainees by enabling them to have their own voice rather than needing the intervention of the supervisor. Additionally when the supervisor’s voice is deemed necessary it is negotiated and planned with the trainee. Therefore the supervisor can be seen to be acting with the trainee rather than instead of. In doing so the supervisor is ensuring that the trainee is not de-skilled or disempowered further by the supervisor’s involvement. Maxine states:

“I’d hoped I’d create an atmosphere where the trainee’s voice was as loud as everyone else’s and although I’m saying I’m confident that I’ve got a loud voice I’m also not the sort of person that thinks that’s good... I want other people to have an equally loud voice... If ever I was needing to add weight to the voice then I would do that in collaboration, I wouldn’t want to do that in any way that would undermine the other person just because they are in the position where they are qualified or not”. (Q23)

Limits on supervisors' voice

Limits appear to exist in terms of how much a supervisor can mediate trainees' experiences within a wider hierarchy of power. A degree of systemic helplessness can be seen when Ellouise states:

"Trainees, on occasion have found a particular senior difficult...everybody found them difficult and they were a senior member of the team and that was that. Unfortunately it was a matter of just suck it up and get on with it, for all of us". (Q24)

However it can also be seen that those with more power can help carry and extend the supervisors voice so that trainees' experiences on placement can be protected. Lana states:

"I'm lucky enough to have a really good relationship with one of the seniors and I know that all I need to do is speak with her and she will pick up that liaison, what I can't do she can". (Q25)

Chapter 9: Phase 2, Discussion

The discussion will discuss the findings from each main theme presented to supervisors.

9.1: Acceptance

Acceptance of trainees can be described for some supervisors as being a natural and integral part of who they are professionally and therefore their practice. It allows for an individuated and flexible approach to the developmental (formative) aspects of supervision and encompasses being able to empathise with their trainee. My findings build on research by Worthen and McNeill (1996) who identify that an empathic and non-judgmental (which can be viewed within a framework of acceptance) approach from supervisors is required as it situates these qualities as being an intrinsic part of the supervisors personality/approach. The supervisor experiences an integration and internalisation of their personal and professional self. These qualities can be seen as an intrapersonal resource.

Accepting trainees for who they are also appears to be somewhat predicated by how much supervisors value and respect their trainees' thinking/skills. A tension can exist for supervisors when they are attempting to balance the desire to support the trainee as an individual professional as well as advocate their own way of working. The supervisor wishes to support the trainee to develop whilst at the same time allow some issues to pass. In working with this tension and holding awareness to the need to develop the trainee in line with their own individuality, the supervisor is separating themselves from the trainee and positioning themselves as different. My findings add to the current literature

base in that in this instance it could be argued that the supervisor is likely to hold less bias as to a lesser degree is viewing the trainee as a reflection or extension of themselves as identified by Bartle (2015), who identified that the trainee represents his voice as supervisor and therefore he will judge his trainee in light of his own unconscious needs (e.g. accepting or rejecting the parts of himself that he likes/dislikes). When a supervisor consciously fosters individuality and casts aside their own preferences for working/approaches it makes sense that the supervisee will have less of the internalised supervisor's voice. Additionally my research corroborates previous findings in literature and shows its application to trainees in educational psychology, as Norberg et al. (2016) also found that supervisors experience a tension between wanting to support supervisees individuality, however wish to maintain adherence to their own/services approach.

Acceptance of professional aspects and approaches are more likely to occur for the supervisor when the trainee has reached their third year. This may be because of a development in skill level and/or time has enabled an understanding and trust of the trainee. At this stage the supervisor is able to engage in the reciprocal learning opportunities that are presented by the trainee. Therefore it can be seen that the reciprocal learning process that Carrington (2004) discusses requires the establishment of a trusting relationship with the trainee for the supervisor. Such receptivity to learning allows not only for supervisor development but creative opportunity as the supervisors and trainees approaches are merged in fusion. In this respect supervision is transformative of practice (Carroll, 2007). However my research indicates that this transformative practice may need to be predicated on a trusting relationship. Additionally Gibbs et al. (2016) identifies that trainees' needs differ

depending on their stage of training. However findings in my study indicate that mutually, supervisors' needs may differ depending on their trainees' stage of training. Before a supervisor can be receptive to/ allow the trainees' individuality to shape their work and engage in a reciprocal and transformative process, they need to trust their trainee. Such trust appears to need time and therefore may be more likely to occur in year 3 of a trainees' training.

A barrier to acceptance of trainees was described as resulting from features that contribute to a form of social distance, i.e. when a match of personality or way of working does not occur. Counselman and Abernethy (2011) identify how particular personality responses in supervisees can cause a negative emotional affect in supervisors. My study extends this understanding by showing that the manifestation can be related to difficulty in accepting what the trainee brings. Additionally when the supervisor experiences the trainee to not value them and the effort they are investing in the trainee the supervisor can experience a negative affect towards the trainee, particularly when work demands are high. It seems that the supervisor may experience the relationship to not be mutual and feel not accepted or valued themselves, either professionally or personally. This lack of regard and investment from the trainee seems to compound the social distance between supervisor and trainee, which in turn impacts on how easily the supervisor is able to accept the differences that the trainee brings.

Ultimately the supervisor is placing themselves in a position of saying 'I am unable to accept you if I feel you are unable to accept me and I what I can bring to you'. Such findings expand on previous literature (e.g. Britt and Gleaves, 2011 and Mangione et al. 2011) as it provides a supervisors' perspective and that the qualities trainees value from a supervisor (e.g. investment) are equally valued by supervisors.

Having the space to reflect upon the process of supervision with a trainee (i.e. supervision of supervision) is described as crucial in helping to manage affect, understand the processes by which the affect is experienced and therefore aiding acceptance of the trainee

It was found however that when working well difference between trainee and supervisor can be seen to be helpful to the supervisor as provides for challenge which ultimately then leads to supervisor development. So in this respect difference is welcomed and can be seen as part of a reciprocal learning process as identified by Carrington (2004).

Acceptance of the trainee is also conceptualised as part of a typical human relationship with the normal ebb and flow that accompanies a relationship, particularly when individual resources are stretched (i.e. emotional and energy based resources when work demands are high). In this respect the relationship is described as not being protected from the human condition despite it being a professional relationship. Again these factors lend weight to Counselman and Abernethy's (2011) findings that supervisors need a space to manage affective reactions. However my research expands on their findings as it identifies that in a trainee educational psychology context inner and systems based resources can impact and cause an exacerbation of such reactions.

9.2: Holding multiple roles

A caring (i.e. parental and personal role) was described as being an important purpose of supervision, i.e. (fulfilling restorative purposes) and this seemed to extend to the trainee as a whole person, including past their training and in to their life as a professional. It seems that as a supervisor, the need to ensure

that the trainee is in a service and role post training that would best suit them is an aim. This aim indicates an investment in the trainee and may be the result of wanting to ensure that the supervisors' hard work bears fruit for the profession as well as the care that inevitably comes from having worked closely with and mentored another person. Hess et al. (2008) identified how supervisees can experience unsatisfactory supervisory relationships to in part be a result of lack of supervisor investment. My study shows that supervisors value investing in their trainees and they show it through extending their role to encompass personal and parental/nurturing elements and where their care goes beyond the trainee on placement. It may also be that the trainee may be viewed as an extension and reflection of the (supervisor) self. This extension and reflection may be because despite the supervisor wishing to shape an individual, aspects of their own perspective and approach are going to have been shared with and to differing degrees embodied by the trainee. The supervisor and trainee may also share similarities. At the very least they are connected in that they share a profession and have both existed at the stage of training and so to some degree the supervisor may be able to identify with the trainee. It is for these reasons that the supervisor seems to view holding multiple roles in the supervisory context as important. There is an overall sense of the supervisor being invested in preparing their trainee for the next stage of their (trainee) life, almost as a parent or professional would prepare their children for adulthood. As a result of this preparation the supervisor experiences the positive affect of feeling affirmed in role. It seems that the supervisor is wanting to make an impact on the trainee's life and in his respect they can be seen to be wanting their voice and influence to be recognised. My study extends on previous research as Bartle (2015) identifies how the trainee can be viewed as the internalised supervisor

during the process of supervision and this can affect the supervisors acceptance/ejection of desired/non desired parts of themselves. However my findings indicate that this along with the level of investment that comes with nurture/care, a supervisor can potentially project their own feelings and wishes on to the trainees' future as well.

Questioning of the appropriateness of parental and personal roles in the supervisory relationship and the maintenance of boundaries was reported to occur. However holding these different elements within the role was rationalised and understood through drawing upon the parallel of enjoying a job role so much that it occurs during leisure time as part of a hobby. In this sense the supervisor can be seen to be experiencing a positive emotional affect from their supervisory relationship as well as experiencing an integrating of their personal and professional self. Reflective consideration and conscious awareness is likely to ensure that supervision remains to be a professional act which is enhanced by the supervisor engaging their full and 'true' self. When enjoyment and full engagement of an act is present an individual is more likely to be able to operate in a psychological state of flow. Being able to be in flow when engaged in supervision is more likely to increase the efficiency of the act and the relationship as well as allow the supervisor to nurture a 'real' relationship (as described by Watkins, 2011) as the authentic self is engaged in a creative process (Nakamura and Csikszentmihalyi 2009). Therefore my research extends on previous findings by both Brit and Gleaves (2011) and Mangione et al. (2011) as it identifies that the genuineness and authenticity they describe as being important can come from a place of sheer enjoyment as a result of investing with a trainee at a personal and parental/nurturing level. Also my

findings indicate that in order for a supervisor to experience such authenticity an integration of the personal and professional self needs to occur.

The holding of multiple roles (i.e. personal) within the supervisory relationship can be seen to be an enabler of openness. Research has found that supervisee openness is facilitated by openness being a mutual concept in supervision and is indicated by the supervisor also disclosing/being open with the supervisee (Kreider 2014). My study expands on literature by Kreider (2014) as it shows that when displaying openness the supervisor is displaying their personal self, is role modelling being open, as well as modelling coping. The supervisor is showing her vulnerability and inevitably normalising difficulties for her trainee. In addition the supervisor is showing that she too is human and has less desirable parts of her that need to be accepted. In this respect the supervisor is reducing the social distance between her and the trainee along with the potential experience of a power disparity between her and her trainee. In showing her vulnerability the supervisor is forging what can be described as a more intimate relationship with her trainee and is allowing herself to be seen for who she is. In this respect operating within a more personal role can be seen to be contributing to a 'real' relationship outlined by Watkins (2011). These findings are in line with research by Worthen and McNeil (1996) who found that through self-disclosure the supervisor is normalising mistakes. However as mentioned above the previous findings are expanded upon as the supervisor is modelling openness and coping with mistakes/not knowing. Additionally my findings support Mangione et al.'s (2011) speculation that a 'true' collaboration between supervisor and supervisee occurs when the supervisor joins the supervisee in not knowing (i.e. in view of my findings; reduces the social distance between supervisor and trainee). However none of my data supports

findings by Karel et al. (2014) who found that supervisors did not feel their own disclosure to be helpful towards trainees (albeit this research was from a different applied psychology domain).

Experiencing a parental like urge to protect and repair can also be seen to be experienced when a supervisor empathises with a trainee's potential experience of injustice. In this respect empathy can be seen to be a contributor to the supervisor incorporating a parental role into their supervision. Empathy has been identified by supervisees as being a feature of good supervision (Worthen and McNeil, 1996). My study indicates that such empathy is evoked when the supervisor's paternal/nurturing and therefore healing instincts are activated. Such activation requires the supervisor to experience an affective response towards the trainee. In this respect the affective responses Counselman and Abernethy (2011) describe can have a positive effect. However awareness of and moderation of reaction is still required (in order to ensure objectivity and fairness).

9.3: Connection with supervisor

Experiencing an interpersonal connection with trainees is experienced as a positive and desired feature of the relationship. However it is described as a feature which is not necessary to have in an effective supervisory relationship. Within this notion of it not being a requisite for an effective relationship is an awareness that when it exists the supervisor is more likely/able to provide an enhanced level of service to the trainee. Therefore it can be seen that not having an interpersonal connection with a trainee is not associated with significant impairment of supervisory practice, however it does not provide the

basis for a trainee to experience excellence from their supervisor. My study expands on the literature I selected as there are no other findings which identify supervisors recognising and talking about how they may invest and provide more to supervisees they click with. Counselman and Abernethy (2011) do touch on the importance of supervisee personality traits and how this can result in an affective reaction for the supervisor, however, a match or “click” specifically is not discussed. Ultimately interpersonal connection contributes to an inequity of experience for trainees which may well impact on developmental outcomes for the trainee. In my study it was reported that trainees “excel” when the supervisor is able to “give” more. However it may be that this is an unconscious bias from the supervisor as it is possible that when in the process of ‘giving’ more to a trainee a supervisor may be more motivated and eager to see the fruits of their labour. In investing more of themselves in the trainee the supervisor may be more invested in experiencing success for the trainee and themselves. This would be similar to what Bartle (2015) discusses when he states that through a projective identification with the trainee objectivity can be lost.

It was found that when an organic click and connection with a trainee does not exist, the supervisor needs to exert more effort to ‘give’ to the relationship. However the level of effort available to do this is impaired when work demands/pressure is high and inner resources are low. This again creates a disparity for students who are placed in different services, as services can potentially be experiencing different internal dynamics and constraints which in this way indirectly effect trainees. Arczynski and Morrow (2017) identify how supervisors require a space to be reflective and self-examining. My research indicates that this space and indeed ability is required in order to ensure that

trainees receive (as much as possible) an equality of service from their supervisor.

Core to experiencing an interpersonal connection with a trainee is experiencing commonality with them and a fit in personality (i.e. a “click”) The term ‘fit’ is used in this context as it implies compatibility that is not based on having the same personality (i.e. a personality match). However a supervisor and trainee can also connect purely on a professional basis, i.e. in the face of professional based challenges or teamwork. Experiencing a compatibility in both these respect appears to create a sense of ‘togetherness’ between the supervisor and trainee, which then allows for the supervision to become more mutual and reciprocal. In becoming more reciprocal it seems that the relationship becomes more egalitarian and the felt experience of the power differential is reduced or experienced differently. In this instance it may be that the supervisors’ role is perceived by the trainee to be more of a mentor than a supervisor. A mentor role could be seen to have connotations of support, joining and nurture. What can be inferred is that the sense of ‘togetherness’ brought about by a personal or professional connection allows for collaboration. It is this collaboration that appears to be valued by supervisors. Therefore my research adds to the findings by Britt and Gleaves (2011) by identifying that the need for collaboration is mutual (i.e. it is not just a trainee need) and that it happens at an interpersonal level as well as professional. Additionally Arczynski and Morrow identify how the supervisor fosters supervisee empowerment and relational egalitarianism through collaboration, however my research identifies that a connection (in which ever form it takes) needs to precede this.

Supervisors can be seen as enjoying and needing the interpersonal affirmation that comes from experiencing an interpersonal connection with a trainee. It

seems that supervisors may sometimes feel that they are not considered or thought about as a whole person by their trainee. In this respect they can be seen to be wanting their whole self and humanness to be acknowledged. This desire may be a reflection of a need for mutuality and reciprocity in the relationship. It may be that they consider their trainees as whole people, they connect with their vulnerability and think about how they can support them. In this respect the supervisor themselves can be seen to be in a position of vulnerability as they are wanting an aspect that they provide but is not necessarily bestowed upon them in reciprocation. Additionally my data shows that as the evaluators and ultimately gatekeepers they feel they are somewhat kept at a distance by the trainee. Therefore when an interpersonal connection is experienced they are affirmed for their likeability and of who they actually 'truly' are. The findings in my study support the importance of reciprocity in the relationship, as purported by Carrington (2004), however my findings emphasise that reciprocity of an interpersonal nature is also valued, particularly as it humanises the supervisor and affirms them as a person.

Another facilitator of feeling interpersonally connected with a trainee appears to be the supervisor's ability to allow themselves to be viewed as human and therefore ultimately vulnerable, as potential flaws or professional 'weaknesses' will be exposed and a sharing of the whole person will occur, i.e. aspects of the supervisors' personal life. There is a clear link here with incorporating a personal element into supervision. In taking this stance the supervisor is walking side by side with the trainee and exploring the relationship and training path with them, almost as a peer. The supervisor can be seen to be reducing or altering the potential weight of the power differential and is positioning the embodying of a non-expert model of supervision as the onus is on 'doing with'

rather than 'doing to'. Supervision is not seen to be an entitled a voyeuristic act but is seen to be a humbling process where an intrinsic respect for the trainee is attributed. Mangione et al. (2011) spoke about how a 'truer' collaboration between supervisor and supervisee occurs when the supervisor joins the supervisee in not knowing. The findings from my research identifies that this happens as part of a facilitator towards connection and is part of a wider exhibition of supervisor openness and vulnerability with the trainee. Additionally as this means the supervisor is allowing more of their whole self to be seen they are then in a position of greater authenticity, which is also a feature of good quality supervision as identified by Mangione et al., (2011).

9.4: Being open with/disclosing to supervisor

A trainee's personality (e.g. being talkative and open with others) and/or theoretical orientation were viewed as precursors to openness in the supervisory relationship. This was viewed as a source of underlying tension. The tension seems to exist as the supervisor feels that they do not 'know' and have a sense of who their trainee is, which may then negatively impact upon their ability to formulate around the trainees work. This potential insight is crucial for a supervisor as they are in role to evaluate the trainee and are accountable to the assurance that practice is safe and as effective as possible. It may be that the power dynamic (as identified by Hess et al., 2008) inherent in a supervisory relationship contributes to a lack of openness and disclosure for a trainee. Certainly Woods et al. (2005) reports that the supervisory dual role with trainee educational psychologists causes non-disclosure. My findings indicate that not only can this be the case, but it causes a negative affect for the

supervisor and relationship. Walsh (2003) identifies how disclosure is dependent on the nature of the supervisory relationship and Gunn and Pistole (2016) identify that supervisee attachment security is positively related to supervisee disclosure. My findings situated within these pieces of research indicate that trainee non-disclosure may perpetuate and possibly exacerbate an already fragile or problematic supervisory relationship.

Being cautious when having open discussions with a trainee about the supervisory relationship was spoken about, however such an issue was reported to be addressed. In this respect my findings differ to findings by Hoffman et al. (2005) as rather than exploration and ultimately feedback on the relationship being spoken about in terms of its difficulty, it is spoken about in terms of the caution and sensitivity applied. The aim of having open conversations about the relationship and the supervisor's observations/experience was to resolve the issue and work through discomfort. The expectation from the supervisor was found to be one of reciprocal openness and honesty. The fact that the supervisor holds an awareness that they need to proceed in being open with caution indicates not only a respect for the trainee and the vulnerability of their position but also an awareness of the fragility of the situation. When the relationship is more fragile and the supervisor is aware that the trainee does not wish to or can engage in such an open conversation, the supervisor models openness and asserts their observation/experience without asking for anything back from the trainee. In doing so they are showing themselves to be transparent, willing to provide opportunity for further discussion and assertion of their perspective. Also existing is an acceptance of the fact that it may not be in the supervisors control to resolve the issue and that maybe another person would be best suited to

provide support for the trainee in particular areas. In this respect supervisors can be seen to be gaining support from colleagues. The supervisor can therefore be seen to be applying flexibility in their approach as well as a degree of professional confidence in themselves as they are able to in part abdicate their role. Overall it can be seen that in being open with trainees supervisors possess a degree of assertiveness, sensitivity and self-confidence.

Additionally it seems that sometimes when trainees disclose flaws in their practice the supervisor can really value being available to help the trainee resolve their negative feelings associated with the difficulty (rather than experiencing a negative emotional affect). It may be that in assisting the trainee in resolving negative feelings associated with practice the supervisor is resolving their own feelings associated with such experiences. In this respect the supervisor is healing vicariously through the trainee. The trainee in these instances can be seen to be an extension of the supervisor. So whilst my findings here are similar to Bartle (2015), in that the trainee may exist as an extension of the supervisor, it extends on Bartle's (2015) work as the end result is potential healing for the trainee and supervisor.

When the supervisor is open with the trainee in terms of engaging in reflective discussions about their own work and allowing observing and shadowing opportunities, they are allowing the trainee to judge and evaluate their practice with all potential 'mistakes'. As the 'teacher' in the situation they are allowing the trainee to potentially view the teacher as not being perfect. Therefore the supervisor is positioning themselves to be closer to the trainee. These findings are in line with Worthen and McNeill (1996) who identify that good supervisory relationships are where supervisor engage in openness and self-disclosure. These features of openness and allowing the trainee to see who the supervisor

really is in her vulnerability and humanness are an indicator of a 'real relationship' (Watkins 2011).

The positioning of a supervisor in this way creates a situation where they would be more vulnerable, however at the same time such a position of vulnerability allows for something new to emerge in the relationship which could potentially positively have a transformative impact on practice (Carroll 2007). At the very minimum this approach is showing the trainee that they are valued as they are privy to their supervisor's inner professional world. This privy alongside the view of the supervisor as human with human foibles who sits more alongside (rather than above) the trainee models openness and is likely to create a safe space for the trainee to disclose and be open with the supervisor in return. It seems that the supervisor is attempting to create a sense of security for the trainee which according to Maslow's theory of development (1943) is a precursor and requisite for further development and self-actualisation. Woods et al. (2015) also identify that a safe and non-judgmental space is required. The findings in my study actually identify how supervisors can create this safe and non-judgmental space (i.e. by being open and vulnerable and positioning themselves as not perfect and as alongside the trainee at times).

Supervisors may find it easier to allow themselves to be in a position of vulnerability and disclose practice related issues to their trainee if they are able to re-connect with their own experiences as a trainee and a supervisee. This ability to re-connect appears to aid empathy towards the trainee as ultimately in reconnecting with themselves they may be likely to be evoking empathy towards themselves. It therefore may be worthwhile for supervisors to consider how they can reconnect with their own experiences in order to empathise with the trainee as well as allow themselves to be vulnerable. As the demands and

constraints of working in a Local Authority increase, pressure on supervisors (along with all practitioners) is likely to also increase. This pressure along with the supervisor being in a role which inherently incorporates aspects of teaching, power and accountability may mean that supervisors do not have the physical and emotional resources to allow themselves to re-connect and empathise with their own experiences and they may in fact defend against such a position of vulnerability.

9.5: Service culture

The supervisors' voice can be seen to be a bridge between the trainee and the wider team in situations which are either interpersonal in nature (i.e. a team member experiences a negative affective reaction towards the trainee), or work based when the demand placed on the trainee is not deemed to be fair. What is clear is that such instances take a considerable amount of thought from the supervisor as to how to best manage the situation. The supervisor appears to experience the need to intervene and speak with other team members quite diplomatically. In this respect we can see that in being the voice of the trainee the supervisor is treading almost precariously and is attempting to protect and serve the trainee as well as the team. Therefore it seems that in order to be able to represent a trainees' voice well a supervisor must be in a position where they are confident in their role and imbedded well in their team, as well as have access to resources where they can process and reflect on how to best manage a situation. Counselman and Abernethy (2011) identify how supervisors require a space in which they can manage their affective reactions, however my findings indicate that they also need to manage the affective reactions of others.

It seems that supervisors can want to foster empowerment in their trainee so that they are able to have their own voice within the service. In this respect the supervisor is viewing and respecting the trainee as a member of the team, whose voice is as equal and legitimate as others. However if needed the supervisor is prepared to use the voice ascribed by position and the intra personal aspect of confidence. Feeling confident in role and within the team appears to be an important factor in feeling able to represent a trainee. Woods et al. (2015) identifies how supervisors need to distinguish between empowering their trainees to make their own decisions/come to their own conclusions and when they need to advise. The findings from my study are similar in that a dilemma or a need for awareness can exist in terms of knowing when to empower the trainee to use their own voice and when to be the voice for the trainee.

Additionally a supervisor drive to ensure that any intervention is decided in collaboration with the trainee and does not undermine the trainee implies a recognition of the inherent inequality of power when in the position of being a trainee and a desire to work towards egalitarianism and empowerment. It could be viewed that in these instances the supervisor is 'joining in fight' rather than 'fighting a fight'. There is a clear positioning of the supervisor as being in unison with the trainee and can therefore also be seen to be working towards maintaining and protecting the supervisory relationship. Again this also shows a collaborative nature to the relationship which multiple researchers have found to be an important factor in effective supervisory relationships (e.g. Britt and Gleaves, 2011).

There appears to be systemic issues as to whether or not a supervisor is able or willing to be the voice of the trainee. This seems to be related to a hierarchy

of power and the recognition from the supervisor that their power is limited within the dynamics of a settled and potentially stuck team. In this respect the supervisor can be seen to be resolved in their helplessness to assist the trainee as they are unable to assist themselves within a particular dynamic. This implies that the supervisor (along with colleagues) are in a systemic quandary where they are unable to challenge a situation that they feel is due challenge. The difficulty is that although the supervisor may be okay in accepting the difficulty and helplessness of the situation the trainee is in a position whereby their position of less experience and power leaves them more vulnerable to experiencing the situation with more stress and potentially abuses of power from within the system. Additionally this apathetic and helpless perspective allows for a maintenance of the status quo and perpetuation of difficulty for the system as challenge and change is not necessarily instigated. The trainee potentially then enters their professional career with a blue print of not necessarily challenging colleagues who are in a position of power. However, it may be that it is these such instances where the university is called upon for additional help, as certainly trainees are reported to view the university as a protector of their placement based experiences (Woods et al., 2015). Additionally my findings indicate that supervisors can refer to the safety net of a more powerful individual if they have access to one or if feel that their voice is not powerful enough.

Chapter 10: Overall discussion

In this section I will discuss the findings for both phases in the context of previous literature and the research questions, these being:

- How do newly qualified educational psychologists perceive their supervision experiences when they were in year three of their training?
- How well were newly qualified educational psychologists'?
- What processes were helpful in meeting trainees needs within the supervisory relationship met within their supervisory relationship?
- How do educational psychology placement supervisors perceive newly qualified educational psychologists' supervision experiences?
- How do placement supervisors experience supervision with their year trainees?
- What do supervisors perceive as ways in which the supervisory relationship can be improved upon?

I will then discuss some interesting aspects that I feel arise from the findings and are worth further consideration. Implications for practice will be considered along with the limitations of the study. Finally potential directions for future research will be outlined.

The following themes emerged and were reported in terms of how newly qualified trainee educational psychologists perceived their supervisory relationships with their placement supervisors in year 3 of their training and what they found to be effective features. Supervisors then shared their reflections on the themes of Acceptance, Holding multiple roles, Being open with/disclosing to supervisor, Feeling connected to supervisor, Service culture.

10.1 Trainees perceptions and needs from supervision

It was clear that it was helpful for trainees to feel accepted by their supervisors for who they are, i.e. an acceptance of their strengths and difficulties. It seems that when feeling truly accepted by their supervisor trainees experienced a sense of security as they felt regarded. This regard allowed for professional growth development and engagement in the supervisory process as disclosure was provided and an acceptance of supervisor guidance was accepted.

Acceptance seemed to be a key theme that indicated the supervisory space to have the necessary components (outlined by Woods et al., 2015), e.g. being open to differences posed by the trainee and creating a safe and secure supervisory space.

In terms of an effective supervisory space which is conducive to openness and disclosure, and as above, trainees identified that paramount were features that implied the space to be secure and safe, e.g. not fearing negative consequence when revealing areas of theoretical weakness. This safe environment enabled trainees' engagement in opportunities for learning, despite the supervisor holding a dual role, which has been found to impede trust (Woods 2015).

Worthern and McNeill (1996) found that when in a positive supervisory relationship a supervisee is able to learn and develop from having experienced a sense of 'inadequacy'. My findings are similar to this in that the trainee can be seen to be open to exploring other perspectives and their potential learning needs when feeling accepted and valued by the supervisor.

Overall trainees appeared to really value their supervisors extending personal (i.e. similar to a friendship or parental relationship) gestures towards them as they may feel liked, cared for or valued for who they are and as a whole person.

However this can also be experienced as being too intrusive and the trainee experiences a loss of control and agency, particularly due to the inherent power differential within the relationship. At the same time however the more personal aspects of the relationship enable the power differential to be experienced as reduced and the relationship as more egalitarian. Fitch et al (2010) define an attachment care model towards supervision which may help explain some of the variance in trainees' emotional reactions to supervisors' operating from within more personal and parenting/nurturing roles.

It was found that trainees may experience difficulty in holding an open dialogue with their supervisor about their supervision or their relationship as the supervisor may find it threatening and take such a conversation personally. Research by Hoffman (2005) found that supervisors also experience difficulty providing feedback to supervisees about issues to do with the supervisory relationship. When both parties are experiencing the same difficulty in raising issues it may be that issues remain unresolved, as identified by Nelson and Friedlander (2001) and that the quality of the relationship may then be negatively affected (Hess, 2008). Ultimately the withholding of such expression is due to the trainee experiencing the need to protect themselves from potential ramifications of disclosure, e.g. negative evaluations. Additionally trainees appeared to experience the need to perform for their supervisors, which would appear to be creating a pressurised situation for the trainee, impede performance and hinder trainees from operating within a psychological state of flow, therefore meaning that they are less able to use and capitalise on the learning opportunities presented in a situation (Nakamura and Csikszentmihalyi, 2009).

In relation to non-disclosure and fear of professional/competence based exposure Woods et al. (2015) reported similar to the above and identified that it is the dual/administrative role of supervisors within a trainee educational psychology context that appears to cause non-disclosure.

A marker of a good supervisory relationship was deemed to be related to feeling connected with the supervisor. The trainee feeling that the supervisor was interested in them as a whole and individual person appeared to be key, although such connection is reported as being a natural product and primarily related to a click or fit in personality or background. Intrinsically linked to feeling that the supervisor is interested in the trainee as a whole person and therefore feeling a sense of connection is the notion of supervisor investment. Hess (2008) also reported that a lack of investment was found to denote a poor quality supervisory relationship. Experiencing the supervisor to be interested in the whole person appears to impact on the experience of formality in the relationship, in that it is experienced as more informal and relaxed. Additionally there appears to be an overlap with the theme of supervisors balancing multiple roles in supervision (i.e. parental, professional and personal) and that trainees felt more connected to supervisors when supervisors were perceived to be nurturing or as somebody they could be friends with. It seems that trainees liked feeling connected to their supervisor as they were then able to experience the relationship to be less evaluative and more collaborative and genuine. Britt and Gleaves (2011) also identify these aspects as valuable features of effective supervisory relationships. However my research indicates collaboration and genuineness can in part be achieved through the supervisor incorporating different roles into their supervisory approach.

When trainees experienced an effective connection with their supervisor the influence the supervisor bore on their thinking and practice appeared to carry through into their practice as qualified educational psychologists. Additionally feeling connected to the supervisor can also elicit feelings of protectiveness towards them if trainees feel their supervisors to be served injustice. Therefore the trainee can be seen to be understanding of and attuned to their supervisors' emotional state.

Supervisors can be experienced by trainees to having experienced a loss in voice (or power) when the dynamics within the service are causing the supervisor difficulty. However deferral to colleagues and/or an openness of dialogue between supervisor and trainee can allow the trainee to still view the supervisor as containing and that despite difficulty the relationship is protected. Therefore it can be seen that as well openly discussing and addressing issues within the supervisory relationship (Hess, 2008) it is helpful for supervisors to hold open discussion about tensions in their relationship with others. Bartle (2015) speaks about how through internalisation his voice becomes the trainees and that this then can cause some potential difficulty in viewing himself as separate from the trainee. It may be that the trainee can experience similar and embodies the supervisor. Therefore when feeling protective towards the supervisor the trainee is feeling protective towards themselves. The open discussion could help reassure the trainee that the supervisor and therefore the trainee are safe.

When the supervisors' voice is not experienced to be able to carry through to the wider team and represent the trainees voice the trainee can experience impairment in the supervisory relationship as they may feel disappointed in their

supervisor. However such a rupture can repair over time and with understanding and attunement of the supervisors' situation and dynamics at play. Hess et al. (2008) identified the need for supervisors to recognise and address tensions within the relationship in order to protect and repair the relationship. My study indicated that this open dialogue does occur and enables the trainee to emphasise with the supervisors' position.

The supervisors' voice was also found to directly impact on the trainee through their practice and approaches. This influence was reported to extend when the supervisory relationship was experienced as particularly positive (i.e. the themes identified in the study were well met in the relationship) and described as that of a mentor/mentee relationship.

10.2: Supervisors experiences and reflections

It was identified how being able to accept trainees for who they are is a quality that can be intrinsic to the supervisor as a person and is part of what they do in their role as an educational psychologist. Although, it was recognised that some trainees are more readily accepted for who they are, as the supervisor particularly values their thinking/skills. Also indicated was that supervisors can find it difficult to fully accept their trainees when they (supervisors) are experiencing a state of stress in conjunction with a mismatch of personality with their trainee and additionally when they feel they themselves to be not accepted by the trainee (i.e. acceptance is not mutual). These findings add to current literature as the mutual need for the supervisor to experience feeling accepted is not discussed.

A tension may exist for supervisors in that they are wanting to accept their trainee for who they are as an individual and the professional that they will become. However at the same time they are wanting to support their trainee and help them develop in the way that they feel the trainee should (i.e. with the supervisors'/services values and approaches). These findings are in line with Norberg et al. (2016) who also found that supervisors can experience a dilemma, in that they want to encourage individuality whilst at the same time want to ensure adherence to theory. As previously mentioned a conscious awareness towards supporting trainee individuality may help preserves supervisor objectivity as it may serve as a reminder and re-enforcer of the trainee as separate to the supervisor. An additional unseen tension for some supervisors may be that they too experience a pressure to perform in their role of supervisor when in a supervisory relationship with their trainee.

Generally supervisors wished to and enjoyed extending personal and parental based motions towards their trainees. This approach was borne out of genuine regard and care for their trainees as a whole person. Care can be seen to extend beyond the trainee placement and into the trainees future life and career and in this respect we can see not just how much impact the supervisor has on the trainee but also how much impact the trainee has on the supervisor as such a level of care and concern indicates investment. It may be that trainees do not necessarily recognise this and other aspects of supervisor qualities particularly as research has shown that supervisees and supervisors can perceive qualities in the relationship differently, e.g. Mangione (2011) found that supervisors can feel more open and available than supervisees perceive them to be.

Additionally supervisor disclosure and openness is perceived as being part of showing the trainee who the supervisor is as a person and allowing the trainee to see that personal side of them. The benefits are cited to be not only to forge a more personal element to the relationship but also to normalise mistakes, model coping and create a supervisory space conducive to trainee openness and disclosure. In doing so, the supervisor can be seen to be reducing the disequilibrium in power by positioning themselves alongside the trainee, therefore reducing the social distance between them. Hess et al. (2008) also reported the need for supervisors to self-disclose as a means to normalise the process, particularly given that disparity in the distribution of power in the relationship. It is also likely that in displaying such openness supervisors are fostering an environment whereby their authentic selves (Mangione 2011) can be shown and a real relationship (Watkins, 2011) developed. Certainly my study found that trainees can find it helpful when supervisors show openness in this way and the supervisory relationship is then experienced as valuable and effective.

Supervisor instigation of difficult conversations alongside awareness and sensitivity towards holding the conversation with trainees was found to be present, particularly when broaching issues relating to the relationship. This caution indicates an awareness of potential trainee discomfort which is increased due to the power dynamic in the relationship. Therefore such caution indicates respect. Hess et al. (2008) found that such a form of interpersonal sensitivity was a key aspect of good supervisory relationships. Additionally the researchers found that when the supervisory relationship was deemed to be good supervisees felt that supervisor instigation of a difficult event/conversation would likely have facilitated their openness/disclosure. However when the

relationship was not deemed to be positive such a conversation would not have been helpful. Therefore we can see that the value and need for such sensitivity and an individualised approach to supervisory openness and addressing of issues within the relationship.

It was found that supervisors also valued connection with their trainees and felt more connected to them when they experienced a match or fit in personality. Additionally the relationship was reported to become more reciprocal when a connection was experienced and the supervisor felt to be mutually considered and regarded. Existing was awareness that experiencing a connection with trainees had a positive impact on the trainees learning and development as the supervisor was able to invest more and go “above and beyond”. However such connection can also be experienced when a personality match does not exist as a trainee and supervisor can connect through work based situations. In these such situations the supervisor experiences connection with the trainee when they join in opposition or as separate to a third party. These finding have not previously been reported in the literature selected. However what it indicates is a strong feature of collaboration in the relationship which has been found to be valued by supervisees (e.g. Britt and Gleaves, 2011). My study reports it to be mutually valued by supervisors.

Supervisors can view their voice to be a bridge and a diplomatic mediator between the team and their trainee. However it was also found that supervisors would rather empower their trainees to be able to utilise their own voice. When intervening with their voice and power the supervisor does so in discussion with the trainee so as to ensure any approach is collaborative and affirmative. In representing their trainee the supervisor was found to draw upon skills that are

inherently used in role as an educational psychologist with clients. In this respect it may be that at times the supervisor is 'treating' members of the wider team or the trainee, rather than what could be perceived as 'teaching' (i.e. advocating/mediating). Norberg et al (2016) found this approach to be employed by supervisors when issues of conflict arose and the supervisees experienced an affective reaction. Although conflict may or may not have been present in the context of situations discussed in my study, the supervisor is still applying psychological skill and looking to resolve something within individual(s)/the system, therefore 'treating'.

10.3: Effective features that could lead to improvement in the relationship

Supervisors holding an intrinsic personal characteristic and internalised world view of being able to accept and regard others for their own individuality and the potential they bring seems to be a clear enabler of acceptance and is in line with an internalised positive psychology strength based approach to supervision. Such an acceptance appears to enable trainees to be less defensive and accept supervisor guidance. It is these positive conditions that Worthen and McNeill (1996) identify as being conducive to learning from 'inadequacy'.

It seems that if a trainee is in possession of experiences, skills, knowledge or personality attributes that the supervisor experiences as pleasing, valuable, similar to their own or desired, then acceptance of the whole trainee comes with more ease. Additionally time to get to know, understand and trust the trainee aids acceptance. The result of such understanding, familiarity and trust enables

the supervisor to experience the supervisory process as a reciprocal learning process, as identified by Carrington (2004)

When the social distance between supervisor and supervisee is small, acceptance of the trainee for who they are is easier (i.e. when the supervisor and trainee experience a match in personality or when the supervisor feels the trainee values them and is invested in the process as much as they are, so that there is a joining in investment).

A supervisor having the resources to deal with affect experienced as a result of working with their trainee is important. The resources enable the supervisor to reflect on and process affect in order to return to a space where they can accept their trainee for who they are and what they bring to the role. Counselman and Abernethy (2011) identify the need for supervisors to be able to process and manage affect. In order to do this supervisors need to have the intrapersonal resources (e.g. emotional and self-awareness) and the service based systems (e.g. time, a safe space and support from colleagues) to facilitate activation of these intrapersonal resources. Additionally Arczynski and Morrow (2017) identify that the processing and managing of affect helped protect against supervision considered harmful.

It was perceived that when a supervisor and trainee experience a click in personality and/or if the supervisor is able to identify with aspects about the trainee, including cultural background, more investment into the personal/parental realm of the relationship is provided. Additionally being able to empathise with the trainee and feel protective towards them in the face of an 'other' greater power (e.g. the training provider), or a trainee experience of injustice is facilitative to multiple roles being held in the relationship. Overall a

sense of camaraderie and togetherness with supervisor was helpful. Literature selected does not reflect the need/value of these multiple roles. However it seems that these multiple roles help facilitate a sense of security which is key to an effective supervisory relationship which is experienced as a safe base (e.g. Hess, 2008 and Gunn and Pistole, 2012).

A personal role is more able to be extended by the supervisor if the supervisor is able to feel comfortable with showing their imperfections as a professional and their vulnerability. In this respect they are stepping away from a hyper professionalised presentation of themselves and into the realm of humanness. This can be seen as being a contributing factor to an important supervisory quality of authenticity (Mangione et al. 2011) and likely serves to foster a 'real relationship' (as described by Watkins, 2011). Additionally Worthen and McNeill (1996) identify that supervisor self-disclosure (i.e. in this instance; showing their vulnerability and imperfections) helps supervisees accept mistakes and therefore disclose and learn from them. The trainee appears to need to feel that they are not going to be negatively appraised for any perceived weaknesses in knowledge base/skill. This is in line with Sant and Milton (2015) who found that when the supervisory relationship is perceived as satisfactory the supervisee can accept critique without experiencing a negative affect. Therefore a supportive, accepting and non-judgmental approach from the supervisor is helpful along with the normalisation of difficulties/weaknesses/mistakes (also supported by Worthen and McNeill 1996).

Being of a similar cultural background/ethnicity (when in an ethnic minority group) was determined as helpful when forging a connection as was having a similar personality or personality fit (allowing the supervisor to be viewed as a

potential friend), or having similar experiences (that would then allow a feeling of being connected to or having an insight into the mind and world of the other). These aspects could be referred to as 'bridges' to the others' mind space. Previous literature I selected identifies the potential usefulness of supervisee and supervisor experiencing a degree of match in terms of theoretical orientation (e.g. Sant and Milton, 2015) but does not identify the need for a personality fit or common experiences.

A supportive service culture which values supervision and trainees and therefore respects, promotes and values the supervisors voice was seen as important as was the supervisors own experiences of receiving supervision (as a model for learning).

In being able to mediate their trainees' experiences and represent their voice the supervisor benefits from being confident and assured in their role and in their position within the team. Therefore the 'teaching' and 'treating' (Norberg et al (2016) elements of the role can be seen to be applied by the supervisor to both the trainee and the wider team.

A structure or tool around exploring the supervisory relationship or process was identified as being potentially useful as it prompts and requests such a discussion (rather than the trainee instigate a conversation that the supervisor could perceive as threatening).

10.4: Issues for consideration

In order to develop skill and a professional identity trainees appear to benefit from feeling accepted by their supervisor. When there is a degree of similarity, familiarity or 'fit' between supervisor and trainee, acceptance is facilitated. It may be that by default when a trainee feels accepted they experience a professional socialisation by their supervisor. Alves and Gazzola (2011) found that the development of a professional identity in counsellors was in part related to connecting with colleagues including with the supervisor as part of the process of supervision. In order to be able to be in a position of acceptance towards a trainee supervisors may have to process and manage trainee induced negative emotional affect and therefore resources need to be available. Additionally opportunities to create a trainee induced positive emotional affect for the supervisor are important.

When the supervisory relationship is experienced as accepting (for the trainee) it can be seen to become more mutual and reciprocal as the trainee experiences themselves to be professionally valuable for the supervisor (Carrington, 2004). Additionally the trainee experiences the supervisory space as 'safe' where they can explore professional issues without fear of ramification. It is likely that a circular relationship between learning and growth, supervisor acceptance and reciprocity exists. Additionally in this light supervision can be seen to potentially become transformative of practice (Carroll 2007). The supervisor alters their practice as their professional world is fused with their trainees'.

Wade and Jones (2014) identify how a using a positive psychology approach to supervision means that supervisee difficulties are more likely to be effectively

resolved. What this means for a supervisor wishing to utilise this approach is that if their personal self (in this context being their unconscious and emotional self) has not sufficiently internalised notions of a positive psychology approach to supervision then sufficient integration with a professional self is unlikely to occur. This lack of integration between personal and professional self means that accepting the trainee for who they are and utilising positive psychology approaches may be less authentic and therefore render less effective outcomes (e.g. using the trainees strengths in order to resolve difficulties and increase leaning and development). Greater difficulty in using the approach and effective outcomes may be further hampered if a trainee presents with qualities that pose a greater issue for the supervisor.

In offering out a relationship that is personal and parental in nature (alongside professional) it seems that the supervisor is particularly invested in the trainee as an individual and whole person. It may be that in order to fully and whole heartedly engage with the trainee the supervisor requires aspects of all these roles to be present. Bartle (2015) discusses objectivity when projectively identifying with a trainee, however when such an investment in the trainee is present the question again arises as to how the supervisor maintains their objectivity. Investment may impact on objectivity through the supervisor either starting to identify with the trainee, viewing them as a reflection of themselves or through the supervisor striving towards self-validation (i.e. wanting the trainee to be a success as it indicates that the supervisor has been successful).

There appears to be an understandable and predictable inequity between trainees and the nature of the relationship they have with their supervisor. A nurturing relationship with others is largely accepted as being the most

conducive towards positive outcomes and development. My study identified that in some instances it is more difficult for supervisors to extend a nurturing approach if they do not feel able to invest in the trainees or if differences exist between trainee and supervisor.

It may be that when a relationship is experienced as more egalitarian trainee learning and development will be optimised and a trainee will be more able to enter into a psychological state of flow when engaging in their work and learning opportunities. Although there appears to be a fine line in working towards egalitarianism by creating the role to be more personal in nature and behaving in a way which the trainee does not feel comfortable with. Supervisor awareness towards how the trainee may be experiencing them and an explicit checking with the trainee as to what is okay to do/say/query appears to at least in part attempt to address this issue and ensure the emotional safety of the trainee. It may well be that a trainee is not able to operate in a state of flow if they feel de-autonomised in their relationship with their supervisor, whilst at the same time vigilant to repercussions related to the nature of their relationship. The reality of the situation is that if the relationship were egalitarian such trainee discomfort would not be experienced as the trainee would feel empowered enough to exert agency in the situation.

Supervisors' own state of flow can be seen to be likely activated when they are able to invest in the relationship with their whole and true selves (in extending out multiple roles supervisors are potentially operating using the different identities and characteristics they have). When operationalising these multiple roles the supervisor can then appear to leave a legacy with the trainee. This seems to be a tribute the supervisor would very much appreciate given the

degree to which supervisors reported their investment. The enjoyment derived from engaging at a whole person level and being in an associated state of flow indicates the supervisor to ultimately be creating the relationship to be a 'real relationship' (Watkins 2011), which in nature alters the power dynamic between participants.

Again a state of flow could be interpreted to be impaired when trainees are in a supervisory space in which they do not necessarily perceive to be safe. Due to this lack of safety trainees then appear to experience the need to perform for the supervisor in order to impress and stave off negative judgments. Being in such a situation is not necessarily conducive to being able to access learning opportunities and additionally trainees may be more likely to make mistakes. Additionally as trainees are exerting such caution about how open they are with their supervisor it could be inferred that a 'real relationship' is not being so effectively created.

Feeling safe to disclose and be open seems to be somewhat related to an egalitarian non-expert supervisory relationship where the relationship becomes more mutual and reciprocal as supervisors too are able to engage in conversations and reflections about their own work. Such reflections and supervisor disclosure positions the supervisor closer to the trainee therefore altering the power dynamic. The supervisor is also engaging herself and her practice into the act of supervision, which is also conducive to the fostering of a 'real relationship'. In this context a notion of 'doing with' is in place of 'doing to'.

Also helpful is the experiencing of a personality match/fit with the supervisor, or feeling like the supervisor is able to understand and attune to the supervisee, possibly due to a similarity in cultural background. Again this seemed to enable

the trainee to feel somewhat relaxed in the relationship which would allow them to be more likely to operate from a state of flow as well as gain from learning opportunities presented. Arczynski and Morrow (2017) identify that even when differences in cultural background between supervisor and supervisee exist transparency and exploration into the differences along with a will to understand and attune to supervisees' contextually and culturally embedded identities is helpful and prevents harm.

Feeling culturally similar or affiliated in a supervisory relationship seems to be a factor in the forging of a connection and was found to help the trainee feel understood and at ease. This meant that the trainee felt able to carry such feelings into her relationships with clients (i.e. pupils/schools/parents), possibly due to feeling supported, contained, emotionally regulated and as part of the effect of a parallel process (as defined by Morrissey and Tribe, 2001). The cultural similarity and ensuing connection allowed for open discussion and formulation on factors impacting on the trainees practice based experiences.

It may be that when interest is shown towards the whole trainee the relationship is experienced as being authentic (by the trainee and supervisor) as they are not being reduced down to just their professional parts. Investment from the supervisor could then be deemed to be an investment in the person rather than just a function of job role. This could be experienced as containing for the trainee. As the relationship may be experienced as more authentic the trainee may be more receptive to being professionally socialised by their supervisor and may well develop in their embodying of a professional identity at a greater rate (as they are by default feeling to be closer to their team and supervisor who is a representation of and role models the profession).

Additionally as the relationship can be experienced as less formal when a connection is present the power dynamic may alter as the supervisor is ultimately altering the manifestation of a professional role which incorporates the aspect of an evaluator/gatekeeper. It seems that awareness and caution must be paid in order to ensure that the supervisor remains fair and objective when assessing the trainees competency and maintains an awareness of boundaries (in part to protect the trainee e.g. from unmet expectations or affective responses if the supervisor is experiencing difficulty). However being in this place of greater ease indicates the trainee to potentially be able to engage in supervision and practice in a greater psychological state of flow.

It seems that equity in service does not exist for trainees in that when a connection is present a trainee is reported to excel in their development due to the investment from the supervisor. The implication being that the same supervisor would be providing a different and inferior level of service to another trainee whereby a connection is not present. This difference may be an unfortunate aspect of the nature of relationships, as a connection can not necessarily be forced. However highlighted is an inequality and the potential need for systems to be in place whereby either attempts to provide a equitable service are made or a trainee is able to access connection from another influential person in the profession. Also highlighted is the need for supervisors to potentially think about how to ensure awareness of their feelings and actions towards trainees (as the role of supervisor does not automatically assume perfect service, fairness and equality towards trainees). Additionally inequality may manifest through the supervisor not having the internal or external resources (e.g. related to systemic practices/dynamics) available to work on connecting with a trainee.

The supervisory relationship could benefit from supervisor awareness of how their voice is shaped, influenced and impacted by the culture and team dynamics in their service as well as theory and their own current and historical supervision. The latter particularly being the case as they may unconsciously be enacting repetitive or corrective supervisory scripts with their trainees, which in turn may be replicated if the trainee undertakes a supervisory role in the future.

When a supervisors' voice is not able to permeate the omnipotent structures of the wider team/service it may be that the supervisors' lack of power becomes the trainees' lack of power. In this respect it could be that a 'helplessness' is being modelled and the trainee may carry this through with them into their professional life as qualified psychologists. Additionally it may shape their view of a profession which theoretically is in part built upon social justice, empowering voice and posing challenge. This discrepancy may cause the trainee to experience cognitive dissonance. Ultimately such an experience is not necessarily laying the best foundations for a year 3 trainee to feel empowered when entering into qualified status.

Additionally it may be beneficial to pay due consideration to the degree to which the supervisors' voice can represent the trainees. It may be that a trainee could become dependent on the supervisors' voice for protection and therefore de-empowered in using their own. When representing a trainee the supervisor can ensure that empowerment is fostered and the notion of a more egalitarian relationship is maintained. In order to achieve these aspects the supervisor can involve and openly discuss strategy with the trainee.

10.5: Limitations of study

Through providing a qualitative insight into the supervisory relationship for trainees within the field of educational psychology, this study to my knowledge is the first of its kind. Aspects of the supervisory relationship for qualified and trainee supervisees have previously been studied as part of a wider exploration of supervision generally, rather than in an in depth and specific way. However what follows are some limitations of my study.

During interview with some newly qualified participants I found that there appeared to be a reluctance to engage in what could be perceived as criticism towards their supervisor. On two occasions (out of the seven) the participants disclosed quite powerful information once the interview had finished and was no longer being recorded. It may be that the participants did not feel safe enough to disclose such information, for fear of their anonymity being compromised. It may also be that as educational psychologists they are working in an industry which is largely focused upon utilising strength, diplomacy and being sensitive to and protecting others. Therefore as part of an integration between the personal and professional self the participants may not have felt comfortable to officially speak about their supervisor in a potentially negative way. Due to the influential nature of the supervisory role and the position of relative vulnerability that a trainee sits within, the newly qualified participants may experience a particular faithfulness and loyalty towards their supervisor. Additionally it may be that officially speaking about difficulties in the relationship is threatening to the participant in that it undermines who they understand or would like to understand themselves to be (e.g. likeable, valuable, able to forge relationships well with other professionals etc.), as well as who they are as a professional

(i.e. as the supervisory role is deemed to be so influential and educative participants may not wish to formalise any notion of them not being such a well-equipped and potentially substandard professional as a result of impaired supervision).

When interviewing supervisor participants it seemed that some may have experienced the interview as threatening as they spoke reservedly or intellectually and were appearing to be drawing upon theory and guidelines rather than speaking about their experience. At times it felt to me like they were responding as one would do during a job interview. It may be that some supervisor participants presented with such reserve and defence because they were relating to me in my role as a third year trainee, i.e. the subject of conversation. Therefore they may have been applying particular sensitivity, or they felt like I was evaluating them and their skills as a supervisor. This latter point may particularly be the case given that as the qualified member of staff who is generally likely to hold the power in the relationship (with their trainee) the responsibility of shaping the relationship primarily rests with them.

Therefore it appears that the study could have benefited from being completed over a longer course of time where I could have invested time in forming a relationship with my participants and meet with them on multiple occasions as part of a greater iterative approach and where they may gradually feel more comfortable. Additionally it may be that having completed an initial interview and revisiting aspects of their supervisory experiences, old memories, new processing and new reflections would be formed after the interview was completed. Re-visiting participants would allow for such reflections and a

greater degree of openness (e.g. due to potentially feeling more trusting of me) and therefore give more depth to the interview.

As I was an 'insider researcher' with some of my participants (i.e. I knew them from my academic studies and placement) it is likely they adapted their responses with me. It could be that they did not feel free and anonymous enough to discuss their supervisory relationships in a way in which they would have done with a different researcher. Additionally my prior knowledge of participants (albeit in a predominantly professional capacity) will have shaped my interpretation of the data.

Another limitation is that I only interviewed newly qualified psychologists on their 3rd year supervisory relationship. I therefore did not access information on the trajectory of the supervisory relationship for trainees when they were at the start of their training and/or at the start of their relationship with their supervisor.

Therefore potentially useful information was missed as I was not able to explore what could have contributed to the different stages of the relationship.

Additionally some of my participants spoke about a one year supervisory relationship and some spoke about a two year supervisory relationship.

Therefore it is difficult to gain a clear understanding of experiences across participants as the context of the relationships vary. Although my findings can provide some understanding of issues within the supervisory relationship and point for reflection, it does not allow for a generalisation of the experiences expressed.

Piloting of the interview schedule occurred with a non-educational psychologist.

It may be that my interview schedule or approach would have been different if I had piloted with as individuals who directly reflect the people who are

represented in my study (i.e. either a current trainee educational psychologist/newly qualified educational psychologist and an educational psychology supervisor), as these individuals would better understand and have direct experience of the context and relationship.

Having completed the data gathering process and on reflection it seems that my interviews could have benefited from me posing questions which more explicitly steered the participant into describing stories of their supervisory relationship. I could have asked more questions like “can you describe to me a time in supervision where you felt like the relationship was working?” Questions such as “what did your supervisor do that told you this/what did you do that told you this?” could help expand on the stories told.

During the course of the interview I found that newly qualified participants were tending to focus on the act of supervision rather than the relationship. Although there will be an overlap between the two constructs, I thought I would be able to access greater richness if I cued participants in more to the notion of exploring the relationship (see methodology). The cue was used after the first two participants had been interviewed. It may be that such an act would have altered the nature of the data gathered with my first two participants, therefore I possibly should have implemented the cue from the beginning. However, as seven participants were accessed for this stage of the data collection I feel that data gained was sufficiently rich for this exploratory study and the introduction of a cue served as a data enhancer rather than a resolver of a problem.

Another limitation of the study is that because accounts were provided retrospectively (sometimes with a difference of a number of years) participants may have been recalling a general and diluted feeling or cluster of thoughts, or

main events. If the study was conducted with participants who were all currently engaging in the process of year three trainee supervision then some smaller but powerful and significant nuances in the relationship could potentially be explored.

Finally the study is accessing the experiences of professionals as a trainee and using those as part of an inductive approach to gain supervisor perceptions of their supervisory relationships with trainees. This is appropriate given the fact that this study in some way attempts to account for the unequal power dynamic within the dyad (by giving the trainee experiences a voice). However supervisor experiences of the relationship have not been sought independently of what has been predicated by trainee experiences. If I were to do this study again I think I would ask supervisors at the beginning of the interview what they feel the interview should look like (in terms of exploring the relationship) and what they would like to see addressed or talk about. Doing so may provide a very different insight into what the issues are for supervisors when navigating their relationships with trainees. I did ask a question very similar to this at the end of my interview schedule with supervisors, however I feel because the interview had already commenced and completed with supervisors engaging in talk around the pre-defined themes their natural and pre-existing thoughts may have been closed off.

10.6: Implications for practice

As a considerable amount of talk implied that the underlying power dynamic was an issue which guided and altered aspects of the relationship, it may be

worth services considering how the role of the supervisor could be preserved (i.e. in its educative, normative and evaluative functions) whilst reducing some of the negative affect experienced as a result of the evaluative role and hierarchal structure. It may be that a simple change in the term used to define the act of supervision may contribute to a change in some conceptualisations and unconscious processing of the act. 'Supervisor' may well evoke associations of authority or, inferiority. However caution must be applied when considering the redefining of the term 'supervisor' to an alternative such as mentor (which was used to define a positive supervisory relationship and influential supervisor in this study) as the role of a mentor and supervisor is defined and perceived differently. A mentor is described as a supporting and encouraging an individual (Mellon and Murdoch-Eaton, 2015), whereas a supervisor's role is (in part) to evaluate in order to ensure good practice and facilitate learning in order ensure competence (Procter 2001).

It may also be useful for services to consider implementing a system whereby trainees are also expected to evaluate their supervisor on their supervisory skills (as part of a competency based approach to supervision). Not only would this likely change the power and relational dynamics in supervision, but it would potentially lead to more effective practice in supervision as supervisors may apply more conscious awareness to their practice in the role and may develop in skill due to the understanding and/or reflections gained from evaluations.

The creation of a 'real relationship' seems to be a critical thread running throughout participants talk. Additionally in the nurturing of a 'real relationship' (e.g. collaboration, openness, authenticity), supervisory power differentials and dynamics are discussed. Services, supervisors and trainees could explore how

they can work towards and ensure the creation of a 'real relationship'. Possible starting points could be the use of Video Interactive Guidance (VIG) or another model of videoed critical reflection that could help supervisors and trainees identify their helpful and less helpful interactions as well as general reflections on their supervision session (in order to stimulate dialogue and gain understanding). Or it may be that such a process would be preferred as part of the supervisors' own supervision/peer supervision. A process which explicitly asks for trainees' feedback on different aspects of supervision was determined as potentially helpful during phase 1 of this study. Contributing to such a discussion without such an aid was deemed to be too threatening for the trainee (due to the power dynamic and nature of the relationship with the supervisor). It may be that when such processes are regularly utilised the need for them may reduce as the nature of the relationship changes as a result of open dialogue. Additionally such dialogue is then experienced as being expected and normalised.

Addressing the impact of power related issues is not only important in order to potentially improve outcomes of supervision but HCPC Professional Practice Guidelines state that awareness should be paid to such dynamics when working with clients (2.9 and 2.10 HCPC Standards of Proficiency, 2015). Therefore it seems legitimate to also be aware of and discuss such issues in supervision. At the very least this could provide a model for client work. A potential model by which to discuss power, contextual identities and/or interpersonal dynamics in relation to social demographics would be to use Burnham's Social GRRAACCESS (Gender, Race, Religion, Age, Ability, Class, Culture, Creed, Ethnicity, Sexuality and Sexual Orientation) model (Burnham, Palma and Whitehouse 2008), which outlines demographics which influence the

experience of power and privilege. Power and privilege associated with each dynamic could be explored in the supervisory dyad (e.g. what this may mean for the individual, how it is construed, how it impacts on the relationship and how it may impact on work with clients). It may be that the dialogue occurring from such exploration contributes to the creation of a 'real relationship', generates understanding and ease and positively impacts on the trainee and supervisors' practice and development (as identified in phase 1 of the study).

It seems clear that supervisors can experience a range of affect when working with year 3 trainees. The effect of such responses can potentially have a detrimental effect on the supervisory relationship and individuals involved. In my study supervisors reported experiencing the need to process and manage such affect. Therefore it seems that it could be helpful for services to ensure that not only do supervisors receive supervision of their supervision but that affective responses are explicitly queried and explored. It may be that supervisors do not feel safe to engage in such exploration during their own supervision in which case peers could be identified as sources of support. The provision of time to engage in such activity would need to be planned for.

It may be that a supervisors', but particularly a trainees' attachment style impacts on how interactions are perceived and experienced in the relationship. It may be worthwhile the supervisor reflecting on and applying self-awareness and attunement to their own and their trainees' attachment based activation and responses. The supervisor could consider moderating their own responses accordingly and in line with an attachment care giving model of supervision (Fitch et al, 2010). Additionally it would be useful for supervisors to consider how their own experiences of supervision shape their delivery of supervision.

Training providers and services may wish to consider how equity between trainees is established. Much of the supervisory relationship (and its effectiveness) appears to be contingent on parties experiencing a match or fit in personality. Participants over both phases reported this to be the case. It may be that the matching process is reviewed and enhanced, e.g. potential supervisors and trainees could meet for an initial meet and greet session and feedback on preferences could be provided. This would help ensure that both trainee and supervisor are invested in and content with their pairing. Additionally members of the dyad could be provided with the option of seeking a different supervisor/supervisee if desired and without fear of repercussion or causing offence.

All the above points may positively impact on the supervisors' and trainees' psychological state of flow and therefore development. Additionally ethical practice is likely to be enhanced by the above due to an increased level of self-awareness, openness and the trainee potentially being less 'done to' and more 'done with'.

10.7: Future research

Future research on the supervisory relationship could explore supervisor and supervisees'/trainees' conceptualisations and associations of different labels for the relationship (e.g. supervisor Vs mentor) and how these map on to the role of a supervisor. In addition to and possibly in conjunction with this; outcomes of supervision for trainees could be studied. It would be worthwhile studying this in their micro elements (e.g. weekly over the course of a year) rather than as an

overall account. Additionally the potential factors influencing outcomes could be explored (e.g. the different features of a 'real relationship')

It would be interesting to explore the supervisory relationship using a standardised measure in order to explore convergence and divergence of perceptions between members of the dyad and why this may arise.

It could be useful for research to explore the attachment style and responses of different supervisory dyads in order to explore the impact of attachment on the process of supervision. This may be particularly useful in relation to trainees given that they appear to experience a particular need for security in supervision and a safe base to return to following professional exploration and development.

Finally evaluation (using control groups) of supervisory outcomes following the use of tools and aids used to potentially enhance the relationship and effectiveness of relationship e.g. supervisor appraisal and feedback or the use of Burnham's (1992) social GRRACCESS model (cited in Burnham, Palma and Whitehouse 2008).

Chapter 11: Conclusion

1.1: Conclusion

As a year 3 trainee myself who is receiving supervision I am aware of how supervisory experiences can vary and what some of the impact of this can be for trainees. Over the course of carrying out this study and hearing others experiences I have been able to reflect on my own experiences. I have therefore learnt quite a few things, e.g. the need to exert more agency in the relationship and position myself as a more equal player in the co-creation of the relationship.

This study aimed to explore the supervisory relationships for year 3 trainee educational psychologists and their supervisors in order to gain an insight into their experiences and distinguish some effective components. Qualitative approaches were used in order to explore such experiences in depth.

Retrospective trainee accounts were sought initially and supervisors were asked to provide comment and reflection on the themes identified which emerged from phase 1 analysis.

It seems clear that the supervisory relationships in the study varied considerably. However, some common features prevailed. Newly qualified participants in particular reported that similarity and a click in personality (similar to what would be seen in a potential friendship) with supervisor was desirable and was seen to have not only enhanced the relationship but allowed learning and development to occur, in addition to allowing the supervisors' influence to prevail into qualified practice (for the trainee). Such a relationship also allowed participants to experience less of a negative impact associated with the power

dynamic. There was a clear acknowledgment amongst supervisors that when a click in personality was experienced a more nurturing and personal element to supervision developed. It was reported that during these instances trainees experienced an enhanced investment from their supervisor and therefore were perceived to have progressed more in their learning.

What seems clear is that supervisor participants invest a lot of themselves into their trainee and care for them as a whole person. However it seems that particularly when work based demands are high non reciprocated investment can cause the supervisor to experience ill affect towards their trainee. Time and support from colleagues appeared to help process and manage this emotional response. The legacy of the supervisor's potential influence on their trainees seems to be a tribute that the supervisor would very much appreciate, particularly given the degree to which supervisors reported their investment and appeared to sometimes potentially be viewing trainees as extensions and reflections of themselves.

Participants across both stages experienced a pressure and need to perform in their role and were seeking affirmation from each other. Supervisor participants tended to understand the difficulty of the trainees' position and some showed particular sensitivity and respect to their trainee by checking things/approaches out with them. However it also seems that sometimes a supervisor could cross personal boundaries or be insensitive with their trainee which would result in trainee loss of agency. Trainees' did not feel able to challenge or raise relational issues, possibly due to the hierarchy of power.

In general participants wished to connect with each other at a whole person level and throughout the interviews there were instances where they were

reporting a humanisation of the other. Supervisor disclosure appeared to be an important feature in building connection and a mutual, safe and reciprocal relationship.

Trainee participants reported that they sometimes relied on the power of their supervisor's voice to represent their own. An awareness of a potential over-reliance on supervisor voice was also noted. Systemic issues within service (e.g. service culture or team dynamics) sometimes meant that the supervisor was unable to reflect or represent their trainee's needs. This inability caused trainees to become disappointed. However when other features were present in the relationship (e.g. open discussion, the supervisor valuing the trainee) such disappointment was resolved and the trainee appeared to join the supervisor in accepting the difficulty of the situation.

Overall the power dynamic in the relationship, due to the nature of the supervisory role and its inherent privilege meant that trainee participants can experience a potential loss of agency and a feeling of being 'done to'. This not only poses ethical questions for practice but also means that the restorative and formative functions of supervision may not be effectively fulfilled.

Aspects such as empathy and sensitivity from both parties (although particularly from the supervisor) appear to be valuable. However caution must be paid in that these 'skills' or traits are not intellectually taught but are evoked. The distinction is that when evoked it is genuine and authentic.

Key to the supervisory relationship for both parties appears to be the fostering of a 'real relationship'. In doing so issues can be safely and openly discussed and any power imbalance addressed. It is likely that with such collaboration,

openness and sensitivity both trainees and supervisors would be able to operate with less anxiety and more from a psychological state of flow.

Supervision with trainees seems to be a particularly important act due to its restorative, formative and normative purposes. However the act of supervision itself may well be a highly useful learning tool as it models and serves to create and identify parallel processes occurring between supervisor and trainee and client.

My study significantly contributes to the existing literature about the supervisory relationship because it explores the relationship (rather than just the act) in some depth between trainee educational psychologists in year 3 of training and supervisors. The legacy of this relationship is long lasting, as the profession is shaped through not just the influence on trainees but on how the trainee influences others.

It seems that my study may be the first study within the field of British educational psychology which has explored (to an initial degree) issues of power and how they impact on trainees as well as an overall understanding of what are helpful relational practices in trainee supervision. Additionally in seeking supervisor reflections on aspects raised by newly qualified educational psychologists my study allows for an understanding of nuance and tension in the relationship.

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Appendices

Appendix 1: Ethical approval, certificate

Appendices 1

UNIVERSITY OF
EXETER

GRADUATE SCHOOL OF EDUCATION

St Luke's Campus
Heavitree Road
Exeter UK EX1 2LU
<http://socialsciences.exeter.ac.uk/education/>

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: How can the Supervisory Relationship Facilitate Perceptions of Effective Supervision for Trainee Educational Psychologists

Researcher(s) name: Aysha Vanderman

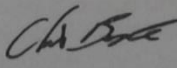
Supervisor(s): Shirley Larkin
Bram Norwich

This project has been approved for the period

From: 30/03/2017
To: 01/10/2017

Ethics Committee approval reference:


D/16/17/33



Signature: Date: 30/03/2017
(Dr Christopher Boyle, Graduate School of Education Ethics Officer)

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Appendix 2: Information to participants

 UNIVERSITY OF
EXETER

Name of Researcher: Aysha Vanderman
(Trainee Educational Psychologist)

ABOUT ME

My name is Aysha Vanderman and I am a Trainee Educational Psychologist in my 3rd year of training at the University of Exeter.

ABOUT MY RESEARCH PROJECT

Title: Effective Supervisory Relationships with Trainee Educational Psychologists: Trainee and Fieldwork Supervisor Perspectives

Context in brief: It is well recognised that the relational aspect of supervision is fundamental to its effectiveness, even more so than the methods/models used (Kilminster and Jolly, 2000). However it is also recognised that 'good' supervision is not always experienced (Division of Educational and Child Psychology Guidelines, 2010).

Aim: To increase the effectiveness of trainee supervision through greater awareness and understanding of the relational processes within the supervisory relationship.

Participants: Newly qualified educational psychologists (i.e. psychologists who have graduated within the last 2 academic years) **AND** Fieldwork supervisors of year 3 trainee educational psychologists.

How it will be done:

Phase 1

- Face to face, individual, semi-structured interviews.
- Interviews will last around 45 – 50 minutes.
- With newly qualified educational psychologists.
- Participants will be asked to reflect on the relationship they had with their year 3 fieldwork supervisor e.g. what did and did not work well?
- Specific questions around aspects such as attunement, the power dynamic and disclosure may be asked.
- Themes from this phase will be presented (in an anonymised form) to participants in phase 2 as part of a stimulated semi-structured interview. Phase 2 participants will also be asked to rank the themes in order of importance/agreeance.

Phase 2

- Face to face, individual, stimulated semi-structured interviews.
- Interviews will last around 45 – 50 minutes.
- With fieldwork supervisors of 3rd year trainees
- Themes emerging from phase 1 will be used to stimulate and guide the interview process.

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- Participants will be asked to rank the themes in order of importance/agreeance and will be asked to reflect upon a supervisory relationship with a trainee that they feel worked particularly well.

For both phases we will meet in a place that is convenient for you/within a reasonable distance to you. I will also reimburse any travel expenses you incur. Please let me know if you require any reasonable adjustments to be in place.

Confidentiality/Anonymity: Interview tapes and transcripts will be held in confidence and findings will be disseminated/published in an anonymised form so that your identity is protected. However confidentiality and anonymity will be waived if I am legally obliged to disclose participant information or if I have safeguarding concerns.

Additional information: If you decide to participate you will receive a copy of my Ethical Approval Form and more information relating to the project.

Please contact me directly if you are interested in participating

CONTACT DETAILS

If you would like to discuss anything or ask any questions then you can email me on: av272@exeter.ac.uk or you can call me on: **07472 496 189**

I look forward to meeting with you!

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Appendix 3: Consent form

Appendices 2B

- Participants will choose (or be provided with if they wish) an alias in their transcript and in the write up of the project. A separate password protected file will hold participants real name and corresponding alias along with their contact details.
- Interview recordings, transcripts, photographs from the Q sort and other participant related material will be stored securely (in a locked file) and online documents will be password protected on a PC which is also password protected. Recordings and transcriptions will be deleted/shredded after my viva assessment has been completed.
- Nobody other than the researcher will have access to participants' individual identities or raw data.
- Data gathering will occur in places which are private and where participants cannot be heard.

However, appropriate professionals will be informed if the researcher becomes aware that the participant or others are at risk of harm (i.e. if a safeguarding concern becomes apparent). Participants will be made aware of this potential mitigation in anonymity and confidentiality (before participation and during, if it occurs).

DECLARATION OF INTERESTS

It could be said that there is a conflict of interest, given that I am a trainee researching trainee supervision. This will be declared to participants along with the aim of the research, i.e to understand and improve on supervision with trainees. Additionally I will be conscious of the reflexive nature of my data and research process and where appropriate I will acknowledge and monitor my responses.

USER ENGAGEMENT AND FEEDBACK

Participants will be able to request access to a final copy of the thesis. They will be informed that if they wish to they can contact me to discuss how their data was interpreted.

INFORMATION SHEET

Title of Research Project

How can the Supervisory Relationship Facilitate Perceptions of Effective Supervision for Trainee Educational Psychologists

Details of Project

The aim of my project is to explore which relational aspects in supervision make for what is perceived to be effective supervision with trainee educational psychologists. This will be done in 2 phases:

Phase 1

In phase 1 newly qualified educational psychologists will provide retrospective accounts of their

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ISIS Ethics Application form_template_v11

experiences of supervision during year 3 of their training. Discussion will be around what participants feel are the purposes of supervision and the processes within the supervisory relationship that worked well and not so well in facilitating effective supervision.

Phase 2

Experiences gathered from phase 1 will be anonymously presented on cards (in the form of statements/themes) to supervisors of current year 3 trainees as part of a stimulated semi structured interview. The supervisors will be asked to rank them either in order of importance or the extent to which they agree with them. Exploration and reflections on their responses during the card ranking task will be sought. Additionally their own thoughts and experiences of trainee supervision will be explored, particularly trainee supervision that they feel worked well. Ways in which supervision with trainees could be improved will also be explored.

I am seeking participants who are:

- 1) Newly qualified Educational Psychologists i.e. those who have been qualified and in practice for no more than 2.5 years.

Your participation will involve taking part in semi structured 1:1 interviews with myself. The interviews will last about 45 minutes.

- 2) Experienced Educational Psychologists working in a Local Authority who are supervising doctoral trainee educational psychologists in their 3rd year of training.

Your participation will involve taking part in a 1:1 stimulated semi structured interview with me about trainee supervision. It will include a card ranking task and will last about 50 minutes.

The venues for both phases of participation will be confirmed nearer to the time and will be in a place within reasonable distance to you.

Contact Details

For further information about my research or to volunteer your participation please contact:

Name: **Aysha Vanderman**

Postal address: **Exeter University, Child Educational and Community Psychology, St Lukes Campus, Heavitree Rd, Exeter, EX1**

Telephone: **07472 496 189**

Email: av272@exeter.ac.uk

If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact:

Dr Shirley Larkin S.Larkin@exeter.ac.uk

Confidentiality

Interview tapes and transcripts will be held in confidence. They will not be used other than for the purposes described above and third parties will not be allowed access to them (except as may be required by law). However, if you request it, you will be supplied with a copy of your interview transcript so that you can comment on and edit it as you see fit (please give your email below so

that I am able to contact you at a later date). Your data will be held in accordance with the Data Protection Act.

Data Protection Notice

Data Protection Notice - The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published and disseminated in anonymised form.

Anonymity

All data will be stored securely in a locked cabinet or on password protected computer files. Additionally pseudo names will be assigned on transcripts and on the write up. An information sheet with your name, pseudonym and contact details will be held in a separate password protected document and will be deleted once the project has been fully completed. Anything you say that is referred to in text will be documented as such so that your identity is protected.

Consent

I have been fully informed about the aims and purposes of the project and I understand that:

- There is no compulsion for me to participate in this research project and if I do choose to participate, I may withdraw my participation/information I provide at any stage prior to submission
- I have the right to refuse permission for the publication of any information about me
- Any information which I give will be used solely for the purposes of this research project. This may include publications, academic conference or seminar presentations
- The information which I give may be shared with the project supervisors at the university
- Information I give will be treated as confidential
- The researcher will make every effort to preserve my anonymity
- I understand the situations which would lend to a break in confidentiality and preservation of my anonymity
- I can contact the researcher after January 2018 if I would like to read the write up of the study

.....
(Signature of participant)

.....
(Date)

.....
Printed name of participant)

.....
(Email address of participant if they have requested to view a copy of the interview transcript.)

.....
Signature of researcher)

.....
(Printed name of researcher)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher.

CONSENT FORM

As above (Information and Consent Form downloaded from University of Exeter pages

SUBMISSION PROCEDURE

Staff and students should follow the procedure below.

Post Graduate Taught Students (Graduate School of Education): Please submit your completed application to your first supervisor. Please see the submission flowchart for further information on the process.

All other students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

All staff should submit their application to the appropriate email address below.

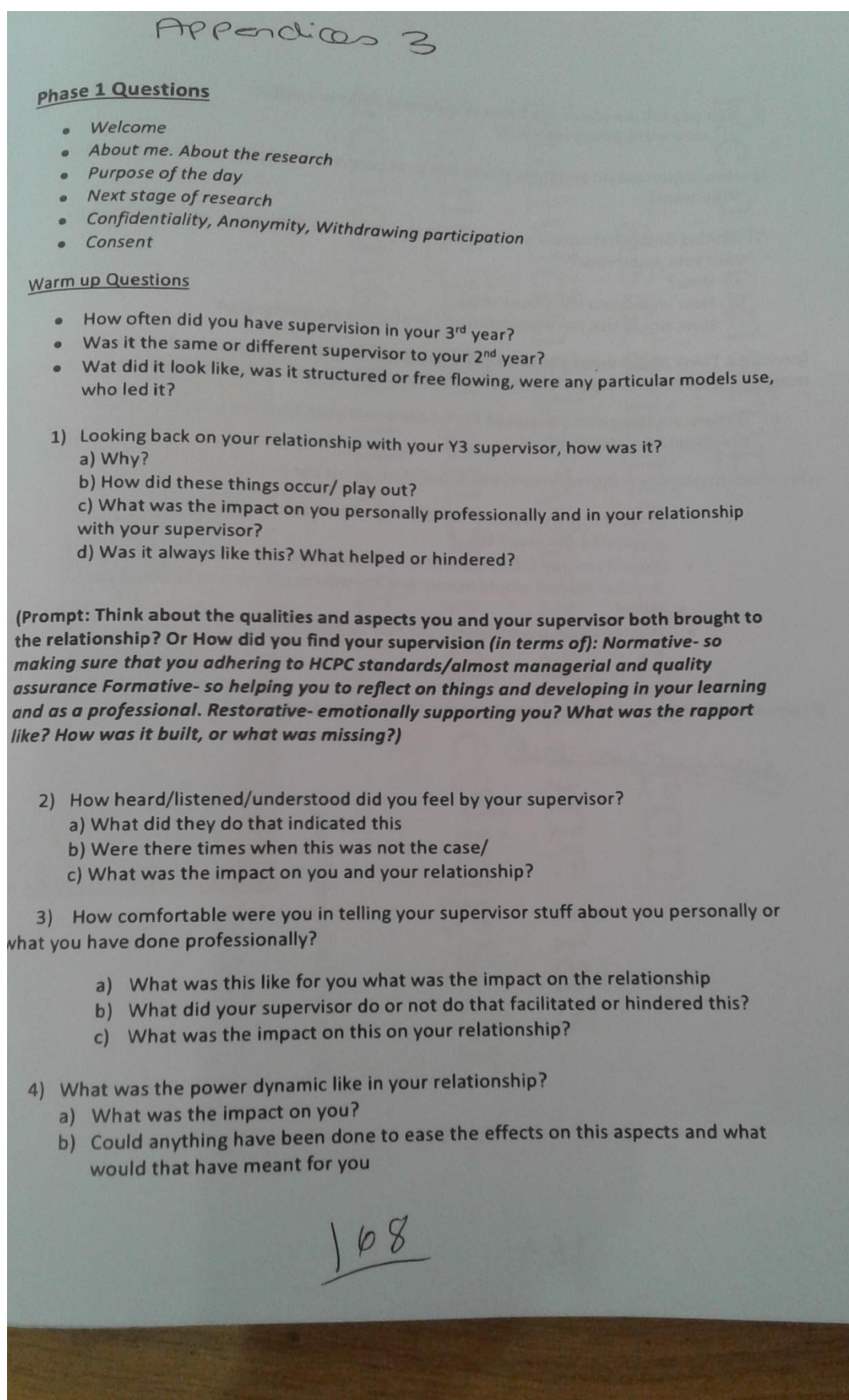
This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education.

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Appendix 4: Phase 1 interview schedule



Appendix 5: Relationship cue

Appendices 4

Relationship:

“association between individuals wherein one has some influence on feelings or actions of the other”

(Psychologydictionary.org)



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Relationship:

“The way in which two or more people regard and behave towards each other”

(Oxforddictionaries.com)



Appendix 6: Phase 2 interview schedule

Phase 2, Stimulated Semi Structured Interview

Cue based questions may be posed depending on whether the supervisor is a current supervisor for a year 3 trainee:

- Are you supervising at the moment?
- When did you last supervise a year 3 trainee?
- What did the supervision look like, time, structure, models used etc?

Participants write out the following beliefs and corresponding behaviours. Participants to then rank the statements:

- "It is important for me to wholly accept my trainee(s) for who they are" ... "I wholly accept my trainee for who they are"
- "It is important to me that my relationship with my trainee has aspects related to professional, personal and parental roles" ... "my relationship with my trainee has aspects that are professional, personal and parental in role"
- "It is important for my trainees to be open with me" ... "my trainees are open with me"
- "It is important for my trainees and I to connect interpersonally" ... "My trainees and I connect interpersonally"
- "It is important that I can affect my trainees experience ~~with the wider service~~" ... "I affect my trainees experience ~~with the wider service~~"
of the wider team

In exploring responses participants to be asked to think about and draw upon a supervisory relationship with a trainee that they had that worked well. The following explorative questions to be posed:

- Why have you put this here/tell me more about this/why is this important?
- What is the (potential) discrepancy about?
- Are there times where this happens in the relationship more so, why what's that about?
- Are there times where this happens in the relationship less so, why what is this about?
- How did you resolve this/enhance it?
- How did this effect the relationship you had with your trainee/ what did it mean for you?

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- 5) Can you tell me about any times or potential times of conflict?
 - a) How were things resolved?
- 6) How important do you think it is to like your supervisor/experience a bond with your supervisor?
- 7) Looking back what would you have kept the same and different in your relationship with your supervisor?
 - a) Why?
 - b) How would you have done this?
 - c) How would this have impacted you professionally/personally?

(prompts: Think about what you didn't like, wish you could have changed, what was the most and least helpful aspect of the relationship or the dynamic between the two of you)

- 8) Is there anything else you would like to say about year 3 trainee supervision and specifically the relationship?

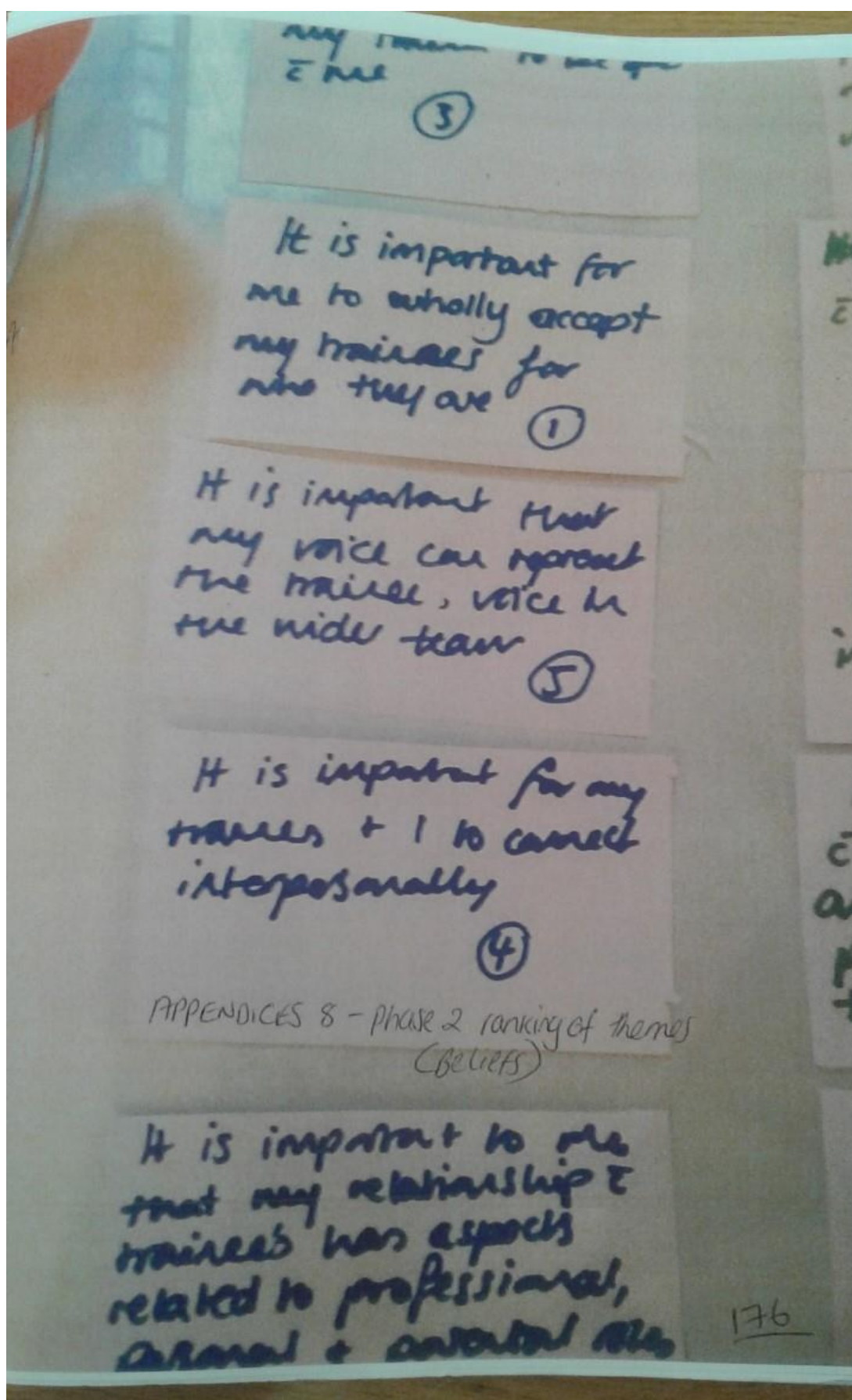
Questions to provoke a different narrative (used throughout the interview):

- Are there instances you can think of where this isn't the case/would this always be the case? Why?
- Would you say this is true for all trainees? Are there instances when another trainee would experience something different to be beneficial? Why?
- Why or when would something else be better?

relevant, Distinctions between year 2 and year 3 of training would be made?

~~Bristol University~~

Appendix 7: Ranking of themes, beliefs



Appendix 8: Ranking of themes, actions

