A POST-INTENTIONAL STUDY OF TELESUPERVISION EXPERIENCES OF
MARGINALIZED MENTAL HEALTH SUPERVISEES

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ABSTRACT

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The field of professional mental health providers is growing more diverse, and the method of providing supervision to beginning therapists and trainees has become often characterized by a videoconferencing or telesupervision format (Lebensohn-Chialvo et al., 2021; Phillips et al., 2021). There is a need to research and better understand the diversity considerations of telesupervision (Phillips et al., 2021). This phenomenological study provides an exploration into how mental health supervisees who hold one or more marginalized identities experience telesupervision. Seven mental health supervisees participated in one focus group and in follow-up individual interviews. A post-intentional phenomenological inquiry provided the lens for data analyzation. Feminist theory, feminist family therapy and supervision concepts, and telehealth principles also inform the inquiry method. Four production themes emerged from the data analysis of the supervisee's telesupervision experiences. These themes are (a) influences of format on experience, (b) impact on supervisory relationship, (c) connections to self-of-the-therapists concerns, and (d) perceptions of the effect on the field. In addition, three provocation themes surfaced. These themes are (a) requests for more leadership, (b) suggestions for improvement, and (c) professional development opportunities. These resulting themes provide a valuable snapshot of beneficial and challenging supervision practices for underrepresented supervisees. The information provided by the supervisee participants will inform supervisors,

supervisor training programs, and underrepresented supervisees on ways to improve and maintain competent telesupervision experiences.

Keywords: marriage and family therapy telesupervision, post-intentional phenomenological inquiry, feminist theory, feminist family therapy/supervision

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CHAPTER I

INTRODUCTION

The demand for mental health assistance outweighs the available resources and the need for mental health professionals who hold marginalized identities is especially significant (Allen & Jaramillo-Sierra, 2015; Lebensohn-Chialvo et al., 2021). A global pandemic, social and political unrest, natural disasters, and economic uncertainties dominating the last 7 years created an enormous need for help managing collective societal trauma (Few-Demo & Allen, 2020; Brown, 2021). As much-needed underrepresented counselors and therapists enter the mental health profession, those in training and supervising positions are responsible for understanding the lived experiences of supervisees who identify with marginalized and underrepresented communities. Mindfully listening to the voices of those who experience under-representation is imperative for the future health and practice of marriage and family therapy (Phillips et al., 2021). This research will provide mental health supervisors with an enhanced understanding of how marginalized supervisees experience telesupervision to provide respectful and beneficial supervision to beginning therapists.

Feminist Theory Lens

Historically, family therapists and family therapy supervisors identified predominantly as Anglo-North American, middle-class, and heteronormative (Allen & Jaramillo-Sierra, 2015). However, this demographic is changing. The field of marriage and family therapy is becoming more diverse and will likely better represent the diversity of the population in the future (Lebensohn-Chialvo et al., 2021). Currently, supervisees and supervisors can often be in a supervisory relationship impacted by the overt and covert dynamics of cultural, identity, and socioeconomic differences (Hernández-Wolfe & McDowell, 2014). As counseling professions

become more characterized by diversity, the need for culturally sensitive and competent supervisors grows (Nilsson & Duan, 2007). Competent mental health supervisors are responsible for being culturally sensitive and respectfully responsive to the diverse experiences of marginalized supervisees (Hernández-Wolfe & McDowell, 2014; Storm & Todd, 2014; Todd & Rastogi, 2014).

Because of the focus on the representation of diverse experiences and the treatment of all people with respect, acceptance, and value, feminist theory provides the theoretical framework for this study (Heywood & Drake, 1997). The scope of feminist theory is broad. For this study, *feminist theory*, in general, will refer to the concepts and constructs regarding full social, economic, and political gender equality (Moffitt, 2021). Attention to power dynamics and the considerations of intersectionality are also important concepts to explore through a feminist theory lens (hooks, 1984, 2015). In addition, the constructs of feminist family therapy and feminist family therapy supervision provide a more specific application of feminist theory to this study (Hare-Mustin, 1978; Prouty et al., 2001).

Supervisory Working Alliance Overview

To better understand the telesupervisory experience of marginalized supervisees, the importance of the supervisory working alliance is a guiding concept for this study. The *supervisory working alliance,* defined as the relationship between the supervisor and supervisee, is a core component of supervision. This relationship consists of bonds, goals, and tasks (Lee & Nelson, 2014). Sterner's (2009) study found that the perception of the quality of the supervisory working alliance affected supervisee satisfaction with their learning experience, work setting, and levels of work-related stress. Supervision influenced by the concepts of feminist theory is especially relevant to this study. Therefore, the characteristics of a feminist-informed supervisory

working alliance, such as collaboration, are considered important guiding principles (Hernandez-Wolfe & McDowell, 2014).

Telesupervision Overview

As the mode of providing supervision shifts from in-person to telesupervision, supervisors must be aware of how cultural competency is communicated and received through video format. Previous research has established that the supervision provided through a telesupervision format is effective, although not considered preferable by supervisors or supervisees (Twist et al., 2016). These studies also indicate that the limitations of visual range can negatively affect the ability of the supervisory dyad to correctly interpret non-verbal communication (Abbass et al., 2011). An exploration into how marginalized supervisees receiving telesupervision experience and perceive the strength of the supervisory working alliance is needed to understand how to better address diversity considerations when supervision occurs through a telesupervision format (Phillips et al., 2021).

Post-Intentional Phenomenological Inquiry Approach

Post-intentional phenomenological inquiry, like its phenomenological predecessors, attempts to uncover and understand the phenomena of lived experiences (Vagle, 2018). However, distinguishing itself from former phenomenological thinkers, the *post-intentional inquiry* approach seeks to discover the nuances of lived experience through the exploration of the ways words, language, and written texts shape and construct meaning (Derrida, 1982; Vagle, 2018). Likewise, feminist theory postulates the post-modern idea that systems of social hierarchies, marginalization, and injustice are socially constructed and kept in place through language (Prouty et al., 2001). The post-intentional phenomenological inquiry is the chosen

qualitative methodology lens for this study because of this congruent connection with feminist theory (Tracy, 2020).

Problem Statement

There needs to be more literature and research addressing diversity in telesupervision (Phillips et al., 2021). Mental health supervisors and trainers must better understand how marginalized supervisees experience telesupervision to provide competent supervision (Hernandez-Wolfe & McDowell, 2014). This phenomenological research will provide insight and understanding into how diverse supervisees perceive their telesupervision experiences. Information gained from this study can lead to improved telesupervision practices for supervisors and quality learning experiences for marginalized supervisees.

Purpose Statement

Supervision that once occurred in person rushed to telesupervision due to the COVID-19 pandemic (Sahebi, 2020). The primary purpose of this study is to explore how marginalized supervisees on a mental health career path experience supervision through primarily a videoconferencing telesupervision format. A focus group and individual interviews provide insight into the lived telesupervision experiences of mental health supervisees. Concepts from feminist theory, feminist family therapy and supervision, and supervisory working alliance provide the framework for guiding the study and interpreting the data obtained from these interviews.

Research Question

The primary question this study seeks to explore is "How are marginalized mental health supervisees experiencing telesupervision?" The construction of this question allows for the nuances of lived telesupervision experiences to emerge.

Assumptions of the Study

Research indicates that supervisees can experience non-affirming comments, situations, and actions during in-person supervisory settings (Constantine & Sue, 2007; Hagler, 2020). Damage to the supervisory working alliance and supervisee dissatisfaction are among the challenges reported due to a lack of cultural competence (Inman et al., 2019). The assumption can be made that similar problematic situations also occur in telesupervision; however, it is unknown whether telesupervision increases or decreases the likelihood of experiencing biases, marginalization, and microaggressions (Phillips et al., 2021). Phillips and colleagues (2021) also indicate that further research is needed to identify diversity considerations specific to telesupervision.

Significance of the Study

Feminist family therapy and feminist family therapy supervision are well-integrated into many therapeutic and supervision models (Prouty et al., 2001). Telesupervision has become a prevalent way of providing mental health supervision (Rousemaniere, 2014; Phillips et al., 2021). However, more research is needed on how well mental health supervisors are creating and maintaining safe and empowering supervisory relationships with marginalized supervisors, primarily through a telesupervision format (Phillips et al., 2021). By exploring how mental health supervisees who hold marginalized and underrepresented identities experience telesupervision, this research begins to fill that gap.

Summary

As the professional mental health field becomes more diverse and telesupervision becomes more prevalent, the need for research exploring how supervisees identify as marginalized grows (Phillips et al., 2021). By merging concepts and ideas from feminist theory,

feminist family therapy and feminist family therapy supervision, and post-intentional phenomenological inquiry, this research explores how marginalized mental health supervisees experience supervision through a telesupervision format. Results from this study can provide more effective supervision for marginalized mental health supervisees. Data obtained may also inform and initiate further research exploring the cultural considerations of telesupervision.

CHAPTER II

LITERATURE REVIEW

Feminist Theory

Feminism is a struggle to end sexist oppression. Therefore, it is necessarily a struggle to eradicate the ideology of domination that permeates Western culture on various levels, as well as a commitment to reorganizing society so that the self-development of people can take precedence over imperialism, economic expansion, and material desires. (hooks, 2015, p. 102)

Creating a society free from oppressive frameworks for all people is the message that can be heard through the definition of feminism by bell hooks. This quote is a poignant introduction to the U.S. feminist movements, which span over 165 years (Dicker, 2016). Feminist theory has simultaneous and different points of origin with common goals of equality for the underrepresented and the end of social injustices (hooks, 2015). Because of the efforts and work of many individuals and groups, the current disciplines of philosophy, education, psychology, sociology, medicine, and economics reveal the influences of feminist-informed thought (Dicker, 2016). The historical contexts of feminism and feminist theory provide a framework to better understand the concepts of feminist-informed family therapy and supervision.

History

Historians like Rory Dicker (2016), the author of *A History of U.S. Feminism*, often divide the U.S. feminist movement into waves or time periods. Nancy Hewitt (2012) refers to the feminist movement as radio waves with long and short frequencies as a better metaphor than oceanic waves. In comparison, Rebecca Walker (1992) asserts that the feminist movement hit society like a tidal wave. For this study, the historical contexts of the feminist movement, feminism, and feminist theory will adhere to the popular narrative referring to waves. However,

it is essential to note that these waves often overlapped, informed each other, contradicted each other, and were recursive at times (Dicker, 2016; Weiss, 2018). It is also important to note that while this literature review will focus almost solely on the U.S. feminist movement, political and feminist activists in the U.S. were influenced by other feminist leaders worldwide (Dicker, 2016).

Wave I

Early pioneers of the feminist movement lived in a world in which they had very little voice or power. Women could not vote, own property, or seek a divorce. Women were also restricted from many educational institutions and vocations (Rampton, 2015). Some scholars cite the beginning of Wave I when Lucretia Mott and Elizabeth Cady Stanton organized the Seneca Falls Convention in July of 1848 (Dicker, 2016). However, ardent leaders for women's equality were speaking to society much earlier (Hewitt, 2012)

The *Declaration of Sentiments,* authored by Mott and Stanton, called for the right to vote, accessibility to education, the right to own land, and better access to employment, set the stage for Wave I feminist ideology (Stanton et al., 1881). At times, this early feminist movement, combined with abolition and temperance movements, indicated that the feminist movement sought social justice for diverse and oppressed populations such as enslaved people and families impacted by alcoholism (Dicker, 2016).

Decades of protests, strikes, and civil disobedience occurred in the years following the Seneca Falls Convention. Women speaking out for equality often endured verbal and physical mistreatment (Dicker, 2016). Edith Wilson, the wife of President Woodrow Wilson, describes the scene of the women's march on the Capital on March 3, 1913. This march was the largest organized march by any group to date at that time. Edith reported that as she watched from her

White House window, she saw women dragged from their floats and physically assaulted by groups of angry men and women (Weiss, 2018). Despite opposition and a challenging fight, women gained the right to vote with the ratification of the suffrage bill in 1920 vote (U.S. National Archives and Records Administration, 2022).

Although a crucial victory, the right to vote was not the only injustice needing change. Equal employment opportunities, education, and financial independence remained elusive (Dicker, 2016). In addition, early feminism was biased toward the concerns and norms of predominantly White, middle, and upper-class, married women (Dicker, 2016; hooks, 1984). Many women and marginalized populations continued to experience discrimination and limited rights that remained unaddressed until after World War II (Dicker, 2016)

Wave II

Wave II of the feminist movement centers around the 1960s and '70s against the backdrop of the civil rights movement and the anti-Vietnam War protests (Dicker, 2016). This second wave of the feminist movement challenged the status quo of the patriarchal establishment with vigilant calls for equality. Betty Friedan (1963), the author of the feminist catalyst, *The Feminine Mystique,* called for society to move away from male-centered ideological norms and to stop viewing women as less than men (Epstein, 1988). Another influential leader, Gloria Steinem, advocated for women to have deeply connected relationships to stand against women's exploitation and mistreatment (Dicker, 2016; Epstein, 1988). Carol Hanisch (1970) went on to coin the phrase "the personal is political," advocating that the current social system kept women down (as cited in Dicker 2016).

The voices of the second wave of feminism spoke out for equal pay for women, legal equality for divorce and custody issues, reproductive rights, and more awareness about and

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protection from domestic and sexual violence (Epstein, 1988). During this time, laws reflecting attitudes toward more gender equality passed through legislation due to feminist activism. Examples include expanding reproductive rights and equal pay initiatives and providing federally funded programs to address the needs of women living in abusive circumstances (Dicker, 2016). However, once again, this feminist movement predominantly reflected the experiences and attitudes of middle and upper-class, White, cisgender females (Dicker, 2016; hooks, 1984, 2015).

Wave III

In the early 1990s, the appointment of Clarence Thomas to the U.S. Supreme Court, after being accused of sexually exploiting and harassing Anita Hill, ignited the third feminist wave. Anita endured a denouncement in a public trial, and her accusations were dismissed. Rebecca Walker (1992) jumpstarted Wave III after this controversial appointment (Dicker, 2016). In her protest against the system that vilified a victim of sexual harassment and possible assault, she declared, "I am not a post-feminism feminist. I am the Third Wave" (As cited in Dicker, 2016, p. 118).

Theories and concepts emerging from this wave of feminism include intersectionality, sex positivity, ecofeminism, and transfeminism (Evans, 2015). Some historians and scholars describe the third feminist movement as a time of embracing contradictions (Heywood & Drake, 1997). Dicker (2016) gives an example of such contradictions as the ability to embrace female empowerment and the ability to embrace the sexualized beauty culture within the same movement. She talks about this period as a time of inclusion, expansion, and the coming together of hearts and minds from different sectors of society. The emergence of Black feminist theory significantly influenced Wave III.

Black Feminist Theory

Black feminist thought influenced the early historical emergence of the feminist movement and feminist theory (hooks, 1984). Sometimes Black and White leaders worked together (Dicker, 2016). However, often White feminist leaders took a more separatist stance about the equality and experiences of women of color (Brienes, 2007). Black feminist theory has its own origin in the complex and challenging lives of Black women throughout the development of feminism (Crenshaw, 1989). Although Black feminist thought and the historical waves intersect at times, it is essential to explore the history and concepts of Black feminist theory from a deeper perspective. This perspective acknowledges their underrepresentation and the importance of the concepts of equality born from experiencing multiple layers of oppression (hooks, 1984).

History

The Suffrage Movement. The early feminist movement most often focused on the needs and welfare of White women and excluded or dismissed women of color (Breines, 2007). Although some feminist leaders like Lucretia Mott, who co-founded the American Anti-Slavery Society, called for the equality and freedom of all women, most Wave I leaders received support and momentum by maintaining a White superiority worldview (Dicker, 2016). Despite the lack of recognition, Black feminist thought, and influential Black feminist leaders steadily and resiliently took a stand for equality for all women from the beginning of the feminist movement (Dicker, 2016). For example, in 1832, Maria Stewart, considered by some historians as the first woman of color to speak to a public audience, called on women to challenge racial and gender bias, and yet her name is rarely mentioned in historical accounts of the feminist movement in the U.S. (Berry & Gross, 2020).

Despite discrimination, opposition, and the lack of recognition, Black women spoke powerfully into the early suffrage movement. Amid dissent at the 1851 National Women's Convention, Sojourner Truth gave her famous speech, "Ain't I a Woman," challenging the status quo definition of a woman (1851, as cited in Dicker, 2016, p. 30). With eloquence and strong rhetoric, Truth challenged her mostly White audience to acknowledge her right to be seen as a woman and a person of color and not less than for either identity (Berry & Gross, 2020; Dicker, 2016). Other prominent early leaders of color include Jarena Lee, Sarah Remond, and Henrietta Purvis. However, their names and history are not easily recognizable today, further highlighting the need for more representation of women of color (Berry & Gross, 2020).

From the Margins. Along with the Civil Rights Movement came the second wave of feminism. Black women worked diligently for equality with little recognition until the voices of Black feminist leaders such as Kimberlé Crenshaw, bell hooks, Alice Walker, and Patricia Hill Collins were heard (Breines, 2007). These leaders recognized from the beginning that mainstream feminist ideology primarily represented the lived experience of White, economically privileged women (Dicker, 2016; hooks, 1984). Because of their perseverance, a better understanding of how marginalized communities and individuals experience life emerged. Crenshaw (1989) coined a term that helps identify the challenges marginalized and underrepresented populations experience. This term, *intersectionality,* refers to the "ways that multiple axes of identity [such as] gender, race, social class, sexual orientation, and religion situate all of us in multiple systems of privilege and oppression" (Hernández-Wolfe & McDowell, 2014, p. 44).

The Importance of Intersectionality

Intersectionality opens the door to understanding the unique experiences of individuals living within multiple marginalized identities such as race, ethnicity, and gender and the negative impacts that can occur because of the social stigmatization of these identities (Collins, 1990, 2015; Crenshaw, 1989). For example, a person who identifies as Black, female, gay, and on the lower socioeconomic spectrum will likely experience the intersections of many challenges associated with the marginalization of each identity. Social inequality, power, complexity, and social justice are among the core concepts of intersectionality (Collins & Bilge, 2016). "Gender, race/ethnicity, class, age, ability status, sexual identities, and a host of other categories have historically created judgments on individuals and groups, determine worth, and shape systems into hierarchies" (Ballou et al., 2008, p. 7). Studying the impacts of intersectionality with groups and individuals can provide insight and opportunities to create solutions for replacing oppressive systems and creating more social justice (Few-Demo & Allen, 2020).

Applying an intersectionality lens to research studies has become more prevalent in recent years. Heberle and colleagues (2020) used an intersectional perspective to study the intergenerational transmission of trauma. Fehrenbacher and Patel (2020) take an intersectional approach to studying inequalities in healthcare. Likewise, Stevens and colleagues (2018) apply the concepts of intersectionality to study perinatal mental health care. These are just a few examples of how intersectionality constructs enhance research and understanding of underrepresented populations. "The intersectional experience is greater than the sum of racism and sexism" is a statement that speaks to the significance of acknowledging intersecting marginalized identities. (Crenshaw, 1989, p. 139). Crenshaw (1989) states that considering

intersectionality is vital to fully understanding marginalized individuals' experiences and effectively creating change.

Contemporary Feminist Theory

Feminist theory seeks to replace injustices and indignities with respect, value, and acceptance (Prouty et al., 2001). In recent years feminist thought and theory has been characterized as various types. These types include but are not limited to liberal feminism, Marxist feminism, radical feminism, and postmodern feminism (Dicker, 2016; Tracy, 2020). Talking points such as cultural equity, cultural humility, and critical consciousness have slightly different connotations within each identity. However, at the core, all contemporary feminist identities seek to liberate any marginalized group from oppressive or discriminatory social, political, or economic situations (Tracy, 2020).

Modern Feminist Theory

The Fourth Wave?

Some scholars refer to present times as the fourth wave of feminism, while others refer to modern feminist thought as the post-feminist movement (Dicker, 2016). Either way, the current ideologies informed by feminist theory have been defined, revised, and restructured because of the work that has gone before them. The past has been messy and characterized by many defeats, momentous victories, and much in-fighting (Dicker, 2016; Weiss, 2018). Feminist theory today shapes how society talks about and understands gender roles, behaviors, attitudes, and assumptions (Dicker, 2016).

Ways of defining race, gender, and social injustices have expanded to include multiple perspectives by people of color and individuals from the LGBTQ+ communities (Few-Demo & Allen, 2020; Halberstam, 2011; hooks, 2015). However, feminism is not just a way of thinking;

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it is a way of acting and being in the world, as most prominent feminists assert (Heywood &

Drake, 1997). Although feminist theory can divide into subsets such as liberal, radical cultural,

and global (Tracy, 2020), for this study, the concepts of feminist theory will refer to general

modern concepts. These concepts fall into three major themes: patriarchy, power, and language.

Patriarchy, Power, and Language

Patriarchal conceptualizations of gender and gender roles continue to perpetuate

inequities and social injustice, and feminist theory calls for this ideology to be challenged and

replaced (Dicker, 2016). This means that feminist theory challenges the ideology that men have

the right to overt or covert power and that the standard to 'live up to' is male (Ballou et al., 2008;

Hare-Mustin, 1987). Feminist theory declares that power is shared in a just society. For example,

Black feminist leader bell hooks said "Power over" rather than "power with" creates systems of

oppression, exploitation, and discrimination (hooks, 1984, 2015). Regarding language, feminist

theory views the concepts of gender and race as socially constructed (Ballou et al., 2008), and

language is the builder. Likewise, language is critical to creating change, collaboration, and

empowerment.

Feminist Family Therapy

The feminist movement and feminist theory richly impact family therapy theories and

practices (Ballou et al., 2008; Kaslow, 2000). Suffragettes took to the streets in Wave I of the

feminist movement calling for the right to vote and own land over 100 years before the concepts

of family systems and therapy arrived on the scene of modern history (Dicker, 2016). However,

despite feminist movement precedence, post-World War II's emerging family systems therapies

largely reflect the structures and values of White, male dominant society and traditional

patriarchal families (Hare-Mustin, 1978). This influence may be partially due to the stalling or

slowing of the feminist movement after women obtained the right to vote in 1920 and to the return to a "patriarchal normalcy" after the second world war (Dicker, 2016, p. 64). Regardless, early family therapy theories such as family systems and structural therapy reflect the Western ideas of patriarchal, heteronormative, white family structures as the ideals of healthy family functioning (Hare-Mustin, 1978; Kaslow, 2000).

During Wave II of the feminist movement, pioneers of feminist family therapy began to speak up and challenge how family therapy mirrored societal inequities. Rachel Hare-Mustin (1978), an early critic of traditional systemic therapies, challenged the validity of applying family therapy principles carte blanche to all family circumstances and experiences. Likewise, Peggy Papp, Monica McGoldrick, and many others also advocated for a more feminist-informed approach to family therapy (Akamatsu et al., 2014; Kaslow, 2000; Weingarten & Bograd, 1996). The tide began to turn toward and pave the way for the next wave of change.

The third wave of the feminist movement significantly impacted the way family therapy models conceptualized and viewed gender and gender roles, social inequities, and power in systems (Hare-Mustin, 1987; Kaslow, 2000; Weingarten & Bograd, 1996). Black feminist theory propelled family therapy progressively forward with concepts such as intersectionality and a critical examination of privilege and oppression for women of color, for people who identify with non-heteronormative sexual identities, and for people who identify with non-binary gender identifications (Crenshaw, 1989, 1991; hooks, 1984, 2015). Feminist-informed family therapists, theorists, and researchers began to critique and revise traditional family therapy models such as structural, family systems, and experiential (Dankoski et al., 1998). As feminist ideology became more integrated into therapeutic models, feminist family therapy became a model on its own, and family therapy supervision followed suit.

Feminist-Informed Family Therapy Supervision

Like feminist-informed therapists, feminist family therapy supervisors invite marginalized supervisees to have safe and candid conversations about their experiences of intersectionality (Prouty et al., 2001; Prouty, 2014). Black feminist theory progressively expands modern feminist family therapy supervision through the consideration intersectionality, privilege, and marginalization (Hernández-Wolfe & McDowell, 2014). In this way, intersectionality provides a framework for supervisors to consider how supervisees experience power differentials (Butler, 2015; Hernández-Wolfe & McDowell, 2014; Prouty, 2014). The inequities of power perpetuate marginalized and dominant cultural norms and privilege in multiple ways. Feminist-informed supervision invites the supervisor to move beyond cultural awareness to a position of cultural humility and equity that requires a lifelong process of supervisor self-awareness (Lee & Nelson, 2014). This process includes the examination of personal privilege and marginalization and the willingness to learn from supervisees about their unique experiences (Almeida et al., 2011; Tervalon & Murray-Garcia, 1998).

Feminist-Informed Supervisory Working Alliance

The relationship between a mental health supervisor and supervisee is considered a core factor impacting the development of a beginning therapist (Lee & Nelson, 2014; Prouty, 2014; Reiner, 2014). Research supports significant correlations between the supervision relationship and supervisee well-being and professional performance (Hiebler-Raggar et al., 2021; Sterner, 2009). For this literature review, the supervisory working alliance refers to the relationship between the supervisor and supervisee (Sterner, 2009).

Goals, Tasks, and Bonds. The supervisory working alliance mirrors Bordin's (1979) therapeutic working alliance. Like the therapeutic working alliance, the supervisory working

alliance consists of the interactions between the development of bonds, tasks, and goals (Kaiser, 1997; Lee & Nelson, 2014; Morgan & Sprenkle, 2007; Schwartz, 1988). A supportive relationship in which the supervisor assumes varied roles, including coach, teacher, and case consultant, characterizes the supervisory bond (Morgan & Sprenkle, 2007; Unger, 2006). *Goals*, as they relate to the supervisory working alliance, are characterized by long and short-term objectives collaboratively created by the supervisee and supervisor to promote the supervisee's professional development and success (Lee & Nelson, 2014). *Tasks* are co-created assignments and jobs designed to help the supervisee accomplish specific goals (Unger, 2006). The successful outcome of the goals and tasks is supported by and correlated with the strength of the supervisory relationship bond (Lee & Nelson, 2014). Research suggests that the quality of the working alliance correlates with higher work satisfaction and less work-related stress (Sterner, 2009).

Support for This Study. Research also indicates that the supervisory working alliance may mirror the lived experiences of marginalized supervisees (Nilsson & Duan, 2007). In other words, an isomorphic dynamic can occur in which a supervisee experiences the same prejudices and marginalization in supervision that they experience outside of supervision. Exploring how underrepresented supervisees experience supervision through a telesupervision format can provide insight into how the supervisory relationship may or may not unwittingly mirror their lived experiences.

Feminist-informed supervision is the best fit for this study because it provides a robust framework for establishing respectful and safe supervisory working alliances with marginalized and underrepresented supervisees (Prouty et al., 2001; Storm & Todd, 2014; Wheeler et al., 1986). The feminist theory's core concepts include awareness of power differentials,

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consideration of multiple perspectives, collaboration, respect, and equality (Prouty et al., 2001; Prouty, 2014). By intentionally maintaining these feminist-informed principles to develop bonds, goals, and tasks, supervision creates safe places for supervisees to grow and develop professionally (Lee & Nelson, 2014; Storm & Todd, 2014). A feminist-informed approach can intentionally protect the supervisory working alliance with marginalized supervisees (Hernández-Wolfe & McDowell, 2014).

According to Avis (1988), feminist-informed supervision will include overt and straightforward discussions about gender, inequality, and power hierarchies to prevent breaches in the supervisory relationship. Avis asserts that feminist theory requires family therapy supervisors to question their assumptions and biases concerning family functioning. Maintaining attitudes of openness to alternative definitions and solutions is also a suggestion. Supervisors who consistently seek feedback in addition to self-reflection are more likely to co-create a safe working alliance that avoids isomorphic re-creations of discrimination and microaggressions (Avis, 1988; Wheeler et al., 1986).

Microaggressions. Microaggressions are subtle, indirect, or unintentional discriminations against marginalized groups or individuals (Sue, 2010). Ongoing research indicates that experiencing microaggressions impacts mental health and well-being (Sue et al., 2008). A qualitative study of participants identifying as Black or African American by Sue and colleagues (2008) identified several themes related to microaggressions. These themes included experiences of "(a) assumptions of intellectual inferiority, (b) assumptions of criminality, (c) assumptions of inferior status, and (d) assumed superiority of white cultural values/communication styles" (Sue et al., 2008, 333-334). In addition, this study's participants revealed that they often had an awareness of feeling put down but had difficulty defining what

they were experiencing. Participants also indicated that making efforts to avoid or minimize

microaggressions makes interactions difficult or unsafe.

Owen and colleagues (2011) validated that microaggressions create breaches in the

therapeutic working alliance between therapists and clients. Using the Racial Microaggressions

in Counseling Scale (FMCS; Constantine, 2007), this study found that clients perceiving

microinsults and *microinvalidations* in therapy reported lower working alliance and lower

psychological well-being (Owen et al., 2011). Likewise, Davis et al. (2016), using the 12-item

Working Alliance Inventory (WAI; Tracey & Kokotovic, 1989), found that clients who

perceived microaggressions from their therapists experienced less safety in therapy, harming the

therapeutic working alliance.

Although these studies explored the relationship between clients and therapists, they have

implications for the supervisory working alliance. Supervisors like therapists are in a position to

impact the realities of their supervisees and can be 'accidental' perpetrators of perpetuating the

oppressive themes of the dominant society (hooks, 2015). O'Hara and Cook (2018) found in their

qualitative study of doctoral counseling students several themes regarding social class

microaggressions. These themes included perceptions of being stuck in 'no-win situations' in

training settings, experiencing distress due to the insensitivity of professors, and expectations for

assimilation (p. 262).

In another research inquiry, Nilsson and Duan (2007) found in a study of 69 U.S. racial

and ethnic minority supervisees working with White supervisors that perceptions of bias and

prejudice significantly correlated with role ambiguity and role conflict. These researchers

indicate that their results can mean that the absence of clearly communicated expectations,

evaluations, and ways to manage contradictory roles contribute to breaches in the supervisory

relationship. These studies reveal that the supervisory working alliance can be harmed in multiple ways (Nilsson & Duan, 2007; O'Hara & Cook, 2018). Feminist-informed supervision practices can safeguard significant supervisory working alliances with marginalized supervisees to avoid the negative dynamics discussed (Prouty et al., 2001).

Practical Application

Various methods can inform the practice of feminist-informed supervision (Almeida et al., 2007; Hernández, 2008; Prouty et al., 2001; Prouty, 2014). Prouty suggests integrating feminist-informed supervision practices into any theoretical model of supervision. Cultural humility, critical consciousness, cultural equity, intersectionality, and microaggressions are feminist-informed concepts that can impact the supervisory working alliance, specifically the relationship bond, which will, in turn, have an impact on the development of goals and tasks (Hernández-Wolfe & McDowell, 2014). The following information discusses practical ways of incorporating feminist-informed family therapy supervision into supervision with supervisees who identify with marginalized populations.

Prouty and her colleagues (2001) introduced three methods of *feminist family therapy supervision.* These three methods are (a) contracting, (b) collaborative, and (c) hierarchical. The supervisory relationship's goals, tasks, and bonds will also be identified and discussed in these methods. These methods of supervision provide best practices competencies for the supervisory relationship regardless of the supervisor's preferred model (Prouty & Storm, 2014).

Contracting Method. The contracting method includes the overt creation of a contract that includes the therapist's goals, mutual evaluation, and responsibilities (Prouty et al., 2001). Rigazio-DiGilio (2014) maintains that a significant component of a supervisory contract will include expectations that a supervisee's personal and professional experiences will be a part of

the supervision interactions. She indicates that the contract between the supervisor and supervisee will clearly communicate systemic goals and theoretically backed tasks (Rigazio-DiGilio, 2014). Storm and Todd (2014) advocate a collaboratively created supervisory contract that will guide the supervisory relationship regarding responsibilities and provide a means for measuring progress. A contract that outlines goals, tasks, and bonds mutually created and revised as needed can safeguard the supervisory working relationship for supervisees from specific marginalized groups (Prouty et al., 2001; Storm & Todd, 2014).

Collaborative Method. The collaborative method includes fostering competence; exploring multiple perspectives and options; supervisor calls into a therapist while in session; and mutual feedback (Prouty et al., 2001). Fine and Turner (2014) define collaborative supervision in the following way:

Face-to-face ongoing dialogue between a supervisor and therapist where goodwill, acknowledgment, and respect prevail; the learning is mutual and intense; the power relations are transparent; and the emphasis is on ensuring. (p. 299)

This definition puts words to the heart of the intent of the collaborative method identified by Prouty and colleagues (2001). A recurring theme for collaborative supervision is mutual. Mutual input, mutual learning, and mutual feedback set the tone for a respectful supervisory relationship which will flatten the hierarchy of power between a supervisor and supervisee (Fine & Turner, 2014). Even calling into sessions to talk with supervisees during live supervision is characterized by a collaborative, curious stance with questions such as "Does this make sense?" and "Does that fit for you?" (Prouty et al., 2001, p. 91).

Hierarchical Method. Although collaboration and mutual learning are primary characteristics of a feminist-informed supervisory working relationship, Prouty and colleagues

(2001) allow that there are times when a hierarchical method is needed. These times include safety issues or requests for overt guidance (Prouty et al., 2001). Other experts support the idea that hierarchical and collaborative approaches can be complementary (Lee & Nelson, 2014).

The feminist hierarchical method identified by Prouty and colleagues (2001) involves overt directives, modeling, and call-ins. These scholars indicate that directives and call-ins are most needed and appropriate in situations that might involve clients with suicide ideation or intimate partner violence or when the level of therapist expertise does not meet the need of the moment. Supervisor modeling is a technique that can occur when a supervisor models therapeutic practices with a client or when a supervisor models feminist-informed interactions such as transparency and agency (Prouty et al., 2001). When the feminist family therapy lens informs a hierarchical method, the method attends to the bonds, tasks, and goals of the supervisory working relationship respectfully and collaboratively. This approach is important for supervisees experiencing various forms of marginalization, so the method received is empowering (Hernández-Wolfe & McDowell, 2014).

Additional Supervisory Techniques. Feminist-informed supervision is a relational approach to supervision (Prouty, 2014). Therefore, supervision with marginalized supervisees is mindful of power differences and ways supervisees may experience the normalization of social disparities. Supervision intentionally allows space for open conversations about how supervisees have experienced life in the context of race, gender, class, privilege (or lack of), and oppression (Few-Demo & Allen, 2020). In addition to feminist family therapy supervision, other feminist-informed practices can integrate into the supervision process.

Intersectionality Conversations. Many supervisees experience multiple levels of intersectionality (Crenshaw, 1989, 1991). Catherine Butler (2015) claims that despite the

popularity of the concept of intersectionality, systemic research, and the use of the concept of intersectionality in training settings are limited. She proposes using exercises she developed to teach clinical psychology students how to use the concepts of intersectionality in therapy. However, she stops short of addressing how intersectionality can influence the supervisory working alliance and how her ideas can adapt to training in the supervision setting. Prouty (2014), on the other hand, suggests the incorporation of an intersectionality grid into group or dyadic supervision. Prouty and colleagues (2014) developed an intersectionality grid to foster rich discussions about aspects of identity, including gender identity, sexual orientation, and socioeconomic class, among many other aspects.

Cultural Equity Conversations. Cultural equity is another concept to consider in feminist-informed supervision. Almeida et al. (2011) define cultural equity as the "systematic analysis of systems of domination and subordination across and within cultures by addressing the interplay of power, privilege, and oppression in family and community life" (p. 49). Hernández - Wolfe and McDowell (2014) suggest the intentional and mindful promotion of cultural equity in supervision. They encourage open conversations about how advantages, disadvantages, dominance, and subordination overtly and covertly impact supervisees and supervision. Critical genograms (Hardy & Laszloffy, 1995; Kosutic et al., 2009) and letter writing to address problems associated with inequity are two examples of practical applications for facilitating these conversations (Almeida et al., 2007; Hernández-Wolfe & McDowell, 2014)

Critical consciousness, like cultural equity, is also a consideration for the practical application of feminist-informed supervision. Garcia and colleagues (2009) recommend suggestions for developing critical consciousness in the supervisory relationship. They define critical consciousness as the ability "to recognize and challenge oppressive and dehumanizing

political, economic, and social systems (p. 19). Several systemic scholars believe critical consciousness is essential in developing an effective and supportive supervisory alliance (Hernández-Wolfe & McDowell, 2014; Todd & Rastogi, 2014). To raise critical consciousness, Garcia and her team of scholars also recommend the use of a critical genogram as well as other techniques, such as reflective questioning and mapping social capital (Garcia et al., 2009).

As discussed, the quality of the supervisory working alliance is a vital component in the development process of beginning therapists. Feminist family therapy supervision and feminist-informed supervision provide ways to approach the supervisory working alliance effectively, safely, and respectfully with marginalized supervisees. The techniques described are ways feminist-informed supervision creates a foundation for a solid supervisory working alliance. The supervisory working alliance and feminist-informed family therapy supervision provide the framework to explore how marginalized supervisees experience telesupervision.

Telesupervision

For this study, the working definition of telesupervision is supervision that occurs via live video-conferencing technology (Rousmaniere et al., 2014). Although telesupervision has been a method for providing supervision to supervisees training for mental health professions for decades, it has not been widely used (Rousmaniere et al., 2014; Twist et al., 2016). However, conducting supervision through video platforms has recently become necessary due to the COVID-19 pandemic (Phillips et al., 2021; Sahebi, 2020). The current need has increased the prevalence of telesupervision and the need for more research exploring its efficacy. Because of limited research and some challenges telesupervision presents, some psychotherapy supervision experts advocate a collaborative approach to supervision (see also Rousmaniere et al., 2014). The collaborative nature of feminist-informed supervision is well suited for transitioning from in-

person to telesupervision. The following information will discuss the strengths and challenges

telesupervision may present for the supervisory working alliance for marginalized supervisees.

Strengths of Telesupervision

Several studies found telesupervision to encourage more disclosure and openness

between supervisors and supervisees and therefore maintains the supervisory working alliance

(Reese et al., 2009; Rousmaniere et al., 2014; Sorlie et al., 1999). As previously discussed, open

and transparent conversations are a hallmark of feminist-informed supervision. For this reason,

telesupervision may be advantageous for building a solid supervisory working alliance for

marginalized supervisees.

Based upon the research that video sessions can lower inhibitions and invite more

disclosure, telesupervision with marginalized supervisees can provide a rich opportunity for

respectful and trust-building conversations about the different intersections of identity that

supervisees may experience. In-person techniques such as genograms can still be used in various

ways to encourage safe and respectful conversations about the intersections of gender, race,

socioeconomic status, sexual identity, and culture (Braverman, 2014; Hardy & Laszloffy, 1995;

Prouty, 2014). For example, the critical genogram can help supervisors and supervisees identify

dynamics that may impede or damage the supervisory relationship in a telesupervision setting

(Garcia et al., 2009). Although more research is needed to confirm, telesupervision may help

create a safe space for supervisees to openly disclose their experiences of oppression, feelings of

dismissal, or being placed in uncomfortable situations.

Accessibility to supervisors is another strength telesupervision provides. Because

supervisees are no longer limited to local supervisors, they can have greater access to supervisors

who practice within the modalities of their interest and with supervisors with whom they can

identify. This opportunity can be especially beneficial for marginalized supervisees who may

desire more choices regarding diversity and expertise when finding a good fit for a supervisor.

(Rousmaniere et al., 2014)

Challenges of Telesupervision

Although telesupervision may provide good opportunities for developing strong working

alliances between supervisees and supervisors, supervisory relationship ruptures can unwittingly

occur, as previously explained. Therefore, understanding the limitations and challenges of

telesupervision for marginalized supervisees is vital for preparing the next generation of

therapists. In general, challenges with telesupervision include technology difficulties and

expertise, learning and implementing local, state, and national ethical guidelines, and concerns

about the ability to maintain rapport with a limited range of visual contact (Abbass et al., 2011;

Rousmaniere et al., 2014). All these factors have the potential to impact the supervisory working

alliance.

Telesupervision and the Supervisory Relationship

There are some questions among mental health supervisors and educators about whether

the supervisory working alliance is more difficult to develop through a telesupervision format

(Rousmaniere, 2014). The limited range of visibility and technical difficulties may make

interpreting non-verbal communication challenging. This lack of clarity can lead to

misunderstandings affecting the supervisory working alliance (Inman et al., 2019). Current

research suggests that while supervisors and supervisees prefer in-person supervision, both find

the experience effective and beneficial despite these issues (Twist et al., 2016).

One study addressed telesupervision and the supervisory alliance. Inman and colleagues

(2019) identified telesupervision factors impacting the supervisory working alliance in a mixed-

methods study of practicum students with doctoral supervisors in a master's level counseling program. Among others, one factor included was "supervisor's multicultural competence" (p. 298). This research team reported that supervisor perceptions of their ability to discuss multicultural concerns with respect and care helped establish a solid supervisory working alliance. This study did not include if the supervisee held the same perceptions. This study also compared in-person supervision with telesupervision and found that most supervisees found telesupervision equally effective as in-person. However, most indicated the quality of in-person to be better. These results support previous research concerning the benefits and desirability of telesupervison (Twist et al., 2016).

Telesupervision is becoming more prevalent for beginning therapist supervisees to receive supervision as training (Inman et al., 2019; Rousmaniere, 2014). As this trend occurs, it is essential for supervisors in counseling-related fields to maintain ethical and effective best practices as standards (Morgan & Sprenkle, 2007). Research is limited; however, studies exploring telesupervision and the supervisory working alliance are available.

Several studies addressed telesupervision and the supervisory working alliance. In a mixed-method study, Inman et al. (2018) found that while telesupervision has limitations, such as limited ability to read non-verbal cues, supervisees found that the format did not significantly change the supervisory working alliance. This study confirms the findings in prior quantitative studies supporting the connection between telesupervision and the supervisory working alliance (see also McKay et al., 2013). Twist et al. (2016) reported in another mixed-method study that supervisees found telesupervision to enhance face-to-face supervision, which may, in turn, strengthen the supervisory working alliance. Notably, the participants of the studies mentioned were predominantly White.

Research has examined the supervisory relationship with marginalized supervisees and the supervisory relationship experienced through in-person supervision. As previously discussed, several qualitative studies address perceptions of supervisor cultural competency (or lack thereof) and perceptions of supervisees who identify as marginalized individuals experiencing microaggressions as breaches to the supervisory relationship (Nilsson & Duan, 2007; O'Hara & Cook, 2018). However, empirical literature still needs to address how marginalized supervisees experience cultural competency and the supervisory relationship through telesupervision. Therefore, this study aims to begin the conversation about how supervisees who identify as marginalized individuals experience telesupervision.

Summary

The mental health field is expanding to better represent society's diverse cultures and populations (Lebensohn-Chialvo et al., 2021). At the same time, telesupervision, specifically videoconferencing, increasingly characterizes methods for providing supervision to beginning therapists and trainees. (Phillips et al., 2021). Research exploring the diverse considerations of providing telesupervision for marginalized supervisees needs to be more extensive. With the guidance of feminist theory, feminist family therapy and supervision, and post-intentional phenomenological inquiry, this study seeks to better understand the telesupervision experience and supervisory working alliance for supervisees with marginalized identities.

Commitment to creating a collaborative, respectful, and empowering supervisory working alliance with supervisees is important in telesupervision, just as in in-person supervision (Sterner, 2009). Overall, telesupervision offers a promising format for providing feminist-informed supervision (Twist et al., 2016). However, more research is needed to understand how it benefits and challenges the supervisory working alliance for marginalized supervisees (Phillips

et al., 2021). The following section describes and details a qualitative inquiry into ways marginalized supervisees experience the supervisory working alliance through a telesupervision format.

CHAPTER III

METHODOLOGY

Post-Intentional Phenomenology

Vagle's (2018) post–intentional phenomenology provides the methodological framework for this study. Post-intentional phenomenology seeks to uncover and understand the phenomena that fleetingly occur within lived experiences (Vagle & Hofess, 2015; Vagle, 2018). The post-intentional phenomenological approach builds on the concepts of earlier phenomenological scholars. Husserl's (1936) "lifeworld – world of immediate experience"; Heidegger's (1962) idea of "finding oneself in the world"; and Shutz's (1932) concept of "shared experience" influence post-intentional phenomenology (as cited in Vagel, 2018, p. 125). However, post-intentional inquiry expands on the ideology of the previous phenomenologists to explore ways that words, language, concepts, theories, and written texts create, shape, and distort lived experiences (Derrida, 1982; Vagle, 2018). This phenomenological inquiry is the chosen methodology because of the potential to reveal nuances and insights into the lived experiences of marginalized supervisees receiving telesupervision (Vagle, 2018).

Vagle (2018) indicates that a phronetic iterative analysis reveals nuances and insights. A *phronetic research approach* seeks to understand "contextual knowledge that is interactively constructed" by allowing new concepts to emerge within the guidance and framework of established theory and research (Tracy, 2020, p. 6). The phronetic iterative process allows the researcher to alternate between "emic/inductive and etic/deductive" means of analyzing data (Tracy, 2020, p. 234). Analysis can include the emergent ideas experienced when reading the data material (*emic*) and the application of existing theories, models, and ideas as interpretive tools (*etic*). The information that emerges from the data materials and analysis can be called

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concepts and themes; however, Vagle and Hofess (2015) invite using terms, *provocations*, and *productions* to describe the emergence of themes and categories in data analysis. Provocations are material emerging from the data that is "more than a catalyst" and "ignites" understanding. Productions are data that "signifies the ongoing ways in which the phenomenon is shaped over time" (Vagle, 2018, p. 160). For this study, provocations and productions were identified as the research team deemed appropriate.

The researcher is prominent in the post-intentional phenomenological inquiry (Vagle et al., 2009). *Bridling* refers to the researcher managing assumptions and preconceptions when analyzing and interpreting data (Dahlberg, 2006). While traditional phenomenological approaches suggest suspending or *bracketing* one's previous knowledge and biases as the researcher (Giorgi, 1997), bridling for the post-intentional researcher calls for a parallel process of restriction and expansion (Vagle et al., 2009). This means that the researcher tentatively restricts previous understandings and assumptions to enhance research openness. In other words, the researcher is to sometimes restrict previous knowledge and assumptions, at other times hold opinions lightly, while at all times intentionally listening to the words said to us and the words we say to ourselves.

I specifically chose post-intentional phenomenological inquiry method for this study because of its approach to interpreting lived experience in the context of words and through the influence of words (Vagle, 2018; van Manen, 1990). I believe this method to be congruent with the feminist theory emphasis on language as the way identities, systems, and solutions are created and maintained (Ballou et al., 2008). Therefore, I believe this phenomenological method enhanced the opportunity to explore deeper meanings and understanding of the lived experiences of marginalized supervisees.

Post-intentional inquiry is also the chosen methodological approach because of its orientation to relationships and the nuances discovered through the exploration of lived experiences within the context of relationship systems (Vagle, 2018). Post-intentional phenomenology invites the researcher to explore how words, concepts, narratives, and people connect rather than identify what they are (Deleuze & Guattari, 1980/1987; Lorraine, 2005; Vagle, 2018). Vagle (2018) makes a point of defining *intentionality* as "meaningful connectedness with the world" (p. 129). He then goes on to describe intentionality with Merleau-Ponty's (1947/1995) metaphor of a thread running through relationships that are in a continuous state of "being constructed, de-constructed, and re-constructed" (p. 129). This approach is an enlightening way to explore how marginalized supervisees experience telesupervision.

Lastly, post-intentional phenomenology was the chosen method of inquiry because of its relationship with feminist theory. Recent post-intentional phenomenological inquiry centers on research to facilitate social change at the heart of feminist theory (Leavy & Harris, 2019). Feminist theory in a recursive and co-constructive way informs the post-intentional method, and the post-intentional method informs feminist theory (Deleuze & Guattari, 1980/1987; Leavy & Harris, 2019; Vagle, 2018). Because of these reasons, the post-intentional phenomenological inquiry was an appropriate and insightful methodology for studying how supervisees from marginalized life experiences understand and experience supervision.

<center>**Research Methods**</center>

Research Question

The research question explores the lived experiences of supervisees from marginalized groups who are receiving supervision through telesupervision. Two phenomena associated with this area of interest are (a) the relationship between the quality of the supervisory working

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alliance and the perceptions of supervisor's cultural competency by the supervisees in the telesupervision setting; and (b) how the supervisory relationship in the telesupervision setting may or may not mirror how supervisees experience oppression, discrimination, and exploitation in society. The following question keeps these phenomena in mind: How do marginalized supervisees experience telesupervision?

Role of Researcher

In Vagle's (2018) post-intentional phenomenology method of inquiry, the researcher is an interactive participant in the study. Vagle et al. (2009) encourages the researcher to be open, curious, questioning, and skeptical throughout collecting data. The researcher provides data for the study in a reflexive journal that includes the recursive process of documenting research self-awareness, reactions, assessments, and biases. As previously mentioned, bridling is the term referring to this process (Dahlberg, 2006).

Vagle (2018) suggests writing a post-reflexive statement as a part of the research design and methodology. This statement includes the researcher's background, beliefs, perspectives, assumptions, and how they relate to the explored phenomena. The statement also explains the researcher's worldview framework that shapes these ways of thinking and seeing lived experiences. A post-reflexive statement aims to start the reflexive process, providing a lens into the biases and assumptions I bring to the data interpretation process (Tracy, 2020; Vagle, 2018). This post-reflexive statement begins the bridling process kept in the reflexive journal.

Initial Post-Reflexive Statement

I am a heterosexual, cisgender, educated, middle-class, White woman in my 50s. As a woman growing up in a patriarchal home and religious community, I experienced some inequalities and discrimination. However, I also live a life of great privilege. I am passionate

about giving back by being an ally for underrepresented people in my personal and professional community. However, because of my early background, I need to be mindful of how patriarchal attitudes and ideology can unintentionally and unwittingly show up in my thought processes, words, and actions.

Professionally, I am a licensed marriage and family therapist and state supervisor in private practice. My supervision caseload includes marriage and family therapist student interns and licensed marriage and family therapist associates. All the current beginning therapists who have graciously allowed me to participate in their professional journeys hold a marginalized identity. It is a privilege to be a part of their development process to become well-trained licensed therapists, and I am passionate about doing my job well. These professional experiences add value to this research study. I am also aware of the need to be mindful of ways my education, experience, and positions influence the power hierarchy within the supervisory relationship.

With this background as a clinical supervisor and my lived experiences, I bring to this study assumptions, beliefs, and perspectives that will influence my role as a researcher. These roles include designer, orchestrator, interviewer, and participant. As designer and orchestrator, I will develop and execute a clear research plan, including engaging participants and collecting and analyzing the data. As an interviewer, I will facilitate individual and focus group interviews. As a participant, I will examine and record my biases and assumptions throughout the research process. Some of these assumptions are as follows.

Methodology Assumptions. Vagle (2018) influences my assumptions of the post-intentional phenomenological methodological approach. Post-intentional inquiry method resists binary methods, biases, and interpretations. Phenomena emerges rather than becomes validated

or confirmed. In addition, the context of the data is a crucial variable in the relationship exploration of the data collected.

Researcher Assumptions. Feminist theory informs my assumptions as a researcher (Leavy & Harris, 2019; Tracy, 2020). Marginalization, oppression, and power inequities exist for underrepresented groups based on identity, such as gender, race/ethnicity, sexual orientation, and socioeconomic status. These inequities unfairly reduce the value and agency of individuals and groups. Challenges to systemic oppression to achieve change are preferable to the status quo.

Personal Bias Assumptions. My personal biases were examined as part of the data collection process from the beginning to the end of the research study. I believe that many mental health supervisors are not as culturally competent or sensitive as they believe themselves to be (myself included). I anticipated that a qualitative study into the supervisory relationship with marginalized supervisees would indicate that there are consistent areas of strengths and consistent areas of growth for supervisors providing telesupervision. Developing rapport with supervisees through telesupervision has unique challenges that can but do not need to affect the supervisor working alliance.

Types of Data

A primary goal of qualitative research is to look beyond surface-level understandings and explore meaningful descriptions of behaviors and interactions, also called "*thick descriptions*." (Tracy, 2020, p. 31) Therefore, multiple sources provided data, as suggested by expert qualitative researchers (Cresswell & Poth, 2018). Data collected and analyzed from various data sources is encouraged by qualitative researchers to provide depth and thoroughness to the study (Lambert & Loiselle, 2008). Qualitative data sources for this in-depth inquiry included written responses from participants, audio-recorded and transcribed focus group interviews and individual

interviews, and the researchers' self-reflexive journals. Supporting current literature and research provide criteria for each data source chosen. The following information outlines the rationale for selecting the types of data:

Online Survey

Participants completed a PsychData questionnaire that obtained demographic information, including race/ethnicity, gender, sexual orientation, and age. The demographic survey is presented in Appendix A. The open-ended questionnaire asked the participants to describe their supervisory working alliance with their supervisor in a few words. This written question incorporated participants' words and strengthened the study's rigor (Lambert & Loiselle, 2008; Vagle, 2018).

Reflexive Journal

The researcher reflexive journal enhances rigor and study viability by allowing congruency with the collaborative learning process and providing checks and balances for researcher bias and assumptions (Vagle, 2018). A critical assessment of participants' perceptions of the researcher supports reliable and valid qualitative research because of the impact on the interview and research process (King & Horrocks, 2010). Tracy (2020) adds that reflexive journals provide crucial ways to document organic learning moments, reflections, and insights gained through interviewing and coding data. The reflexive journal, as stated, is the documented data of the bridling process and will occur throughout the research process (see Appendix B).

Focus Group and Individual Interviews

As part of the data collection, I conducted a focus group with seven participants and follow-up individual interviews with each of the participants. Due to the study of themes related to power and intersectionality in a supervisory relationship, a more *discursive* interview took

place. According to Tracy (2020), a discursive interview examines systems of power that impact knowledge and understanding of truth. She also explains that a discursive interview explores how these power constraints may impact how the participants answer the interview questions. With this information in mind, I incorporated a collaborative and interactive method of interviewing for both the focus group and the individual interviews. I also conducted the interviews with intentional actions taken to flatten hierarchies and minimize the effect my status and identities might have on the research outcomes.

I based the decision to conduct the focus group before the individual interviews on the research of Lambert and Loiselle (2008), who indicate that the order of interviews should be purposeful and intentional. They assert that research supports conducting individual interviews before or after the focus group interview as long as the rationale is clearly stated (Lambert & Loiselle, 2008). One rationale for conducting the individual interviews after the focus group is to allow the participants time to process the group conversation, which might encourage more recall and interpretations of their supervisory experiences (Tracy, 2020). Analyzing the focus group data to inform the questions and the possible direction of the individual interviews is another significant reason for conducting the focus group first (Mishra, 2016). In addition, the focus group goal is to provide the opportunity to explore opinions, beliefs, and interactions, while the goal of the individual interviews is to provide an opportunity to explore personal experiences more in-depth (Lambert & Loiselle, 2008). Conducting individual interviews after developing rapport in the focus group seems more conducive to these goals.

Focus Group. I chose a focus group interview for this study because of the value of the group effect, which can generate more self-disclosure and openness (Tracy, 2020). Research supports that participants are more likely to openly disclose when talking with similar others

(Lindolf & Taylor, 2019; Mishra, 2016). A focus group can also allow the opportunity to observe and experience isomorphic dynamics, which may reflect the dynamics participants are experiencing in supervision (Tracy et al., 2007). These observations appear in the researcher's reflexive journal. In addition, the focus group provided an opportunity to gather relational interaction data that phenomenologists call essence (Morgan, 2010; Vagle, 2018). Finally, a focus group is an appropriate method of data collection for this study because participants share a common goal of licensure obtainment and share common though unique experiences of receiving weekly supervision (Tracy, 2020).

Individual Interviews. I chose to include individual interviews with the focus group participants as a follow-up to the focus group. I conducted semi-structured interviews to continue processing thoughts, feelings, and memories that the focus group generated. I also anticipated that the focus group data would generate questions and topics to invite participants to share on a more personal level. Tracy (2020) talked about how semi-structured interviews reveal a depth of emotion and meaning associated with experiences. Brinkmann and Kvale (2015) describe how semi-structured interviews are more likely to prompt the unexpected. This method lends itself to the collaborative nature of this study and the exploration of nuances (Tracy, 2020; Vagle, 2018).

Participant Recruitment

Criteria

Tracy (2020) advocates choosing qualitative research participants purposefully. With this guideline in mind, recruitment criteria focused on associate-level marriage and family therapists, associate-level licensed professional counselors, and student therapists in marriage and family therapy or licensed professional counseling graduate programs who hold at least one marginalized identity. Participants included a purposive sample of nonrandomized convenience

sampling of adult marriage and family therapist supervisees who self-identified with one or more marginalized identities. Individuals who hold a marginalized identity include persons who experience exclusion, under-representation, and/or lack of privilege due to but not limited to race, gender identity, sexual orientation, age, socioeconomic status, physical abilities, language, or immigration status. In addition, participants must (a) hold an associate's license as a marriage and family therapist (LMFT-Associate) or licensed professional counselor (LPC-Associate), or (b) be currently enrolled in a marriage and family therapy or counseling university program, and (c) currently receive supervision primarily through a videoconferencing format.

Recruitment Process

Colleagues with connections to supervisees receiving telesupervision, helped with the recruitment process. professional organizations, social media websites, and marriage and family therapist professionals assisted with participant recruitment by emailing recruitment flyers to their members and colleagues announcing the study. The email requesting their assistance with posting the recruitment flyer is presented in Appendix C. Additionally, purposive sampling was utilized as participants were able to re-post and share recruitment flyers to individuals, they thought might be interested in participating in the study. Participants were recruited directly through email sent by colleagues. The recruitment email specifies that involvement in the study is voluntary and includes the following information: (a) eligibility requirements including associates license and identification with a marginalized or underrepresented population, (b) online format detail, (c) dates of participation interviews, (d) benefits of participating, and (e) my professional credentials and contact information. Participants were informed that they would receive a $20 Amazon gift card per interview as renumeration for their participation. The recruitment flyer is presented in Appendix D. Interested participants will be instructed to contact

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the principal investigator directly. After contact, participants received the information concerning confidentiality, risks and benefits, and directions for completing the consent to participate document and the screening survey through email.

I directly contacted colleagues known to me and who are listed in professional organizations such as Texas Association for Marriage and Family Therapy and American Association for Marriage and Family Therapy through email. These colleagues and organizations sent recruitment flyers to potential participants, and the interested participants contacted me directly. The recruitment plan goal was six to eight participants. Several qualitative experts suggest that six to eight participants can be sufficient if the criteria are narrow, the participants' knowledge of experience researched is high, and interviews are conducted sequentially (Creswell & Poth, 2018; Guest et al., 2006; Mishra, 2016; Tracy, 2020).

Consent to Participate and Record

Participants contacted the principal investigator directly to indicate interest in participating in the study. Prior to receiving the survey, participants received an email thanking them for their interest and requesting submission of a signed consent forms administered through and stored in PsychData**.** PsychData is a secure web application for creating and managing online surveys and databases. The Texas Woman's University's PsychData account used for this study and the personal internet connections used to access the account are protected with secure passwords. Participants were asked to electronically sign a consent to participate and a consent to record interviews. The consent documents are presented in Appendices E and F. This email also informed participants about the screening survey administered through PsychData. Participants were sent the screening survey that is presented in Appendix G to determine eligibility for the

study once their consent form was submitted and received. Participants who meet the criteria for the study received a link from PsychData to access and submit the demographic survey.

Demographics

Seven interested participants met the requirements for the study and completed the consents and demographic surveys. Six of the supervisees were licensed marriage and family associates and one supervisee was a student in a professional counseling program. Three participants identified as Black, two participants identified as Hispanic and three participants identified as White. Two of the participants identified their sexual orientation as lesbian, two as bisexual, and three as heterosexual. Five of the participants reported experiencing at least one disability. All the participants reported receiving telesupervision as the primary mode of supervision.

Research Procedures

Survey Procedures

Potential participants who meet the eligibility criteria received an email with a link to the consent form and directions for submitting through PsychData. Once consent forms indicating the participant's willingness to participate were received, participants received a screening survey through PsychData**.** Participants who met the criteria of the screening survey were directed to complete and submit the demographic survey conducted and stored through PsychData.

Focus Group Procedures

Once the demographic surveys were received, an email was sent from the principal investigator to remind participants of the focus group meeting date and time. A consent for audio/video recording was obtained through and stored in PsychData**.** The email script sent to

participants is presented in Appendix H. A Panopto/Zoom link to the focus group meeting was provided in this email. Panopto is a video content management system that provides secure video recording capabilities integrated with Zoom. Panopto was used for this study to record interviews, store recorded interviews, and securely transcribe interviews. This study utilized the password protected Panopto services provided in the Texas Woman's University secure account. The account is accessed through private internet connections.

The focus group interview was conducted by the principal investigator. At the beginning of the focus group meeting, participants were reminded that their participation is voluntary and that they may stop participation at any time without adverse consequences. Participants were also reminded that the interview would be recorded for data collection purposes, and they would be given an opportunity to ask questions. Ground rules for group discussion were established before beginning the focus group interview. The focus group interview followed a semi-structured interview format and the guide is presented in Appendix I. Code names have been substituted for private identifying information in all stored data.

Individual Interview Procedures

After the focus group interview, participants were contacted through email by the principal investigator to set up an individual interview date and time. A reminder email was sent prior to the agreed time with a Panopto/Zoom link to the online meeting. Again, Panopto was used to record interviews, store recorded interviews, and securely transcribe interviews. Individual interviews utilized the password protected Panopto services provided in the Texas Woman's University's secure account. The account was accessed through private internet connections.

The principal investigator conducted all individual interviews. The same protocol

established at the beginning of the focus group interview was followed at the beginning of the individual interviews including reminders of the voluntary nature of the study, permission to discontinue participation at any time, and recording procedures. The individual interviews followed a semi-structured interview format, and the guideline is presented in Appendix J.

Recording and Transcription Procedures. Panopto is a video content management system that provides secure video recording capabilities integrated with Zoom. Panopto was used for this study to record interviews, store recorded interviews, and securely transcribe interviews. This study utilized the password protected Panopto services provided in the Texas Woman's University's secure account. The account is accessed through private internet connections. All interviews were recorded on Zoom through Panopto and the audio/video recordings are stored in an encrypted file on the secure university Panopto platform and accessed on the principal investigator's private computer. The password protection is also securely stored by the principal investigator.

The recordings were transcribed for analysis through Panopto. As stated, Panopto is a secure transcription service accessed through a TWU account. As the principal investigator, I have access to the private participant information which is stored in the encrypted file on a password protected computer. I transcribed the recorded data and de-identified participants by changing their names using a sibling name generator. Additional researchers were utilized for qualitative analysis of the data. The additional researchers did not have any interactions with the participants or access to identifying information.

Data Collection

Reflexive Journal

Researcher reflexive entries began with the initial post-reflexive statement. I returned to this statement to revisit, reflect, and rethink my assumptions and ideological positions throughout the research process. I recorded reflexive journal entries after each participant interview, focus group conversation, and analysis. Two research assistants also recorded reflexive journal entries during the analysis process.

Online Survey

Participants received a link to the online survey. Participants then submitted the answers to the survey online. These submissions provided written data for coding.

Focus Group

The focus group took place online on the date determined and the allotted time was 90 minutes. I obtained signed confidentiality and privacy documents, including disclosure of recording, transcribing, maintaining, and destroying the participant documentation. Participants began with introductions, including experience information about their current work settings, client populations, and anticipated licensure completion date. A semi-structured focus guide provided loose structure for the group discussion (see Appendix E). All conversations were audio and video recorded, and the recorded data was transcribed through the transcription service Panopto. Analysis began with the transcript data to inform and generate questions for the individual interviews.

Individual Interviews

Individual interviews began one week after the focus group date, and interviews lasted, on average, 50 minutes. Signed confidentiality and privacy documents were obtained prior to the

focus group. A semi-structured interview guide provided a flexible plan for conversation (see Appendix F). Again, the transcription service, Panopto, transcribed the recorded conversations for data analysis.

Study Rigor

Crystallization Rather Than Triangulation

The process of crystallization provided credibility for the research process. *Triangulation* is a realist paradigm research process that seeks to eliminate bias and reveal one reality (Denzin, 1978; Tracy, 2020). On the other hand, *crystallization* allows for the possibility of multiple realities with consideration of the angle or lens used to reveal these realities (Richardson & St. Pierre, 2018; Tracy, 2020). Crystallization maintains congruency with the chosen phenomenological approach of post-intentional inquiry for this study. This process included two co-researchers who were responsible for coding transcripts for analysis. Data included multiple forms of collection. These forms included participants providing written information prior to interviews, a participant focus group, and individual participant interviews. In addition, data collection took place at multiple points in time, with the focus group taking place a week to several weeks before the follow-up individual interviews.

Validity and Reliability

The validity and reliability of a research project are critical for the study's credibility. One way to maintain a high level of validity for qualitative research is to maintain cohesiveness and congruency. Tracy (2020) calls this "*meaningful coherence*" (p. 286). She outlines a process of creating meaningful coherence, including (a) establishing and achieving the stated purpose and goals for the study; (b) identifying and utilizing theories, concepts, paradigms, and practices that connect well; and (c) combining reviewed literature with research concentration, methods, and

results (Tracy, 2010). To facilitate this process, I conducted the recursive process of checking and rechecking for congruency with the added input and analysis of research team members. Two research assistants participated in the coding and analysis process. I provided the research team members with coding information and instruction to ensure consistency.

Data Analysis

Analyzation of data materials obtained from the journal, written responses, focus groups, and interviews followed the "whole-part-whole" analysis method outlined by Vagle (2018, 156–160). The following data analysis plan shows a step-by-step format; however, the process was recursive and overlapping (see Figure 1).

Figure 1

Data Analysis Plan
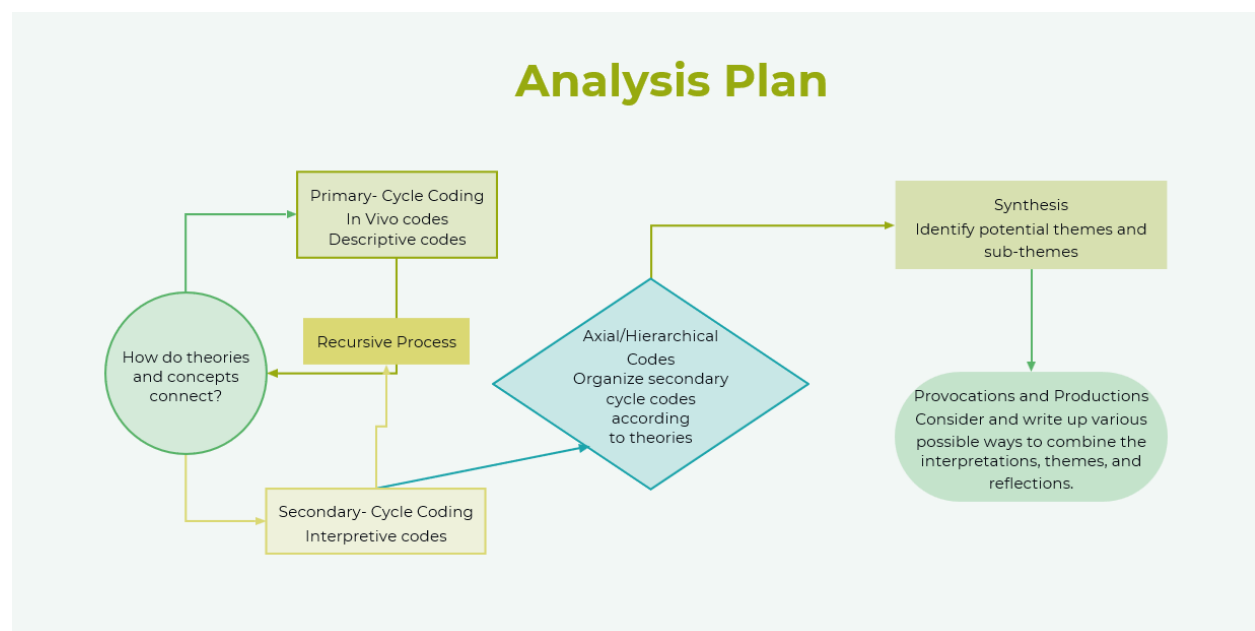
Note. This figure is an original creation informed by the works of qualitative researchers (Tracy, 2020; Vagle, 2018).

Recursive Step by Step Procedures

Step 1. The primary researcher and co-researchers completed at least one round of careful line-by-line reading of the journal entries, transcripts, written responses, and additional field notes. At this stage, the data coding resulted in first-level descriptive and *in vivo* codes. These codes began the creation of a codebook that included a list of codes, meanings as defined by the participants, and associated participant quotes.

Step 2. At this stage, the research team began to look for ways to connect theories and ideological lenses to emerging codes. This was an overlapping and recursive process. Jackson and Mazzei (2012) suggest being playful and dynamic at this step. So, at this point, the team was mindfully open to the possibilities of how the data might be "igniting" (Vagle, 2018)

Step 3. The team used the identified codes to "de-construct the wholes" (Vagle, 2018). Tracy (2020) calls this stage the secondary cycle coding, resulting in interpretive or second-level codes. At this point, the team paid careful attention to how the knowledge "takes off," as described by Guatteri (1987/2017) in *Lines of Flight*. As the primary researcher with access to recorded data, I paid close attention to emotional and physical responses during this coding process to better identify integral insights (Hoffsess, 2013). This attention to detail was communicated to the research team when questions arose about the interactions in the transcribed interviews. Vagle (2018, pp. 158-159) proposes using the following questions as a reflexive process at this point:

1. Where might I have engaged in binary thinking?

2. Where might I assume certainty?

3. Where did I back away from risk or creativity to prioritize safety? What is going on here?

4. Where might I appear uncertain of meaning?

These questions repeatedly added data to the reflexive journal.

Step 4. The research team began to organize secondary-cycle coding according to the theoretical lenses of feminist theory and feminist-informed supervision. We determined what theories were a good fit and made specific choices for specific reasons. Analysis provides explanations and support as needed. It was helpful to consider how others have used these theories to make these determinations. Tracy (2020) identifies this process as creating axial or hierarchical coding.

Step 5. This step is the synthesis stage of the data analysis process. I revisited post-reflections, including the initial post-reflexive entry to consider early assumptions and understandings as influencing, shaping, and challenging the interpretation of the material. I also reviewed the reflections of the research team members and sought clarification as needed. As Tracy (2020) recommended, I created a loose analysis outline that included a summary of the phenomena or research issues explored, the research questions, and potential themes emerging from the coding. Vagle (2018) suggests being in tune with and aware of the relationships emerging between the researcher, the participants, the data, and the phenomenon. According to Vagle, this process attests to the *essence* of the "essential structure of the phenomenon" (p. 30). An analysis of the emerging relationships occurred to explore the interactions.

Step 6. Vagle (2018) includes writing up the data analysis as part of the analysis process. He invites the researcher to consider and write up various possible ways to combine the interpretations, themes, and reflections. The provocations and productions identified, clarified, and organized provide meaningful narrative at this step. In addition, connecting provocations and productions to social issues and needed social change was significant to the writing process.

Summary

In summary, I conducted a qualitative phenomenology study using a post-intentional approach to explore how marginalized supervisees experience telesupervision. I recruited six participants currently engaged in marriage and family therapy supervision and one licensed professional counseling student. All participants had telesupervision experience. I collected participant data through written responses, a focus group, and individual interviews. Researcher reflective journals and field notes were also a source of data. Collected data was analyzed according to Vagle's (2018) data analysis process. This recursive process included first-cycle, secondary-cycle, and axial coding of all data. Reflection consistently took place throughout the study. Productions (concepts) and provocations (themes, essence, and relationships) were allowed to emerge from the coded data and were interpreted and discussed. In this way, writing was an integral part of the research process. The results of the analysis process are presented in the next chapter.

CHAPTER IV

RESULTS

The analysis of the interview data resulted in seven main themes related to the supervisees' experiences. Vagle (2018) uses the terms provocations and productions to refer to emerging themes in this study. As previously stated, provocations are material emerging from the data that "ignites" understanding. Productions are data that "signifies the ongoing ways in which the phenomenon is shaped over time" (Vagle, 2018, p. 160). Four production themes emerged from the data analysis of the supervisee's telesupervision experiences. These themes are (a) influences of format on experience, (b) impact on supervisory relationship, (c) connections to self-of-the-therapists concerns, and (d) perceptions of the effect on the field. In addition, three provocation themes surfaced. These themes are (a) requests for more leadership, (b) suggestions for improvement, and (c) professional development opportunities. The following information provides an in-depth look at the analyzed data (see Figures 2 and 3).

Figure 2

Production Themes
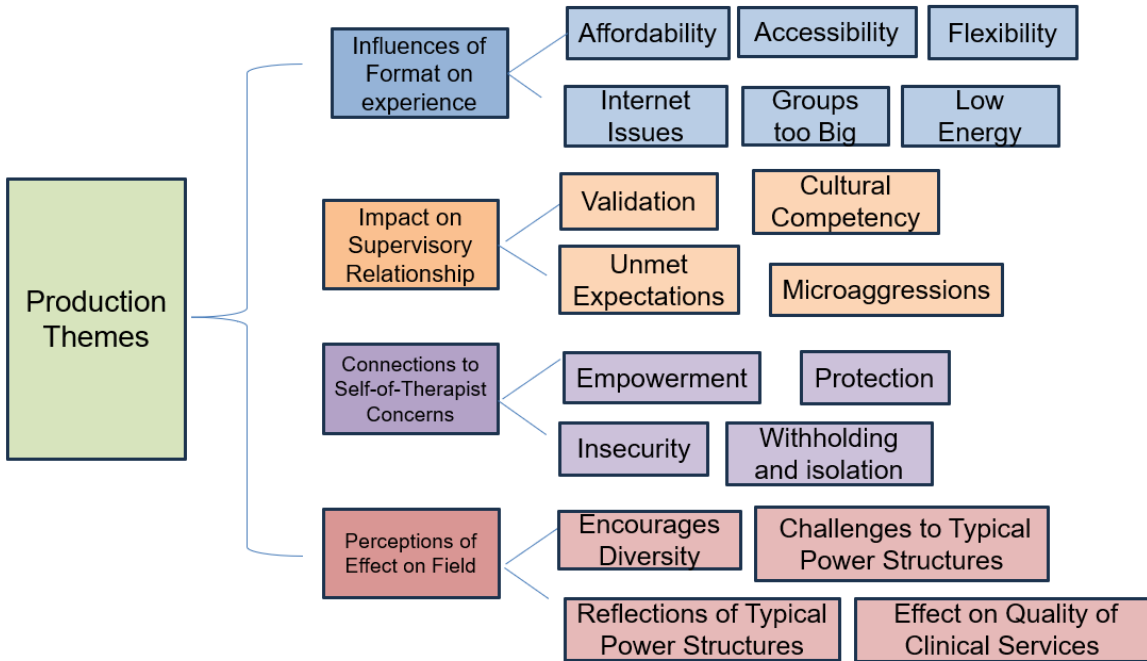
Figure 3

Provocation Themes
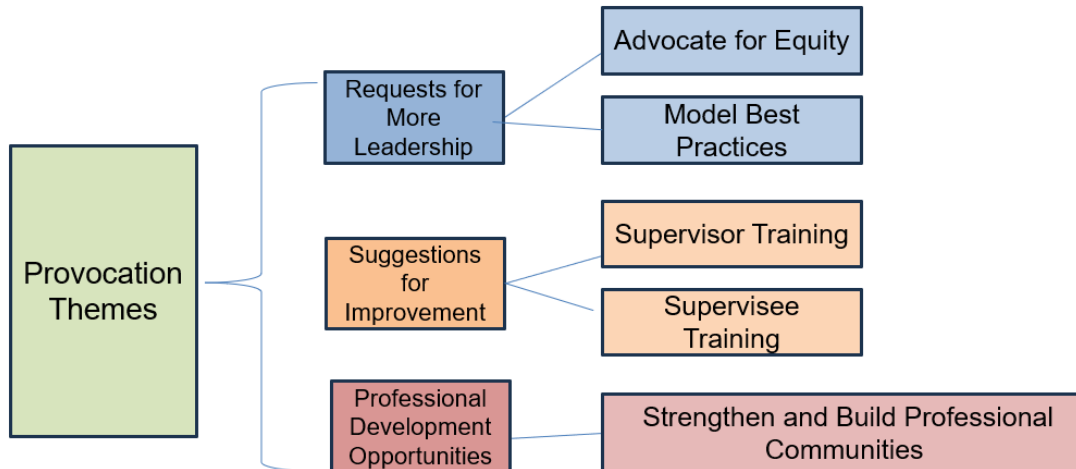
Production Themes

    Supervisees found telesupervision to be advantageous and challenging in many ways. They talked enthusiastically about the benefits of telesupervision using the words "love," "very beneficial," and "super helpful." In addition, data analysis of the supervisees' interviews shows they encountered negative, unhelpful, and sometimes detrimental telesupervision experiences. The beneficial and challenging experiences centered around four production themes. The four production themes are (a) influences of format on experience, (b) impact on supervisory relationship, (c) connections to self-of-the-therapists concerns, and (d) perceptions of the effect on the field (see Figure 2). These themes represent insight into the ways telesupervision experiences were shaped and maintained for the supervisees. This section presents the lived

experiences of the supervisees with their words and stories. Participant names and identifying data have been changed to protect confidentiality.

Influences of Format on Experience

One of the emerging themes provided by the supervisees centered around the telesupervision format. Format in this study refers to how videoconferencing and technology influenced the supervisees' supervision experience. Consistently supervisees found the video conferencing format to be a beneficial and sometimes a challenging way to receive supervision. In general, the supervisees identified the format for telesupervision to be advantageously "convenient" to their professional journeys. The convenient advantages of the telesupervision format include affordability, flexibility, and accessibility. However, sometimes supervisees found telesupervision to be a challenging way to receive supervision. These challenges included internet issues, low emotional energy, and connection, and participating in groups that felt too large to be seen and heard by their peers and supervisor. This section takes a closer look into how the supervisees experienced videoconferencing and technology.

Affordability

Supervisees specifically mentioned affordability as one of the significant benefits of telesupervision. Affordability for the supervisees referred to ways in which telesupervision helped them to cut costs and spend less money. For example, Lanice said, "I'm able to save some gas money, which is important." Leanne added, "I do think that telesupervision and teletherapy have saved me a ton of money." Leanne and others referred to the affordability of utilizing Motivo, an online supervision service. Several supervisees also acknowledged that the time saved by participating in online supervision allowed them to work extra jobs to earn and save money. In the focus group interview, nods and affirmations indicating agreement followed these

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comments. The affordability benefit of the telesupervision format opened space to consider other ways telesupervision benefitted the supervisees including the concept of flexibility.

Flexibility

Supervisees mentioned the topic of flexibility several times throughout the interviews. Flexibility for this study includes ways in which telesupervision allowed them to comfortably choose a place and time for supervision. "Accommodating" is the way one supervisee defined flexibility. Conversations around flexibility often included choosing "home" or another "comfortable place" for supervision. For example, Jaelyn talked about the "ability to do supervision from any location." She said, "It feels a little bit more casual in a way to be able to be at home." Toni added, "I can be in the comfort of my own home." In addition, Lanice identified flexibility during graduate school as the reason for choosing online supervision saying, "It's better for me because I'm able to do it at home. The fact that it is over Zoom doesn't hurt my disability." The format of telesupervision allowed supervisees to have the flexibility of choosing comfortable locations for supervision.

In addition to flexibility with location, telesupervision allowed supervisees the flexibility of choosing how to use their time. Supervisees talked about telesupervision providing the flexibility to use time effectively. Several supervisees indicated that television added time to their schedules due to eliminating travel time. For example, Clarisa indicated she "loves it!" for its flexibility. She said with a smile that she liked "not having to drive 30 minutes and then an hour back because of traffic or going all around town." Shari said, "It's super helpful for me. It saves me a ton of time." Sonya added, "Time is not much of a factor [with telesupervision]. so, it's overall been extremely convenient." As shown, the supervisees talked enthusiastically about

the flexibility telesupervision provides. They also avidly discussed accessibility as a benefit the format of telesupervision allows.

Accessibility

Several of the supervisees focused on accessibility to supervision as a benefit provided by telesupervision. Accessibility refers to the increased ability to access supervision or a supervisor. Some supervisees talked about how telesupervision provided a means to receive supervision that otherwise would have been inaccessible. For example, Toni said, "There is not another marriage and family therapist supervisor within 2 hours of where I live. I used Motivo, and it helped me find a supervisor." Lanice talked about how telesupervision allowed her to receive supervision despite health challenges by saying, "A lot of the time, I couldn't drive because of my disability. I have epilepsy, and so I have seizures." Because Toni and Lanice had access to online supervision, they could complete supervision requirements. Telesupervision provided accessibility to supervision for the supervisees with unique circumstances.

In addition, the telesupervision format allowed supervisees accessibility to diverse supervisors and modalities of supervision. Telesupervision gave the supervisees an opportunity to work with supervisors they might not have had access to work with under traditional in-person supervision. Supervisees talked about how telesupervision allowed them to "interview" supervisors to find someone who met their personal and professional expectations. Shari talked about the importance of choosing a supervisor experienced in working with the LGBTQ community and with neurodiverse clients. She said, "You should interview them to make sure that they're someone who's going to help you develop as a professional." Sonya added that "telehealth has made the process of narrowing down good or bad supervisors much more efficient." When asked in the focus group interview to talk about the most important takeaway,

Jaelyn indicated, "For me, I was going to say the ability to find a supervisor that fit my needs." Clarisa talked about professional alignment in this way, "The reason I chose [my supervisor] was not only was she telehealth, but she also aspired to the things that I want to do as a professional." Leanne went on to say, "The biggest takeaway from that all is finding a supervisor who truly understands you for your differences, for all the other aspects of your life." Overall, the supervisees indicated that often the telesupervision format provided them access to rich and fulfilling supervisory experiences.

The telesupervision format emerged as mostly beneficial for the supervisees. As shown, many credited telesupervision as a key factor helping them to achieve their goals of becoming licensed therapists. Affordability, flexibility, and accessibility stood out in the data provided by the supervisees as three definitive subthemes representing the benefits of the telesupervision format. However, sometimes the supervisees experienced negative impacts regarding the video conferencing format. Internet issues, low emotional energy, and big groups are the subthemes representing the influences of the negative impacts.

Internet Issues

Although the telesupervision format has identifiable benefits, the supervisees acknowledged that they have experienced some challenges. Inadequate internet services were a common challenge for the participants. In response to a question about the challenges of telesupervision, the supervisees responded with "consistent internet," "tech issues," "Wi-Fi issues," "weather affects a lot of electricity," and "bad internet connections." Some of the supervisees indicated that internet disconnections and disruptions may have negatively impacted their telesupervision experiences.

Group Size Too Large

Another challenge described by the supervisees involved participating in groups with too many people. Several described situations in which they did not "feel heard" because they were not allowed the opportunity to speak. Toni indicated that she "didn't have the "opportunity to jump in [the conversation]" because there were "9-12" students in the group. They also described moments when supervisees talked over each other. Talking- over created challenges for telesupervision groups due to the inability of the technology to allow more than one person to speak at a time. Clarisa also added that "[supervisors] had a hard time managing [group] via telehealth because it was new at that point."

Emotional Energy and Connection

In addition, supervisees mentioned that they perceived telesupervision to lack "emotional energy" and "connection." For example, Toni said, "I know there are times that my supervisors have talked, and because it's on video, I'm like over here on video doodling on a pad just because there's no energy to make me want to maintain that connection." A few supervisees also indicated that although they appreciated the benefits provided by telesupervision, they would prefer in-person supervision if they had a viable way to do so. For example, Lanice said that she "would prefer in-person" supervision stating that she "thinks it would add a certain connection." Sonya stated, "I think especially during COVID when everything had to be telehealth, I definitely missed having in-person connections, so maybe it would have been nice to experience supervision in-person because I do love doing in-person sessions." She goes on to say, "energetically speaking, when you're in the room with someone, you can feel when things are shifting." Leanne added in reference to her post-graduate supervisor, "I feel like maybe he doesn't pick up on some of my emotional experiences, and I wonder, maybe he doesn't feel the

emotion shift in me the way he might if it were in person." As described, some of the supervisees missed the possibility of more energy and emotional connection they thought they could experience with in-person supervision.

As shown, the supervisees identified several ways that the telesupervision format benefited and challenged their ability to positively experience supervision. The beneficial ways included affordability, accessibility, and flexibility. The challenges included internet issues, groups too large to accommodate learning, and the lack of emotional connection. The discussion of these experiences created opportunities to learn more about the impact of telesupervision on supervisory relationships.

Supervisory Relationship

Supervisees in this study indicated that telesupervision provided and enhanced opportunities to develop a supportive relationship with their supervisors. "Genuine rapport" is a term one supervisee used to represent a positive supervisory relationship. Supervisees talked about feeling "connected," "understood," "supported," and "safe" through telesupervision. Jaelyn attributed telesupervision to positively contributing to her relationship with her supervisor, saying, "It just gives it this ease that I feel like has contributed very positively to my relationship with my supervisor, which I feel like has been really supportive." Two positive supervisory relationship subthemes emerged from the data analysis. These subcategories are validating relationships and relationships characterized by cultural competency.

The supervisees also talked about times in telesupervision when they experienced barriers and challenges to developing positive relationships with some of their graduate and post-graduate supervisors. Supervisees described these relationships as "transactional rather than the supervisor being invested in my learning," "condescending," and "unaware." Supervisees

discussed ways in which the challenges negatively impacted their supervisory relationships and created hardships for them. Unmet expectations and microaggressions are the subthemes representing negative supervisory relationship experiences. The following information presents the ways in which the supervisees experienced positive and negative supervisory relationships through telesupervision.

Validation

The supervisees discussed the vital role of validation in a supportive supervisory relationship. Experiencing being "heard" and "understood" was indicated as beneficial validation. Several supervisees spoke about the importance of having their "voice heard" in supervision. When talking about her expectations of a supervisory relationship, Jaelyn said, "You just want to be seen and heard and understood, and it's like that's what we all want, right?" Lanice talked about the significance of finding a supervisor who understood chronic illness. When she found a supervisor with similar experiences, she said, "That felt very validating, and I was glad that I actually went with her and chose her." Jaelyn said she felt supported by her post-graduate supervisor because "she understands and has a sense of who I am and what I need and how she can support me." Leanne described specific ways she experienced a positive supervisory relationship through telesupervision by saying the following:

She completely saw me and supported me through [a trauma response] and in other ways as a woman, as a bi woman. Like, I feel like she really unpacked that and helped me slow things down. She was able to give me good tools and asked the right questions, and they gave me space. They believed me. I think that was the thing. They believed me.

As shown, supervisees felt validated by supervisors who communicated through telesupervision that they could see, hear, and understand the supervisee's experiences. Closely related and

sometimes overlapping this experience of validation is the perception the supervisees had of their supervisor's cultural competency.

Cultural Competency

Supervisees associated the presence of supervisory "cultural competency" with a supportive supervisory relationship. Supervisees defined cultural competency as going beyond "understanding terms" and "providing resources." Leanne described it as "taking that extra step." Lanice helped to define this "extra step" by indicating that her post-graduate supervisor "asked us on multiple occasions about our own biases regarding to not only culture but disabilities and gender." She went on to explain how her supervisor's participation in global immigration support programs contributed positively to the safety and trust in her relationship with her supervisor.

Jaelyn also discussed the importance of cultural competence and gave examples of her positive experiences. She said, "So my current supervisor is so culturally competent, and that was, like, the most important thing for me." Jaelyn indicated that she experienced cultural competency with her supervisor because her supervisor initiated and allowed space to talk about diversity concerns and considerations. She continued by stating that as a young Black woman, she has concerns about "stereotypes," which "take up a lot of space in her brain, and so it has to take up a lot of space in supervision too." She went on to talk about how her supervisor acknowledged and understood the diversity concerns by saying, "Being seen and being understood. If you are able to do that for people with marginalized identities, there's cultural competency." As shown, cultural competency played a vital role in a positive supervisory relationship for Jaelyn and the other supervisees. From our discussions, telesupervision seemed to enhance and maintain strong working alliances between supervisors and supervisees.

However, the supervisees also talked about times that telesupervision did not meet their expectations which impacted their abilities to trust some of their supervisors.

Unmet Expectations

When discussing their unsatisfactory supervisory relationships, the supervisees talked about unmet expectations within some specific supervisory experiences. Lanice stated that in graduate school, she expected her relationship to be "more connected" but found it to be "very business-like." Toni talked about expecting to authentically ask questions in supervision. However, she indicated "if you asked any questions, you immediately felt like you shouldn't have asked the question." Shari talked about being "frustrated" when she experienced "resistance" or a "condescending tone" from a supervisor when she expected to receive guidance and help. The supervisees also talked about going into their telesupervision experiences with other expectations that consistently went unmet with some supervisors which negatively influenced their perceptions of their supervisory relationships. These unmet expectations included lack of cultural competence and humility, working harder than anticipated, and times when they felt pressured to train the supervisor on diversity considerations.

Lack of Cultural Competence and Humility. When asked about their perceptions of their supervisors' cultural competence and humility, some supervisees discussed experiencing deficits in telesupervision. Supervisees said they desired some supervisors to know more about diverse cultures and identities. Clarisa indicated that she desired for one of her supervisors to have "more knowledge and experience" so that they could "dive" into conversations about "serving certain populations." She went on to say, "the cultural competency I don't think is really showing through. It is interesting being the only brown person in the room." The supervisees went on to describe the lack of cultural competency as "unsafe," and kept them from

feeling "understood" and "heard." These dynamics negatively impacted the perceptions the supervisees held about their relationships with their supervisors.

Training the Supervisor. Due to a lack of cultural competence and humility, another reoccurring supervisory relationship topic revolved around supervisees taking time during supervision to train their supervisors about their identities and culture. Participants expressed frustration about consistent patterns with some supervisors who seemed unaware or uninformed about the experiences of underrepresented supervisees and looked to the supervisees to be better informed. Jaelyn talked about "spending a lot of time in supervision 'explaining gender and ethnicity differences' while in graduate school." Leanne added, "I think what's uncomfortable is the fact that I'm having to point out what's happening for me, and I'm having to explain it to [the supervisor]." Leanne scaled a supervisor as a "3 out of 10" on cultural competence. She talked about how the supervisor in this situation did not "make cultural questions apparent," and stated, "I'll be the one who has to bring it up." Jaelyn added the following to describe the thoughts and feelings she has about being put in the position of training the supervisor:

It was frustrating for me to feel like the onus of the responsibility was on me to educate people about my experiences which is exhausting. It was a lot of like a spotlight on Jaelyn and, like, what are your thoughts about being Black? No one wants to be the representative of their culture.

The supervisees indicated that they began their supervision experiences expecting that their supervisors would have some working knowledge of diversity considerations and cultural differences. However, some of their experiences indicate that these expectations were not realized when they found themselves provided diversity training. As a result, the supervisees found themselves working harder to complete their academic goals than they expected.

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Working Harder. In addition to these supervisory relationship challenges, supervisees also talked about their experiences of working harder than anticipated to obtain the needed guidance, knowledge, and support because of less-than-beneficial supervisory relationships. Working harder included times when participants sought advice and resources from other supervisees and colleagues or internet searches. For example, when Toni felt boxed into specific therapy models in graduate school, she "went and did my own research and then talked to other therapists in the field that were in the same field as I was doing." Working harder also included times when they "had to learn from their mistakes." While participants acknowledged that learning from sources other than supervisors and their mistakes was to be expected, these situations seemed to go beyond what they expected to be reasonable. Clarisa said, "There are some things where I don't think I should have to work that hard." Sonya added the following:

I had to learn a lot of things on my own and through mistakes I made. Now, did I learn an extensive amount about trusting myself and learning through my mistakes? Absolutely! But at the end of the day, if I'm seeking information constantly outside of supervision, that tells me my supervisor's [not] doing their job.

These examples indicate that although the supervisees expected to work hard, the lack of support, understanding, and resources experienced in some telesupervision situations created challenges that they perceived to be unwarranted.

As shown, unmet expectations such as supervisor lack of cultural competency, teaching supervisors about diversity and cultural differences, and working harder than expected created challenging and uncomfortable situations for the supervisees in the study. As a result, the supervisory working alliance was not as strong with some supervisors as it could have been for these supervisees. These situations that created difficulties and stress for the supervisees were

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sometimes complicated and worsened by the experiences of marginalization through microaggressions.

Microaggressions

Some unsatisfactory supervision situations resulted because of the experience of microaggressions as defined by the supervisees. The supervisees described microaggressions as feeling "dismissed" or placated with cursory validation before the supervisor moved on to the next topic. Clarisa shared her experiences of feeling dismissed by a dominant culture supervisor in graduate school. Clarisa, who identifies as Latino, found an approach to working with a Latino client system as ineffective due to a lack of cultural awareness. She reported being silenced by the supervisor who said, "Well, I've been doing this for 20 years." Clarisa received the message in this situation that her own life experience and knowledge was not as valuable as the experience of the dominant culture supervisor.

Jaelyn also talked about receiving a mixed message from a supervisor, which left her feeling dismissed. She said, "So I think there was safety in having space to communicate grievances. [However,] I don't think there was certainty in feeling that those grievances would be like processed." Shari said she did not believe that her diversity "concerns and questions were seen as important." After leaving supervision, she would "cry about it because she felt so belittled." These examples reveal how detrimental it was for the supervisees to experience these microaggressions.

Sonya added more to the dialogue as she discussed experiencing some hurtful microaggressions at the beginning of her graduate program internship. During the session, one of her clients "went on a 20-minute rant of how Black Lives Matter was just a fraud." She related that as a "Black woman with intersecting identities," she felt "very uncomfortable and

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dysregulated." When she went to the supervisor, she was lightly told, "That's rough. You can fire him as a client if you don't feel comfortable." She went on to say that this response left her thinking she was a "burden to her supervisor," and the interaction exacerbated the ways she already felt "disrespected" by the client. As the semester progressed, Sonya said the supervisory relationship continued declining. Sonya reported that the supervisor began to use "condescending tones" when talking with her, and she said, "I also noticed a very stark difference in how she treated other people's hours versus how she treated mine. Very stickler about mine. And my white counterparts never had that level of micromanaging." Sonya described this experience as extremely "stressful" and "detrimental to her well-being."

Lanice's story is another example of supervisees experiencing microaggressions. She started by talking about feeling "dismissed" during her undergraduate experience. As a new intern, she quickly began seeing over 20 clients at an agency. When she expressed feeling " very overwhelmed" and overextended beyond what she could safely manage with her health concerns, she said her supervisor responded with, "I hear that you have a disability, but at the same time, this is what you signed up for and so you need to do that." Six months later, Lanice said she had "two seizures back-to-back." She closed her story by saying, "I felt very dismissed." Both Sonya and Lanice experienced microaggressions that negatively impacted their supervisory relationships, the quality of supervision, and their well-being. Because of these experiences they found themselves facing barriers to reaching their desired goals.

Conversations about relationships with their supervisors provided insight into factors attributing to strong or damaged supervisory working alliances. All the supervisees described positive experiences with some supervisors. These positive experiences included experiencing validating and supportive relationships which included the presence of cultural competency. On

the other hand, all the supervisees also experienced negative supervisory relationship dynamics.

These negative experiences ranged from the unmet expectations of lack of emotional and

professional support to microaggressions. Supervisees then went on to connect how these

beneficial or challenging relationships impacted their self-of-the-therapist development.

Self-of-the-Therapist

Supervisees talked about how their telesupervision experiences influenced their self-of-

the-therapist development. The self-of-the-therapist concept refers to the values, beliefs, biases,

and life experiences that might influence the provision of therapeutic services. Shari discussed

the importance of self-of-the-therapist work by saying, "Being able to bring in the self-of-the-

therapist, this is important for me." She goes on to describe helpful self-of-the-therapist work

when she is feeling "stuck while doing therapy" as being encouraged to "dive into personal

pieces" and seek "personal" therapy. Jaelyn described her post-graduate supervision experience

as "supportive in developing my identity as a therapist.

On the other hand, as the supervisees talked about their challenging supervisory

relationship experiences, the impact on self-of-the-therapist concerns surfaced. Supervisees

discussed how experiencing breaches in the supervisory relationship negatively impacted their

confidence and sense of agency which increased feelings of insecurity. Phrases such as "hurt my

confidence"; "I really doubted myself"; and "I felt so unsure," revealed the uncertainty they

experienced during challenging situations.

The supervisees indicated that navigating self-of -the therapist issues through

telesupervision was enhanced or challenged by the strength of the supervisory relationship.

When supported by a strong supervisory working alliance, supervisees were able to work

through self-of-the-therapist concerns effectively. However, low support and cultural

insensitivity compromised their abilities when experiencing weak supervisory relationships. The emerging self-of-the-therapist subthemes reflect the range of these experiences. These themes are empowerment experiences, the opportunity to experience protection, increased insecurity, and withholding information leading to isolation. This section explores the self-of the therapist nuances the supervisees experienced through telesupervision.

Empowerment

The supervisees discussed ways telesupervision empowers them to develop confidence, work through challenges, and grow in professional expertise. Leanne described telesupervision as an opportunity for empowerment for underrepresented supervisees by saying, "I do think that there is an empowerment in technology in that I think it gives voices to people who otherwise wouldn't have the microphone." The ways that the supervisees experienced empowerment included a supervisor being "more of a support than an evaluator, being treated as a "professional" and "confidence" building. For example, Lanice talked about how her supervisor supported and empowered her to work through the physical health challenges she experienced in post-graduate supervision with her debilitating seizures in the following quote:

Even though I have been through a lot of stuff, I'm still able to push myself. And I think [her supervisor] does understand those things. She also wants me to respect myself and be mindful of my limitations and what's going to harm me in the long run.

Leanne also described a time when her work with her supervisor empowered her to develop skills in providing telehealth despite an adverse childhood experience involving the internet. She talked about feeling "so scared" during her graduate internship. The pandemic required her to provide teletherapy, which was challenging because of past childhood abuse. Here is her story in her words:

When I first became a therapist as an intern, I realized I was going to have to learn to be a

therapist virtually. I had experienced abuse virtually, and so I was really, really scared. I had a

supervisor who was amazing. She completely saw me and supported me through that. [She]

believed me. I love teletherapy now.

She talked about feeling "safe enough" to share her story with her supervisor and receiving

validation and normalization for her reactions. She ended her story by saying, "I think if I hadn't

felt validated in my experience, it would be something I would still think about, and I don't think

about it anymore. That's so empowering!"

These supervisees provided powerful examples of ways they experienced empowerment

through telesupervision. For Lanice and Leanne, this empowerment and agency were a result of

their positive supervisory relationship and specifically related to the video conferencing format

The empowerment they experienced impacted their self-of-the-therapist perceptions in positive

ways. In addition to empowerment, supervisees discussed ways that they experienced protection

through telesupervision.

Protection

Several supervisees talked about how the telesupervision format provided them with a

sense of protection. Sonya and Leanne talked about how the screen provided "a buffer" for them

during an intimidating time of supervision. Leanne said, "I think if I would have experienced that

in person, I think it would have been a lot more emotional for me. I think I would have been a lot

more upset and scared." Sonya had similar things to say about the benefits of telesupervision in a

challenging supervisory dynamic. "I would have felt it more, and I would have been more

dysregulated had I been in person with [the supervisor]." She added that telesupervision provided

a "barrier" and a "safety net." In this way, telesupervision allowed the supervisees to manage

challenging or emotionally unsafe situations. Therefore, for these supervisees, the video

conferencing format helped mitigate the effects of an unsafe supervision experience.

In addition, Toni and Shari talked about how they can maintain some "calm" because of

the protection and opportunities to self-soothe afforded by the video format. Toni said, "I can

fidget and be in the comfort of my own home or the barn. I am in the barn right now." Shari

describes how telesupervision allows her to fidget without causing a distraction by saying, "I do

a lot of fidgeting with my hands." She identifies herself as "someone who is neurodivergent and

likes a lot of fidgeting stuff…that's not evident." For Toni and Shari, telesupervision provided a

protected way to self-soothe without notice or distraction.

Regarding the self-of-the-therapist concept, telesupervision provided positive experiences

for the supervisees through empowerment and protection. As shown, telesupervision allowed

opportunities to identify, manage and grow in their identities as beginning therapists.

Telesupervision also helped the supervisees to maintain a sense of self when presented with

difficult situations. In these ways telesupervision benefited the supervisees' professional identity

development which then impacted the mental health field in a beneficial way. However, as

previously stated, the supervisees also experienced challenges related to self-of-the-therapist

concerns including increased insecurity, withholding information from supervisors, and isolating

from supervisors and peers.

Insecurity

The supervisees acknowledged that all beginning therapists experience self-doubt and

insecurities. However, supervisees indicated that when "intersecting identities" and challenges

associated with underrepresentation are not "acknowledged and understood," self-doubt and

insecurities are compounded and become complicated. The increased self-doubt and insecurities

were identified as more self of the therapist issues to unpack and sometimes had detrimental effects on their mental and physical well-being. For example, Sonya stated regarding her challenging supervision situation, "so I was also having to manage diversity, expectations and rules and also navigating the experiences." She went on to say, "I definitely questioned my own clinical judgment at one point because of the [difficult supervisory relationship]. Luckily, I had a wonderful clinical training director. I was in their office hours almost every week saying, Am I doing this correctly?" A poor supervisory relationship in graduate school created doubt and confusion for Shari. She stated, "There were times where I was like. Well, is it me? Am I the problem?" The supervisees indicated elevated insecurity increased the likelihood of withholding information and isolating from their supervisor.

Withholding and Isolation

Supervisees, like Shari, revealed that as a way of managing cultural self-of-the-therapist issues, they would withhold concerns and information from their supervisor. Shari talked about withholding information from her supervisor to protect herself from "being beaten down." She said, "There were certain things I was censoring" because she did not feel safe enough in the supervisory relationship to be "vulnerable." She indicated she could not "work up the nerve to have a conversation" with this supervisor. She had concerns about trusting this supervisor due to the "power dynamic" who seemed to come across as authoritarian. She also did not "feel safe" or think that she "would be taken seriously." Due to the lack of safety and trust, Shari did not believe she could disclose her worries and doubts to her supervisor. So, she kept them to herself.

When they struggled with self-of-the-therapist concerns they believed they could not bring their authentic selves to supervision for fear of judgment and unfair treatment. Clarisa indicated that she could talk openly about diversity and culture when she initiated the

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conversation. However, she also said, "I don't want to have to always be the one asking about it. As the only brown person in that room, I don't want to be the one who's always harping on culture." Clarisa also provided an example of withholding by stating, "When it comes to race and culture, I don't know that it would be worth it. This isn't a conversation I can have with her." She went on to say that she is "disappointed" with the lack of cultural depth in her conversations with her supervisor. Toni put her experience into words by saying, "Sometimes I don't want to put my stuff out there and just pay lip service to whatever they want to hear, which isn't the greatest."

Not being able to share consistently and authentically in supervision left supervisees feeling "alone." The supervisees also talked about how the pandemic exacerbated their loneliness and lack of confidence they were experiencing. Shari said, "There's the community aspect that maybe was like we didn't have as much access to because we couldn't leave our houses." Lanice talked about her experience with isolation by saying, "It made a lot of supervisors and current therapists go through telehealth alone. I felt very isolated during my graduate internship," Leanne added that she felt especially isolated and alone in group supervision. During the sessions, Leanne said that her peers talked in ways that communicated biases towards mental health concerns. For example, she reported hearing peers us words like "hysterical" to describe clients. When she mentioned her concerns, her supervisor indicated that he didn't "notice that word." This response reinforced her loneliness in the group setting.

How the supervisees experienced the video conferencing format, related to their supervisors, and navigated self-of-the-therapist concerns through telesupervision shaped their perceptions of how telesupervision is impacting the mental health field. The accessibility of telesupervision and the experiences of validation, empowerment, isolation and microaggressions

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as well as the other telesupervision benefits and challenges created a narrative for the supervisees about how telesupervision affects the mental health field. The following section addresses these perceptions.

Perceptions of the Effects on the Field

The supervisees' conversations revealed both beneficial and challenging telesupervision experiences. As explained by the supervisees, the benefits and challenges of telesupervision influenced their perceptions on how telesupervision impacts the mental health field. From a positive perspective, the data indicates that the supervisees perceive that telesupervision encourages diversity and challenges typical power structures. On the other hand, the supervisees also indicated that challenging experiences influenced their perceptions negatively. These negative perceptions included the reflection of typical power structures, trading the best supervisor for a convenient situation and the sometimes-negative impact on clinical services provided.

Encourages Diversity

Supervisees provided data for this study indicating that telesupervision positively impacts the professional mental health field. Supervisees discussed the beneficial impact of the ability to expand the representation and influence of diverse populations and diverse therapy practices. For example, Leanne says regarding cultural diversity, "I think that's [meaning telesupervision] exciting because I'm all about diversity and like broadening your horizon and like getting to know other perspectives. And I think that's the wonderful thing about telesupervision is it becomes global." Shari talks about how telesupervision expands both professional and cultural diversity saying, "So a great supervisor for me is someone who lines up with the theories that I like, but also being like really LGBT friendly is important to me because that's like my niche

group that I work with." Jaelyn added, "Diverse therapists can better meet the needs of diverse populations." As shown, telesupervision according to the supervisees opens up more access and possibilities for underrepresented populations.

Challenges to Typical Power Structures

Analyzation of data explored how the telesupervision experiences challenged the typical power structures encountered in life by the supervisees. Supervisees often found "support" through the " understanding" and "openness" of their supervisors. For example, Jaelyn described her post-graduate supervisor as being "more aligned with gender and ethnicity" and as having "more insight into the nuance of my experience." Lanice provided this description by saying, "It's a new thing for me where I'm getting validated and reassured that my disability is not going to come into the room" in a limiting way. Jaelyn and Lanice indicated that these experiences allowed them the opportunity to learn in supervision without facing the biases and discrimination they have endured in other situations in their lives.

Reflections of Typical Power Structures

On the other hand, the study also explored ways telesupervision reflected typical power structures the supervisees might have experienced in their lives outside of academia. Supervisees talked about experiencing "barriers" to becoming a licensed mental health professional mirroring the barriers experienced as marginalized individuals. For example, Shari said, "The barriers are incredible, so it only makes sense with the history of our country that it's really hard for there to be cultural diversity within that professional space." Jaelyn thoughtfully talked about difficulties she has experienced:

I feel like I'm jumping through a lot of hoops to get here and it's not really the most accessible occupation, honestly. Um, and like that lack of accessibility also like leads to a lack of diversity in our field.

As previously mentioned, Sonya also faced multiple barriers in her graduate supervision experience including reflections of typical power structures. She indicated that her supervisor's attitude toward her was critical and dismissive. She noticed "stark differences" between the way her dominant culture supervisor treated her and her White peers who were given more leeway and less criticism.

Just as underrepresented populations experience challenges and barriers that dominant culture populations do not experience, underrepresented supervisees, like Shari, Jaelyn, and Sonya experienced barriers to achieving their goals through telesupervision. As the supervisees pointed out, obtaining licensure in mental health is challenging. The repetition of typical power structures compounds these challenges and discourages diversity in the field.

Trade Off

Another perceived impact on the mental health field involved supervisees choosing convenience over competency. Some of the supervisees revealed that they chose "to trade" experiencing supervisory competency or a supervisor who was a better fit for their professional goals for convenience. For example, Toni indicated that she chose her graduate online program, including the supervision required, "because it was convenient to be able to do it and work." She says that she would "choose a different program" if she could have a redo opportunity. These trade-offs had adverse effects on the ways in which the supervisees experienced telesupervision and consequently affected the way that the supervisees were able to provide the best clinical services.

Effect on the Quality of Clinical Services

Supervisees indicated that beneficial telesupervision experiences such as feeling less stressed, a positive supervisory relationship, and the ability to constructively navigate self-of-the-therapist concerns directly impacted their abilities to provide effective clinical services for their clients. Leanne indicated that her supervisor provided "good tools" to use with her clients and helped her to "slow down" in sessions. She added that her supervisor's faith in her helped her to become more confident. In these ways, Leanne's positive supervisory experiences benefited her clinical services which then benefitted her clients.

On the other hand, experiencing challenging or detrimental telesupervision experiences negatively affected the quality of therapy they were able to provide. Sonya indicated that her negative telesupervision experience negatively impacted her efficacy because she did not receive adequate guidance and resources. Her dominant culture supervisor's inability to provide needed guidance on conducting suicide and homicide assessments caused challenges in sessions for Sonya. She said, "The outsourcing was such a big deal. I had to find all my own sources." She says that because of these challenges, she "made a lot of mistakes." Sonya indicated that she believed her mistakes undermined her professional abilities and distressed her well-being.

Lanice talked about how the lack of support, specifically in managing her disability in therapy, compromised her ability to provide competent therapy. She indicated that she did not receive adequate support or options for managing her disability in therapy. Therefore, her presentation in sessions was "confusing to her clients" and "detrimental" to her well-being. As shown, the experiences the supervisees had with telesupervision impacted their perceptions of their abilities to provide professional services to their clients.

Through the analysis of the telesupervision experiences of the supervisees, the ways that telesupervision provided benefits and challenges emerged as the themes that Vagle calls "productions" (Vagle, 2018, p. 160). As a reminder, Vagle uses the term productions to indicate ways phenomena are maintained over time. The production themes discussed (format, supervisory relationship, self-of-the-therapist, and effects on field) reveal common dynamics that shaped and sustained the ways the supervisees experienced telesupervision. An analyzation of the supervisees' positive and negative telesupervision experiences revealed a "provocation" theme, a theme that "ignites understanding and creates new meaning" (Vagle, 2018, p. 160). As the research team considered how these two themes interacted, a provocation began to "take flight." The following information explores these provocations.

Provocation Themes

As the supervisees talked about their beneficial and challenging experiences with telesupervision, a sense of agency seemed to illuminate the conversations. As they shared their desires for mental health supervision practices to reflect the consideration and empowerment of underrepresented populations, the supervisees began to brainstorm ways to improve telesupervision for underrepresented supervisees. These ideas and suggestions emerged as provocation themes. The themes are identified as (a) a request for collaborative leadership, (b) suggestions for training programs, and (c) professional development opportunities (see Figure 3).

Request for Collaborative Leadership

The supervisees indicated they desired some supervisors to take more of the lead in supervision. They described this desire with words like "take initiative" and "lead the way." This conversation revealed that sometimes the supervisees experienced collaborative and respectful

leadership. When this happened, the supervisees experienced empowerment that translated into confidence in their therapy sessions. However, the supervisees also experienced times when they desired their supervisors to provide more professional leadership. The supervisees defined professional leadership as collaborative. Lanice desired more "conversation" instead of "being told" what to say and do. Sonya, on the other hand, needed more "hands on training" and less non-directive interactions. Analysis of the data revealed two subthemes central to the theme of leadership. These subthemes are equity advocacy, and model best practices.

Advocate for Equity

Supervisees wanted their supervisors to make equity advocacy more of a norm especially in group supervision. Lanice, talking about group supervision, said, "I would prefer to see [diversity] more as a conversation." She indicated that culture and diversity could be "integrated" into supervision more often than she experienced. Sonya desired her supervisor to "open up space" to "tell stories" of marginalization. These comments suggest ways supervisors could provide stronger leadership in challenging biases and initiating diversity conversations and therefore advocate for equity.

Supervisees also indicated that they desired their supervisors to take a stronger stand against microaggressions especially within group settings. Leanne talked about feeling unsupported and "not protected culturally" because her group supervisor did not call out microaggressions in group supervision. Leanne also suggested that supervisors give non-marginalized supervisees in group supervision that "extra push to consider [their] impact on marginalized clients." Sonya added that microaggressions occurred when peers were not encouraged to "examine their systemic racial biases." She and the other supervisees desired for their supervisors to model and require this self-awareness practice.

The supervisees desired for their supervisees to model best practices. Many of the experiences they shared revealed examples of supervision that met their expectations for best practices. Jaelyn, Clarisa, and Leanne shared examples previously discussed. However, the supervisees also experienced a lack of modeling best practices These moments created difficulties for the supervisees as they tried to perform professionally. The supervisees indicated a need for leadership regarding best practices. These practices included staying professionally current, modeling reliable ethical standards, and modeling empathy and reflective listening.

The supervisees mentioned that some supervisors missed opportunities to model best practices when they failed to stay current in the mental health field. Participants talked about the negative impacts of not maintaining current ethical and professional standards. When best practices were absent, participants indicated feeling "confused," "frustrated," and "on their own" to learn how best to provide quality therapy to their clients. Sonya described her graduate student supervision experience as "very antiquated." Her complaints included her supervisor as being "stuck in their modality," "very laissez-faire," and "not current." Supervisees discussed examples of current best practices including being aware of "new ethical standards and laws, staying current in regard to research and new models of therapy, and practicing best telehealth and telesupervision techniques."

In addition to being aware of current ethical standards, the supervisees desired for supervisors to model ethical practices. Leanne described a situation that exemplified a breach in best practices in the following excerpt of her interview:

There are just basic ethics things that I want to know. There are some things that I need my supervisor to be on top of that I don't think [they] are on top of ethically. For example, when the

good faith estimate law came out, I found that out on my own. When I brought it up to my

supervisor, [they were] like, I don't really think it's that big of a deal. Don't worry about it. And

so, I spoke to someone else and realized it was a big deal.

For Leanne, this situation contributed to a lack of trust in her supervisor which could have been

avoided if up-to-date ethical practices were maintained.

The failure of supervisors to model "empathetic and reflective listening responses,"

especially regarding diversity challenges also created a breach in trust for supervisees. Sonya

talked about her desire for one of her supervisors to model cultural competency by saying that

there were times when her supervisor could have "jumped in and modeled" with "validation"

and "understanding." Likewise, Shari indicated that "empathy and feeling heard" were missing

from her difficult supervisory experience. Leanne also underscored the importance of empathetic

and reflective listening interactions by indicating that these best practices "poorly modeled"

confused her which impacted how she presented with her clients.

Suggestions for Improving Education

In addition to the requests for more supervisor leadership, the supervisees explored ways

to improve telesupervision through educational programs. The supervisees had questions and

suggestions for educational programs. The conversations included training for supervisors and

supervisees. Therefore, the subthemes representing the suggestions for improving

telesupervision experiences for underrepresented supervisees through education are supervisor

training and supervisee training.

Supervisor Training

As the supervisees talked about their telesupervision experiences, questions began to come up about supervisor training requirements. The perceived lack of cultural competency and humiliation and the sometimes-poor implementation of best practices led the participants to discuss the gaps in the required initial and ongoing supervision training. Suggestions for more comprehensive training programs for supervisors emerged. The categories identified from the training suggestions included cultural competency, telesupervision-focused educational programs, and self of supervisor training, including accountability requirements.

Cultural Competency Education. Supervisees suggested improving the requirements for cultural competency training and ways to communicate cultural competency and humility through a telesupervision format. Clarisa suggested "integrate more culture" into supervision conversations. Sonya advocates for "staying current," and Jaelyn suggests "more anecdotal experiences" in addition to academic training. Shari added a reminder that "cultural competence is a continual learning process." Learning to recognize and challenge power dynamics can be an important part of supervisor training programs.

Telesupervision Competency Training. The supervisees also suggested that supervisors acquire more adequate training on telesupervision techniques. Shari said it this way, "take a class about telesupervision just so you learn more about, like maybe extra things you can incorporate that like help make it more effective." Leanne suggested training on using silence, saying, "Something that could be improved in group telesupervision is how to give supervisees the silence they need." Lanice added a suggestion for supervisors to learn the effective use of "visuals." In addition to these suggestions, the supervisees recommended that training considerations about self of the supervisor be incorporated.

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Self-of-the-Supervisor Awareness and Accountability. The supervisees in the study talked about the need for supervisors to be mindful of self of the supervisor considerations. Clarisa suggested that supervisors mindfully assess their responses and validations when discussing culturally sensitive topics by asking, "Did I as a supervisor just fly by that when I needed to go in deeper?" These considerations included being aware of personal biases and taking the opportunities to grow in cultural awareness through intentionally developing relationships with underrepresented and diverse people. Jaelyn suggested "building relationships with people that are diverse" and be willing to connect with people." Shari had suggestions for being aware of telesupervision practices. She suggested reflecting by asking, "Did I need to tailor [telesupervision] to work better?" Leanne suggested this reflection: "How is me presenting as a white male affecting my Hispanic client, you know, or how is this impacting a marginalized client?" Supervisees suggested having a system of checks and balances for supervisors. "A board for supervisors" was suggested as a way for supervisors to have formal accountability. The supervisees' experiences suggest that there is a need for a stronger focus on self-of-the-supervisor issues and accountability in supervisor training programs.

Supervisee Training

One supervisee commented on the need for improvements by saying, "[we need] more understanding and research on what good practice is when it comes to marginalized communities." Discussions with supervisees revealed that many did not know about the initial and ongoing educational requirements for supervisors. Sonya gave this example by saying, "So there's not to my knowledge, I don't know if there's a type of process as far as additional training, right? Like what are multicultural factors that you're taking into play because the demographic of counselors is expanding?" This lack of information seemed to cause difficulties in discernment

in choosing a supervisor for the supervisees. Lack of clarity in communication also seemed to impact expectations for supervisees. Toni said it this way: "I don't think [the graduate program did] a very good job of telling us or educating us on what we need to do to get a supervisor as we go out on our own." The supervisees' questions and confusion point to a need for educational programs to provide more information on how to find a supervisor who best meets their needs and how to discern effective supervision from ineffective supervision.

Professional Development Opportunities

The discussion of the benefits and challenges that the underrepresented supervisees experienced in telesupervision led to an exploration of ways that telesupervision can better meet the needs of supervisees with marginalized and intersecting identities. A surprising provocation theme emerging from the data involved the need for safe spaces for underrepresented supervisees to process their experiences. Strengthening and building professional communities for underrepresented supervisees stood out as a way to support and improve their telesupervision and the licensure journey.

Strengthen and Build Professional Communities

Conversations about the focus group experience for the supervisees during individual interviews provided insight into the need for stronger professional community support. Jaelyn talked about how the focus group gave her the experience of "a supportive space" like a "support system." She exclaimed, "I'm not alone in feeling this way!" Clarisa added, "I really enjoyed it. Just being able to connect with other therapists and kind of talk about our experiences." She called the focus group "a new experience." This allowed her to talk about the "influence of gender and race on supervision." Sonya said, "It's just nice to kind of hear similar voices around those things [family systems] and to be in that space." Shari talked about the

importance of building a community for diverse therapists. She said, "Having other doors open for people to make our profession more diverse so that we can all do a better job is, like, really important." Clarisa again added, "The topic over all of our experiences was really eye-opening and just beneficial." These comments indicate that developing supportive professional communities is a way to provide improved telesupervision experiences for underrepresented supervisees. Building on the concept of building professional communities, the supervisees added details on how to make these communities inviting and safe through curiosity and authenticity.

Curiosity. Several supervisees suggested supervisor curiosity as a path to building rapport, offering support, and communicating attunement. Participants indicated that when supervisors "asked good questions" about their experiences, feelings, and perceptions, they felt "seen and heard." Curious questions followed by empathy and validation helped the supervisees to feel "understood" in supervision. For example, Sonya talked about the differences between supervision experiences by saying the following:

I didn't have the right set of questions when I was doing [university] supervision. [Onsite] supervision was much more thorough, much more directive towards what the process was like. Really good questions were being asked of me as far as, like, when this came up for you, how did you then process it with the client?

Some more suggestions for creating more attunement through curious questions provided by the supervisees included "How is your culture difference impacting this client?" " Are there any cultural differences between you, the therapist, and the client?" and "How are you holding up? Do you feel overwhelmed? How are you right now?"

Authenticity. Supervisees indicated that when they felt safe to talk about their own experiences with intersecting identities and the challenges they experienced as underrepresented therapists, they were encouraged to be more "authentic." Jaelyn talked about her desire for a supervisor to encourage her in her "natural approaches" to therapy and to have someone "meet me where I am in practice in a way that feels authentic to me." Sonya talked about the benefits of authenticity in a supervisor in the following quote:

Although there are those intersectionality differences as far as gender and ethnicity as well, when I do speak on them, and I bring it into my cases, they are very open and receptive. If they don't know, they are honest about their limitations, and they validate how I feel towards the place or the client or how I'm conceptualizing. That's really important. So even if their scope is limited, they will acknowledge their limitations. And they do provide me the open space to process that out and make the connections with clients.

The supervisees spoke passionately about the importance of creating safe spaces for them to be authentic as recommendation for telesupervision improvement. These suggestions offer a way to continue what is already working well and improve on specific areas of telesupervision that are not working well.

Summary

As shown, the supervisees telesupervision experiences were sometimes beneficial and empowering and sometimes challenging, stressful, and detrimental to their professional and personal well-being. The video-conferencing format offered more accessibility and flexibility and issues such as internet disruptions, difficulty with emotional connections, and challenges with engaging in group supervision. Telesupervision allowed the supervisees to experience strong supervisory relationships characterized by validation and cultural competency. Likewise,

supervisees also experienced supervisory relationships characterized by unmet expectations and microaggressions. The supervisory relationship then affected self-of-the-therapist concerns in positive or adverse ways, and all of these considerations had an impact on the supervisees perceptions of mental health field. In addition, three main provocation themes emerged from the analysis of the data provided by the supervisee participants. These themes centered around ways to improve telesupervision experiences for underrepresented supervisees and included requests for more leadership, suggestions for training programs, and professional development opportunities.

CHAPTER V

DISCUSSION

Connections to Current Literature

This qualitative study reveals that the participating supervisees encountered beneficial and challenging telesupervision experiences. In the focus group and individual interviews, the supervisees talked enthusiastically about the benefits of telesupervision. Likewise, the supervisees talked about telesupervision experiences they found challenging, disappointing, and discouraging. The benefits and challenges began to thematically organize as influences of the format experience, impact on the supervisory relationship, connections to self-of the-therapist concerns, and perceptions of the effects on the field. In addition, during the discussion of these experiences, requests for more leadership, suggestions for improvement, and professional development began to thematically emerge. The following section discusses how the results of this study support and refute current literature.

Format

Technology

Although the advantages of telesupervision are significant, the data provided by the supervisees supports research indicating challenges or disadvantages. The supervisees report of technical obstacles and the limitation in reading emotional cues supports recent findings concerning the impact of the lack of clarity on the supervisory working alliance (Inman et al., 2019). For this reason, several supervisees acknowledged that they would prefer in-person supervision as also indicated by previous studies on this topic (Twist et al., 2016).

Accessibility

Supervisees validated the research indicating that telesupervision increases accessibility to supervision (Rousmaniere et al., 2014). This accessibility included convenience, affordability, and flexibility. In addition, the study reveals that for the supervisees interviewed, access to supervision through telesupervision helped to lower stress about money and time and helped provide a better work life balance. For supervisees navigating the challenges of intersecting identities, telesupervision makes obtaining licensure a more achievable possibility. In this way, telesupervision for the supervisees in this study helped reduce the repetition of oppressive social systems as indicated in research (Few-Demo and Allen, 2020).

Supervisory Working Alliance and Self-of-the Therapist

The information learned from the supervisees' experiences did not show a clear relationship between telesupervision and a stronger supervisory working alliance as suggested by Rousmaniere et al. (2014). However, the supervisees did indicate that their perceptions of their supervisor's multicultural competence did have an influence on the supervisory relationship. These findings line up with previous research connecting cultural competence and the supervisory working alliance (Inman et al., 2019).

As anticipated, positive perceptions of telesupervision experiences had beneficial implications for the supervisory relationship, the supervisees, and their clients. For example, supervisees who experienced professional support combined with cultural competency and awareness reported developing more confidence and empowerment to grow personally and professionally. This, in turn, impacted the quality and effectiveness of the therapy they provided. The data revealed that when supervisees experienced supervision characterized by cultural

humility and equity, they reported more confidence and well-being as previously reported by the research (Hiebler-Raggar et al., 2021).

On the other hand, supervisees who reported experiencing difficult and challenging telesupervision interactions indicated negative impacts on the supervisory working alliance, their professional development, and their well-being. As shown, several supervisees experienced microaggressions in the forms of being dismissed, biased communication, and discriminatory interactions. These experiences mirrored experiences that supervisees encounter in other areas of their lives and triggered thoughts of self-doubt and confusion. This information, provided by the supervisees, validates research on the distressing effects of microaggressions on supervisees (Sue, 2010; O'Hara & Cook, 2018; Owen et al., 2011). In addition, supervisees revealed efforts to minimize or avoid microaggressions by withholding thoughts and feelings or deflecting to manage unsafe situations as supported by research (Sue et al., 2008).

Impact on Clients

According to the participant's narratives, how the supervisees experienced their supervisory relationship and the supervisor's cultural competence in supervision influenced their perception of their ability to provide effective therapy. When the supervisees perceived connection and support in supervision, they reported feeling empowered and confident as therapists. On the other hand, when the supervisees felt the need to manage microaggressions and insensitivity, they reported feeling isolated, stressed, and unable to provide effective therapy. These experiences align with the research supporting significant correlations between the supervisory working alliance, supervisee well-being, and professional performance (Hiebler-Raggar et al., 2021; Sterner, 2009).

Best Practices

Morgan and Sprenkle (2007) advocate for ethical and best practices in telesupervision. Likewise, the discussion and stories told by the supervisees reveal the vital role of ethical and professional standards. As discussed by the supervisees, the lack of ethical and professional best practices damaged trust in the supervisory relationship. In addition, supervisor failure to provide needed information and resources created hardships for the supervisees, which impacted their abilities to provide therapy to their clients (Lee & Nelson, 2014; Prouty, 2014; Storm & Todd, 2014)

Suggestions for Improvement

From conversations revolving around the benefits and challenges experienced by the supervisees emerged ideas and themes on how to improve telesupervision practices going forward. Supervisees had much to say about building a strong supervisory working relationship though telesupervision and ways to prevent isomorphic re-creations of dominant culture power structures. Hernandez-Wolf and McDowell (2014) advocate for open communication to promote cultural equity in supervision. Similarly, the supervisees' suggestions for supervisors included being authentic, open, curious, and supportive. Several suggestions included more comprehensive training for supervisors. The supervisees recommended that supervisors intentionally seek out cultural competence training combined with supervision training specifically for telesupervision. Their suggestions align with feminist family therapy supervision methods advocating collaborative and mutual learning (Fine & Turner, 2014; Prouty et al., 2001).

Implications

The results of this study provide implications for underrepresented supervisees receiving telesupervision, supervisors providing telesupervision, and supervisor trainers creating telesupervision educational programs. In addition, a recurring theme regarding the need for building stronger communities for therapists emerged as a provocation that applies to mental health professionals at all levels. The following section explores these implications.

Supervisees

For underrepresented supervisees, telesupervision opens opportunities to locate supervisors who provide the support, competency, and diversity that best meets their professional needs and goals. Telesupervision eliminates the limitations of in-person supervision by taking away the restrictions of supervision occurring only with supervisors in near proximity. Telesupervision also minimizes barriers to obtaining licensure hours by making supervision affordable and convenient. Saving money and time benefits the work life balance of supervisees trying to manage the challenges of intersectionality. In addition, this study highlights the importance of developing and accessing professional communities, which telesupervision can facilitate.

Supervisors

Supervisors providing telesupervision for underrepresented supervisees can benefit from this study by listening to the voices of the supervisees who participated in the interviews and to their own supervisees. Underrepresented supervisees, according to this study, desire for their supervisors to model cultural awareness, competency, and humility. The supervisee participants revealed that the presence of cultural competency in supervision strengthened the supervisory working alliance. Likewise, the absence of cultural competency which sometimes led to

microaggressions damaged the supervisory working alliance. To provide effective

telesupervision and avoid interactions that mirror the challenges underrepresented supervisees

experience, supervisors need to develop habits of self-awareness, seek feedback from

supervisees, and maintain current continuing education focusing on cultural competency and

humility in telesupervision.

Supervisor Trainers

For professionals developing and providing supervision training programs, this study

presents opportunities for growth. The results of this study indicate the need for the intentional

incorporation of cultural competency and humility training into supervision training and

continuing education programs. Training that reflects concepts such as intersectionality and

microaggressions for diverse and underrepresented supervisees is essential. Educational training

integrating how to implement best cultural practices with best telesupervision practices can better

prepare supervisors.

Supervisee participants provided suggestions for supervision training programs. For

example, one suggestion included encouraging and requiring cultural experiences to develop

heightened awareness and understanding. Another example specifically focused on developing

skills to prevent or redirect culturally insensitive and harmful interactions in group settings. In

addition, this study reinforces the need for supervision training programs to continue to include

specific training regarding supervisory working alliances best practices, self-assessment tools,

and ways to obtain and utilize supervisee feedback (Phillips et al., 2021).

All Therapists

Research on mental health provider burnout indicates that it continues to be a significant

concern in the profession (Dreison et al., 2018; Morse et al., 2012). Burnout is defined as "a

chronic form of occupational stress defined by emotional exhaustion, depersonalization [of clients], and a reduced sense of personal accomplishment" (Dreison et al., 2018, p. 121; Maslach et al., 2001). The supervisee participants in this study talked about experiencing times of burnout and distress some of which was directly connected to their experiences in telesupervision. One of the surprising provocations of this this study is the repeated expression of the benefit of having a safe space to talk about their supervision experiences. Since burnout is a concern for all mental health providers, Haug and Storm (2014) discuss the need for support and therapist self-care. However, little research addresses the preventative care provided by a support group of mental health professionals that is uniquely different from social media groups or individual therapy. The need to build support communities specifically for mental health providers of all developmental stages is an area requiring more consideration, research, and implementation.

Limitations and Future Research

The limitations for this study include limited gender representation. More gender diversity may have revealed different supervisory experiences. Future research needs to address a broader range of diversity. The perspectives and experiences of supervisors fell outside the scope of this study. Future research can compare the experiences of supervisees and supervisors. In addition, this study did not compare online supervision to in-person supervision. Therefore, it cannot be known for sure if the multicultural challenges resulted from format or individual supervisory experiences. Future research is needed to compare telesupervision and in-person supervision experiences for underrepresented supervisees to address the inability to directly correlate some of the results of this study as telesupervision specific. The efficacy of supervision training programs is another area in need of more research support. In addition, the mental

health field will benefit from more research on ways to create communities of support for therapists, especially underrepresented supervisees and therapists.

Summary

This study explores how marginalized mental health supervisees experience supervision through a telesupervision format. Feminist theory, feminist family therapy and feminist family therapy supervision, and post-intentional phenomenological inquiry inform this research. Six marriage and family therapist supervisees and one licensed professional counselor supervisee with marginalized identities participated in a focus group and individual interviews. Data analyzed from these interviews revealed four production themes and three provocation themes.

Influences of format on experiences, impact on the supervisory relationship, connections to self of the therapist concerns, and perceptions of the effect on the field are the identified production themes. The benefits and challenges experienced by the supervisees are organized around these themes. In addition, the data revealed provocation themes focused on improving telesupervision for marginalized supervisees. These themes included requests for more leadership, suggestions for improvement, and professional development opportunities.

Results from this study provide information for more effective supervision for marginalized mental health supervisees. Data obtained may also inform and initiate further research exploring the cultural considerations of telesupervision and ways to better train supervisors providing telesupervision for underrepresented supervisees. To close, the voices of underrepresented mental health supervisees tell us how to improve their telesupervision experiences. Learning from their experiences is vital for creating beneficial supervision practices in the future.

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APPENDIX A

DEMOGRAPHIC QUESTIONNAIRE

1. Are you at least 18 years of age?

2. Are you a practicing mental health clinician participating in supervision (associate's license or enrolled in a graduate couples/marriage and family therapy clinical internship program)?

3. Are you currently participating in telesupervision?

4. Have you ever participated in in-person supervision?

5. What is your age in years?

6. To which gender identity do you most identify?

    a. Female
    b. Male
    c. Non-binary/nonconforming
    d. Transgender female
    e. Transgender male
    f. Not listed
    g. Decline to say

7. To which sexual orientation do you most identify?

    a. asexual
    b. bisexual
    c. gay
    d. heterosexual
    e. lesbian
    f. not listed
    g. decline to say

8. How long have you participated in supervision?

9. What is your ethnicity?

10. In what location do you currently practice psychotherapy?

11. Do you experience a disability?

12. If yes, please identify what type of disability do you experience.

    a. Sensory

      b. Cognitive
      c. Mental
      d. Physical
      e. Multiple
      f. Other

13. Describe your supervisory working alliance with their supervisor in a few words.

APPENDIX B

REFLEXIVE JOURNAL

Dissertation information written and reviewed before conducting interviews:

Reflexive Journal

The researcher reflexive journal enhances rigor and study viability by allowing congruency with the collaborative learning process and by providing a system of checks and balances for researcher bias and assumptions (Vagle, 2018). Reliable and valid qualitative research is also supported by critical assessments of ways in which participants' perceptions of the researcher may impact the interview and research process (King & Horrocks, 2010). Tracy (2020) adds that reflexive journals provide crucial ways to document organic learning moments, reflections, and insights gained through the process of interviewing and coding data. The reflection journal as stated will be the documented data of the bridling process and will occur throughout the research process.

Focus Group and Individual Interviews

As part of the data collection, I propose to conduct a focus group and follow-up individual interviews with the group participants. Due to the study of themes related to power and intersectionality in a supervisory relationship, a more *discursive* interview is planned. According to Tracy (2020), a discursive interview is designed to examine systems of power that impact knowledge and understanding of truth. She also explains that a discursive interview explores how these constraints of power may impact the way the participants answer the interview questions. With this information in mind, I propose incorporating a collaborative and interactive method of interviewing for both the focus group and the individual interviews. I also plan to conduct the interviews with intentional actions taken to flatten hierarchies and minimize the effect my status and identities may have on the research outcomes.

Personal Bias. I also assume that my personal biases will need to be considered as part of the data collection process from the beginning to the end of the research study. I believe that many MFT

supervisors are not as culturally competent or sensitive as they believe themselves to be (myself included). I anticipate that a qualitative study into the supervisory relationship with marginalized supervisees will indicate that there are consistent areas of strengths and consistent areas of growth for supervisors providing telesupervision. Developing rapport with supervisees through telesupervision has unique challenges that can but do not need to affect the supervisor working alliance.

Initial Post-Reflexion Statement

I am a heterosexual, cis gender, educated, middle-class, White woman in my 50's. As a woman growing up in a very patriarchal home and religious community, I have experienced some inequalities and discrimination. However, I believe that, for the most part, I have lived a life of great privilege. I also believe that those who have been given much have a responsibility to give back. So, I have a passion to give back by being an ally for underrepresented people in my personal and professional community. However, because of my early background, I need to be mindful of the ways that patriarchal attitudes and ideology can unintentionally and unwittingly show up in my thought processes, words, and actions.

Professionally, I am a licensed marriage and family therapist and state supervisor in private practice. My supervision caseload includes marriage and family therapist student interns and licensed MFT associates. All the current beginning therapists who have graciously allowed me to be a part of their professional journeys hold a marginalized identity. I believe it is such a privilege to be a part of their development process to become well-trained licensed therapists, and I have a passion to do my job well. I believe these professional experiences add value to this research study. I am also aware of the need to be mindful of ways my education, experience, and positions influence the power hierarchy within the supervisory relationship.

With this background as a clinical supervisor and my own lived experiences, I bring to this study assumptions, beliefs and perspectives that will influence my role as a researcher. These roles include designer, orchestrator, interviewer, and participant. As designer and orchestrator, I will develop a clear research plan and execute the plan, including engaging participants, collecting data and analyzing the data. As an interviewer, I will facilitate individual and focus group interviews. As a participant, I will

examine and record my own biases and assumptions throughout the research process. Some of these assumptions are as follows:

Assumptions

Methodology. My assumptions of the post-intentional phenomenological methodological approach are influenced by Vagle (2018). Post-intentional inquiry method will resist binary methods, biases, and interpretations. Phenomena may be revealed rather than validated or confirmed. The context within which the data is obtained will be a crucial variable in the relationship exploration of the data collected.

Researcher. My assumptions as a researcher are informed by feminist theory (Leavy & Harris, 2019; Tracy, 2020). Marginalization, oppression, and inequities of power exists for underrepresented groups based on identity such as gender, race/ethnicity/ sexual orientation, and socio-economic status. These inequities unfairly reduce the value and agency of individuals and groups. Challenges to systemic oppression to achieve change are preferable to the status quo

Personal Bias. I also assume that my personal biases will need to be considered as part of the data collection process from the beginning to the end of the research study. I believe that many mental health supervisors are not as culturally competent or sensitive as they believe themselves to be (myself included). I anticipate that a qualitative study into the supervisory relationship with marginalized supervisees will indicate that there are consistent areas of strengths and consistent areas of growth for supervisors providing telesupervision. Developing rapport with supervisees through telesupervision has unique challenges that can but do not need to affect the supervisor working alliance.

3/17/2023 Conducted focus group. Felt really anxious about it going well. Worried about technology, everyone showing up, and being culturally competent. Everyone did show up and were seemingly gracious with my awkwardness. Asked the participants to just present their first names or a pseudonym on their screen which they did not know how to do. Not knowing myself and not wanting to take the time to figure it out; I didn't know what to do. So, I encouraged them to do what they felt comfortable doing. No

one changed their name. Several participants knew each other as a result of the purposive recruitment. I

hope this is not a validity or reliability issue for the study.

During the study participants seemed to thoughtfully and authentically answer the questions. Here are
some of the themes that I perceived from the group discussion:
differences between graduate student supervision and associate license supervision

- convenience and flexibility of telesupervision
- telesupervision more economical
- possible supervisory alliance concerns in telesupervision
- the ability to find a good fit for a supervisor (associate license)

I tried to be conscious of flattening the hierarchy so that participants could feel safe in the focus group
space and able to be forthcoming with their experiences however they perceived them. I did this though
validation, empathy, humility, and when appropriate humor.
3/23/23 Individual Interview with R. Participant talked about supervisions experiences in which she felt
seen and heard and times when she felt dismissed. She also emphasized the financial benefits of
telesupervision and the benefits of being in the group.
3/24/23 Individual Interview with J. Participant seemed to have conflicting identities. At the end of the
interview, she indicated that she identifies as gay and a conservative and that she is marginalized for both
at times. She emphasized that she wants supervision to reflect that everyone is on their own unique
journey. At times, participant did not seem to answer the questions about her supervision experience and
instead talked about her experiences as a therapist. I had difficulty sorting through this during the
interview. Questioned when to re-direct and when to just roll it.
3/24/23Individual Interview with S, Participant seemed straightforward. Convenience and flexibility
seemed to be most important.
3/28/23 Individual Interview with L Participant seemed eager to participate and open. She emphasized
the efficiency of telesupervision and the importance of expanding accessibility. Biggest takeaway –
telesupervision provides more opportunity for diverse populations to access training and supervision to
meet the licensure requirements. And diverse populations can be better served by more diversity among
therapists. This is supported by research in the lit review.
3/31/23Individual Interview with A. Participant talked about experiences of being dismissed and the
challenges this created her for physically and emotionally. Described as overwhelmed during that time.
She also talked about experiences of being supported and the connections between cultural competence
and support. Participant also talked about the benefits of being in the focus group because it gave her an
opportunity talk about these things. This seems to be a possible theme.
 4/7/23 Individual Interview with V. Participant indicated being more comfortable in the individual
interview than in the focus group due to doubts about others questioning her identity as marginalized. On
the other hand, participant indicated that she "loves to connect" with other therapists so found the group
beneficial. Most important takeaway that participant wanted for me was the importance of the way that
telesupervision offers empowerment and gives underrepresented supervisees a voice.
4/20/23 Research Team Meeting. Introductions to each other. Provided info on the research and answered
questions. Established a timeline and scheduled the qualitative coding instructional meeting.

5/13/23 Coding Training for Research Team. Provided instructions for qualitative coding. Cheri attended on the 11th and Jennifer attended on the 13th. Provided both with pptx slides and Saldana material. See training materials for more information.

5/20/23 Research Team Meeting. Cheri and Jennifer attended. Provided coding ready transcripts. Sent screening and demo data. Reviewed 1st coding cycle process and explained the purpose and importance of keeping reflexive notes.

5/11/23 Individual Interview with Y. Participant seemed to have one very challenging experience with telesupervision that influenced her perception. She emphasized the need for more accountability and consistency. She also suggested a list of good questions that supervisors can use to check with supervisees. She had another experience with telesupervision that was "night and day different." Her description of this experience included "rich energy, flexible, and convenient."

6/3/23 Research Meeting with Cheri. Cheri wanted to know more about affect and body language. Talked about the details pertaining to T's interview. Noted and discussed possible conflicting identities. Themes she sees emerging are stress and money.

6/5/23 Research Meeting with Jennifer. Answered questions about coding. Her computer was down so we were unable to talk about themes too much. Set time for next meeting on June 15.

6/15/23 Research Team Meeting with Cheri and Jennifer. Collaborated on 1st cycle codes and began to organize into 2nd cycle codes. See Chart created on 6/15 for more information. Began the ongoing process of creating a codebook.

6/29/23 Research Team Meeting with Cheri and Jennifer. Collaborated on 2nd cycle coding (See 6/29 2nd cycle coding chart). Team noted that participants were more forthcoming about negative experiences in the individual interviews. Not having male participants was indicated as a limitation to the study. The following 2nd cycle codes were suggested:

- Lack of education
- Lack of theoretical representation
- Barriers to diversity in the field
- Suggestions for improvement in policy
- Lack of accountability
- Lack of transparency
- Lack of openness and mutual trust from the supervisor
- Emotional Isolation

7/8/23 Created Axial codes. See notes on Axial coding chart.

7/11/23 Created a Synthesis Chart to discuss at next team meeting. See notes on 7/11 Synthesis Chart

7/13/23 Research Team Meeting with Cheri and Jennifer. Collaborated on the synthesis chart and axial codes (See 7/13 chart). The following suggestions were made:

- Add subcategories to telesupervision wins impact on field
- Add boxed into model of supervisor to telesupervision fails supervisory relationship
- Add technology and rapport to ways to do better
- Add cultural to training
- Add roles, credibility and creating safety to best practices

Cheri and Jennifer sent their coding and reflexive notes. See my comments on their data.

APPENDIX C

COLLEAGUE EMAIL

Dear colleague,
I am conducting a study on the telesupevision experiences of MFT and LPC supervisees who
hold one or more marginalized identities, The name of the study is A Post -Intentional Study of
Telesupervision Experiences of Marginalized MFT Supervisees.
Participation will include one focus group interview (approximately 90 minutes) and one follow-
up individual interview (approximately 60 minutes). The topic of both interviews is the lived
experience in participating in telesupervision as a beginning MFT or LPC therapist. The
interviews will be conducted online in Zoom and will be videorecorded.* Volunteers will receive
a $20 gift card for each interview.
*There is a potential risk of loss of confidentiality in all email, downloading, electronic meeting,
and internet transactions. Participation is voluntary, and participants may discontinue
participation at any time.
The criteria for participating in this study
- An associate's license as a marriage and family therapist (LMFT-A) or
- Currently enrolled as a student in a marriage and family therapy university
  program
- Currently receiving supervision primarily through a videoconferencing,
  telesupervision format
- Identify with one or more marginalized or underrepresented populations. This
  qualification includes persons who experience exclusion, under-representation,
  and/or lack of privilege due to but not limited to race, gender identity, sexual
  orientation, age, socioeconomic status, physical abilities, language, or
  immigration status.

The purpose of this study is to explore how MFT/LPC supervisees with marginalized identities
are experiencing telesupervision to better understand the diversity considerations for this
supervision format. Will you help me with this study by forwarding the attached flyer to MFT or
LPC supervisees who you think might be interested in participating in this study?

Thank you for your help with this research project!
Sincerely,
Elise Thompson

For more information, please contact
Carol Elise Thompson MS, LMFT-S
PhD Candidate at TWU
972-679-2167
Cthompson25@twu.edu

Advising Professor Contact Information
Aaron Norton, PhD   940-268-2977   anorton@twu.edu

RECRUITMENT FLYER

A POST-INTENTIONAL STUDY OF TELESUPERVISION EXPERIENCES OF MARGINALIZED MENTAL HEALTH SUPERVISEES

Volunteers Wanted for a Research Study!

Receive a $20 Amazon gift card per interview

This is an invitation to participate in a voluntary research study exploring the lived telesupervision experiences of marriage and family and licensed professional counsling supervisees who identify with marginalized populations.

Participation will include one focus group interview (approximately 90 minutes) and one follow-up individual interview (approximately 60 minutes). The topic of both interviews is the lived experience in participating in telesupervision as a beginning MFT or LPC therapist. The interviews will be conducted online in Zoom and will be videorecorded.*

*There is a potential risk of loss of confidentiality in all email, downloading, electronic meeting, and internet transactions. Participation is voluntary, and participants may discontinue participation at any time.

The criteria for participating in this study

- An associate's license as a marriage and family therapist (LMFT-A) or an associate's license as a licensed professional counselor or
- Currently enrolled as a student in a marriage and family therapy or licensed professional counseling university program
- Currently receiving supervision primarily through a videoconferencing, telesupervision format
- Identify with one or more marginalized or underrepresented populations (persons who experience exclusion, under-representation, and/or lack of privilege due to but not limited to race, gender identity, sexual orientation, age, socioeconomic status, physical abilities, language, or immigration status)

Confidentiality

Your participation in this group will be known only to the researcher and the other participants of the focus group. Reporting of the results will not include any identifiers. All personal identifiers will be removed by the researcher, and all recordings will be deleted and destroyed immediately after the completion of the study.

To join the study or obtain more information please contact:
Elise Thompson MS, LMFT-S
PhD Candidate at TWU
972-679-2167
Cthompson25@twu.edu

Advising Professor Contact Information
Aaron Norton, PhD   940-268-2977   anorton@twu.edu

CONSENT TO PARTICIPATE

TEXAS WOMAN'S
U N I V E R S I T Y
CONSENT TO PARTICIPATE IN RESEARCH

Title: A post-intentional study of telesupervision experiences of marginalized MFT supervisees

Principal Investigator: Carol Elise Thompson.....................cthompson25@twu.edu 972-679-2167

Advising Professor: Aaron Norton, PhD…………………………..anorton@twu.edu 940-268-2977

<u>Summary and Key Information about the Study</u>

You are being asked to participate in a research study conducted by Ms. Carol Elise Thompson, a doctoral student in the Human Development, Family Studies, and Counseling department, as a part of her dissertation research. The purpose of this study is to explore the lived experience MFT supervisees with marginalized identities receiving telesupervision to better understand the diversity considerations for this supervision format. You have been invited to participate in this study because you are a MFT supervisee receiving telesupervision who identifies with one or more marginalized identities. This survey will tell the researcher if you are eligible to participate further, in the interview portion of the study. As a participant, you will be asked to spend 5-10 minutes completing this online survey. The interviews portion of the study will include a focus group interview and an individual interview. All interviews will be recorded. The greatest risks of this study include potential loss of confidentiality, loss of anonymity, and emotional discomfort. We will discuss these risks and the rest of the study procedures in greater detail below.

Your participation in this study is completely voluntary. If you are interested in learning more about this study, please review this consent form carefully and take your time deciding whether you want to participate. Please feel free to contact Ms. Thompson if you have any questions about the study at any time.

<u>Description of Procedures</u>

As a participant in this study you will be asked to spend 5-10 minutes completing an online study on REDCap. The survey will ask you to mark your responses to questions about your background, including age, gender, sexual orientation, race/ethnicity, possible disabilities,

and supervision experience.

You will be asked to participate in a 90-minute focus group on Zoom. The focus group will be composed of 6 to 8 MFT supervisee colleagues. You will be asked questions pertaining to your experiences with telesupervision. The focus group interview will be recorded for analysis.

 You will also be asked to participate in a 60-minute individual interview on Zoom. You will be asked questions pertaining to your experiences with telesupervision and your experience in the focus group. The individual interview will be recorded for analysis. The researcher and the confidential transcription service provided by Panopto will have access to the recorded interviews.

Potential Risks

The researcher will ask you some private questions. A possible risk in this study is emotional discomfort with these questions you are asked. You may skip any question you do not feel comfortable answering, or you may take breaks.

Another risk in this study is loss of confidentiality. Confidentiality will be protected to the extent that is allowed by law. The survey will not ask you any questions that will ask for identifying information. There is a potential risk of loss of confidentiality in all email, downloading, electronic meetings and internet transactions. Due to the nature of focus groups, loss of confidentiality among focus group members cannot be guaranteed. To minimize loss of confidentiality, identities and answers will be kept confidential by the researcher; however, there is no guarantee other focus group members will keep identities and answers confidential. Identifiable confidential information will be stored in an encrypted file on the researcher's private computer and will be fully deleted three years after the completion of the study.

An additional risk of this study is loss of anonymity since you may know and have worked with the researcher or focus group members. Your decision on whether or not to participate in this study will have no effect on your relationship with the researcher, nor will it affect your relationship with or the services provided by the IRB or with the university.

Office of Research and Sponsored Programs.

The researchers will try to prevent any problem that could happen because of this research. You should let the researchers know at once if there is a problem and they will try to help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research. Results of this study will be available to you at the completion of the study and will be sent to the email address provided upon request.

Participation and Benefits

Your involvement in this study is completely voluntary and you may withdraw from the study at any time. All participants will receive a $20 Amazon gift card per interview. Although there are no direct benefits for participating in this study, your participation could contribute valuable information to the understanding of diversity considerations for telesupervision.

Questions Regarding the Study

You may print a copy of this consent page to keep. If you have any questions about the research study you should ask the researcher; their contact information is at the top of this form. If you have questions about your rights as a participant in this research or the way this study has been conducted, you may contact the TWU Office of Research and Sponsored Programs at 940-898-3378 or via e-mail at IRB@twu.edu.

By clicking on the "I Agree" button below, you are providing your consent to participate in this research study.

o I Agree
o I Do NOT Agree

CONSENT TO RECORD

CONSENT TO PARTICIPATE IN RESEARCH

Title: A post-intentional study of telesupervision experiences of marginalized MFT supervisees
Principal Investigator: Carol Elise Thompson.....................cthompson25@twu.edu   972-679-2167
Advising Professor: Aaron Norton, PhD…………………………….anorton@twu.edu 940-268-2977

Thank you for participating in a research study on the teleusupervision experiences of

marginalized supervisees. For analyzing data, all interviews will be audio and video recorded.

 I _____ understand that my

participation in the research on telesupervision for marginalized MFT supervisees will be audio

and video recorded for the purpose and use of this study only. The recordings will be stored in an

encrypted file on a password protected computer. Only Elise Thompson and the inscription

service Panopta will have access to this data. All recorded data will be destroyed at the

completion of this study.

By clicking on the "I Agree" button below, you are providing your consent to participate in this
research study.

- o I Agree
- o I Do NOT Agree

SCREENING SURVEY

Screening Criteria Survey

* Which of the following applies to you?

○ currently a licensed marriage and family therapist associate [Value=1]

○ currently a student enrolled in a marriage and family therapy university program [Value=2]

○ currently a licensed professional counselor associate [Value=4]

○ currently a student in a licensed professional counseling university program [Value=5]

○ none of the above [Value=3]

Question Logic
If [currently a licensed marriage and family therapist...] is selected, then skip to question [No logic applied]
If [currently a student enrolled in a marriage and fam...] is selected, then skip to question [No logic applied]
If [currently a licensed professional counselor associ...] is selected, then skip to question [No logic applied]
If [currently a student in a licensed professional cou...] is selected, then skip to question [No logic applied]
If [none of the above] is selected, then skip to question [GO TO END OF SURVEY]

————————————————————Page Break————————————————————

In what ways do you experience exclusion, underrepresentation, and/or lack of privilege? (Choose all that apply)

☐ race [Checked=1]

☐ gender identity [Checked=1]

☐ sexual orientation [Checked=1]

☐ age [Checked=1]

☐ socioeconomic status [Checked=1]

☐ physical abilities [Checked=1]

☐ language [Checked=1]

☐ immigration status [Checked=1]

☐ Other (please specify) [Checked=1]

* Are you currently receiving supervision through telesupervision (online supervision through a videoconferencing format)?

○ Yes [Value=1]

○ NO [Value=2]

Question Logic
If [Yes] is selected, then skip to survey [#196971], question [#1]
If [NO] is selected, then skip to question [GO TO END OF SURVEY]

————————————————Automatic Page Break————————————————

Screening Criteria Survey

Thank you!

For maximum confidentiality, please close this window.

EMAIL TO PARTICIPANTS

A POST-INTENTIONAL STUDY OF TELESUPERVISION EXPERIENCES OF MARGINALIZED MFT SUPERVISEES

Volunteers Wanted for a Research Study!

Receive a $20 Amazon gift card per interview

This is an invitation to participate in a voluntary research study exploring the lived telesupervision experiences of marriage and family and licensed professional counsling supervisees who identify with marginalized populations.

Participation will include one focus group interview (approximately 90 minutes) and one follow-up individual interview (approximately 60 minutes). The topic of both interviews is the lived experience in participating in telesupervision as a beginning MFT or LPC therapist. The interviews will be conducted online in Zoom and will be videorecorded.*

*There is a potential risk of loss of confidentiality in all email, downloading, electronic meeting, and internet transactions. Participation is voluntary, and participants may discontinue participation at any time.

The criteria for participating in this study

- An associate's license as a marriage and family therapist (LMFT-A) or an associate's license as a licensed professional counselor or
- Currently enrolled as a student in a marriage and family therapy or licensed professional counseling university program
- Currently receiving supervision primarily through a videoconferencing, telesupervision format
- Identify with one or more marginalized or underrepresented populations (persons who experience exclusion, under-representation, and/or lack of privilege due to but not limited to race, gender identity, sexual orientation, age, socioeconomic status, physical abilities, language, or immigration status)

Confidentiality

Your participation in this group will be known only to the researcher and the other participants of the focus group. Reporting of the results will not include any identifiers. All personal identifiers will be removed by the researcher, and all recordings will be deleted and destroyed immediately after the completion of the study.

To join the study or obtain more information please contact:
Elise Thompson MS, LMFT-S
PhD Candidate at TWU
972-679-2167
Cthompson25@twu.edu

Advising Professor Contact Information
Aaron Norton, PhD   940-268-2977   anorton@twu.edu

SEMI-STRUCTURED FOCUS GROUP INTERVIEW GUIDE

Telesupervision Focus Group Moderator Guide

Date:
Moderator:
Interview:
Time Started: Time Ended:
Zoom Link:
Participant Code Names:

Name	Present	Survey	Consent

** Prior to beginning, confirm that consents and surveys have been submitted.

Introduction

** Remind participants to change display names to first names or pseudonyms.

Welcome and thank you for participating in this focus group on telesupervision. My name is Elise Thompson, and I am a doctoral student in the Human Development Family Studies, and Counseling department at Texas Woman's University.

The purpose of this study is to better understand the telesupervison experience for underrepresented MFT supervisees. Today's group will last approximately 90 minutes. I hope that the data collected in this study will provide information to better understand and improve the telesupervisory experience for marginalized supervisees.

This focus group is being audio and video recorded using Zoom. Please keep your camera at all times. If possible, please keep your mic unmuted so that you can join the conversation with more ease.

As a researcher, I will keep all information provided in today's focus group as confidential and requestion that you do the same.

Ground Rules

Before beginning our conversation, I want to set some ground rules to ensure an atmosphere of mutual respect, consideration, and support.

- Each person has the right to their own opinions and views.
- Each person has the right to speak without interruption or disrespect.
- Each person has the responsibility to avoid dominating the conversation so that all participants have an opportunity to speak.
- The moderator has the right to guide the timing and flow of the session but will allow the group to determine the importance and focus of our conversation.
- Identities of group members will remain confidential. Please refer to first names only in our conversation.

Any questions before we begin?

Questioning The following questions will guide the group discussion and may be modified as the conversation develops organically:

Introductions – basic information and rapport building

Please introduce yourself including your current status in obtaining your MFT license and where you see clients (private practice, agency, hospital….). Icebreaker – What led or motivated you to become a marriage and family therapist?

Tell me about – your supervision experience

1. What has been helpful about your supervision experience?
2. What has been challenging about your supervision experience?

Tell me about – your relationship with your supervisor

1. What did you expect your relationship with your supervisor to be like?
2. How have these expectations been met or not met?
3. How do you feel about talking about your personal experiences with power inequities, biases, and/or marginalization in supervision? Why do you think this is so?

Tell me about – telesupervision specifically

4. How is telesupervision different and the same as in-person supervision? Which do you prefer?
5. How has telesupervison impacted your experience?

Closing Questions. The following questions will be asked in the last 15 minutes of the focus group interview:

6. What else would you like for me to know about your telesupervision experience that we have not talked about?
7. In your opinion, what was the most important topic in our conversation?

Possible Additional Prompts

- How so?
- Tell me more
- Why do you think you noticed that?
- Why does that matter?
- How did you feel about that then?
- Why is that important?
- It sounds like you are saying
- What was significant about that to you?
- Does anyone else have something to share about this topic?

Wrap-up

Thank you so much for your time today. I greatly appreciate your insight and willingness to share your experiences. Our individual interviews are scheduled, and I am looking forward to processing with you again then.

APPENDIX J

INDIVIDUAL SEMI-STRUCTURED INTERVIEW GUIDE

(Researcher note: The data analyzed from the focus group will inform the individual interview questions. These questions represent what I anticipate possibly asking. Questions and content may be modified after the focus group, and an IRB modification will be submitted.)

Individual Interview Moderator Guide

Date:
Moderator:
Interview:
Time Started: Time Ended:
Zoom Link:
Participant Code Name:

Introduction

Thank you again for your time and willingness to be a part of this telesupervision study. Just as a reminder this session will be audio and video recorded. Your participation and the information shared will be kept confidential.

 Questioning. (I plan for the individual interviews to be collaborative and conversational; however, the following questions will be used as a guide).

 Tell me about – participating in the focus group

1.What was participating in the focus group like for you?

2. What if anything keeps coming back to mind since that meeting?

 Tell me about – personal telesupervision experiences

3. Have you ever felt disrespected, misunderstood, or dismissed in supervision because of the

identities you hold? If so, can you tell me more about what happened?

4. What was that like for you?

5. How did it make you feel?

6. What did you do, if anything? What did you want to do?

Tell me about – perceptions of supervisor

7. How culturally competent do you think your supervisor/supervision is?

8. Why do you think this is so?

Tell me about – the impact of telesupervision

9. How do you think telesupervision has impacted your telesupervisory experience so far?

10. How does this format work well for you?

11. What would you like to see improved?

Closing Questions. The following questions will be asked in the last 15 minutes of the

individual interview:

12. What else would you like for me to know about your telesupervision experience that we

have not talked about?

13. In your opinion, what was the most important topic in our conversation?

Possible Additional Prompts

- How so?
- Tell me more
- Why do you think you noticed that?
- Why does that matter?
- How did you feel about that then?
- Why is that important?
- It sounds like you are saying
- What was significant about that to you?
- Does anyone else have something to share about this topic?

Wrap-up

Thank you again for your time and participation. If you have additional thoughts that you would like to share in the future, please contact me at cthompson25@twu.edu.

CITI CERTIFICATIONS

Completion Date 09-Sep-2018
Expiration Date 08-Sep-2023
Record ID 28574112

This is to certify that:

Carol Thompson

Has completed the following CITI Program course:

Social and Behavioral Responsible Conduct of Research (Curriculum Group)
Social and Behavioral Responsible Conduct of Research (Course Learner Group)
1 - RCR (Stage)

Under requirements set by:

Texas Woman's University

Verify at www.citiprogram.org/verify/?w7400e07b-7ce2-400e-8f09-1f4ce61e21c7-28574112

CITI PROGRAM

Completion Date 31-Jan-2021
Expiration Date 31-Jan-2024
Record ID 28574111

This is to certify that:

Carol Thompson

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

Social & Behavioral Research - Basic/Refresher
(Curriculum Group)
Social & Behavioral Research - Basic/Refresher
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

Texas Woman's University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w8f8c8f66-442a-459c-9b73-b65e5a2acc4c-28574111