

Parallel Processes in Counseling and Supervision: A Case Study

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Were concerned with the reciprocal, interlocking processes of supervision and counseling. To examine the theoretical model of parallel process, we applied social psychological theories of self-presentation and interpersonal influence in an in-depth case study (1 client, 1 counselor trainee, and 1 supervisor) of the naturally developing therapeutic and supervisory relationships. Multiple indexes of the process and outcome (of both treatments) provided self-reported and verbal communication data. Results point to the similar aspects of the two relationships, the possible indicators of parallel process, and an identification of the behavioral features of the supervisor's style. Conclusions provide guidance for more extensive research along these lines.

Understanding the supervisory process and its effects on trainees and their clients has been hampered in three ways. First, most conceptual models of supervision rely on extrapolations from counseling theory. Although the supervisory and counseling processes share some important features—the emphasis on learning, empathy, personal growth, responsibility, and so forth—they differ in major ways that only recently have been acknowledged. Most important, in contrast to counseling, supervisors provide their trainees with an explicit performance evaluation that has considerable real-life consequences (Holloway, 1984). Second, there is little in the literature to suggest how to supervise, probably because little empirical evidence suggests what experienced, effective supervisors actually do. Third, the majority of conceptual models and published studies have failed to consider client factors as sources of variance. Any experienced supervisor is aware that one's work with a trainee can vary greatly depending on the client in question. Also, supervisors' evaluations of their trainees tend to fluctuate when the client improves or deteriorates (Ward, Friedlander, Schoen, & Klein, 1985).

In our study we address each of these shortcomings in the literature. Our focus is the reciprocal, interlocking processes of counseling and supervision. Specifically, this case investigation (1 supervisor, 1 counselor trainee, and 1 client) was an attempt to determine the extent to which various relational aspects in counseling and supervision are similar and if interpersonal dynamics in either dyad carry over in a parallel fashion to the other dyad.

Some authors (e.g., Doehrman, 1976; Ekstein & Wallerstein, 1972) have described *parallel process* phenomena, whereby trainees unconsciously present themselves to their

supervisors as their clients have presented to them. The process reverses when the trainee adopts attitudes and behaviors of the supervisor in relating to the client. For example, a neophyte trainee who is faced with a helpless, dependent client may behave as if helplessly dependent on the supervisor's advice. If the supervisor resists responding to the trainee's self-effacement and instead helps the trainee to take more control, the trainee may adopt a similar strategy in the next session with the client.

The question of whether or not such phenomena occur unconsciously cannot readily be subjected to empirical test. Thus, in seeking evidence to support or disconfirm the parallel process model, we relied on reports of subjective experiences and on social psychological indicators of interpersonal behavior, that is, self-presentational strategies (e.g., leading, self-effacing, or critical) and relational verbal communication patterns (suggesting who controls the definition of the relationship and in what manner). Specifically, we examined (a) the extent of similarity in the trainee's reactions to both experiences, (b) the relative session evaluations of client and counselor, on the one hand, and of trainee and supervisor on the other, (c) the extent of similarity in the client's perceptions of the counselor and the trainee's perceptions of the supervisor and in the self-presentational and interpersonal control patterns in both dyads. We also examined the degree to which perceptions or behaviors in specific counseling sessions reflected previous supervisory sessions or were reflected in subsequent ones (or vice versa).

A secondary goal of the research was to identify behavioral features of the supervisor's style, in hopes of contributing to the knowledge base concerning how experienced supervisors actually behave. Although case studies can only provide a limited and idiosyncratic perspective, we expected that such an intensive empirical examination would provide inductive formulations to stimulate more extensive research on this important topic.

Method

Participants

In selecting participants we had several issues in mind. Our intent was to construct the least contaminated situation possible, that is,

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participants of the same gender, a client who had never been in treatment and was not simultaneously receiving help elsewhere, a typical doctoral trainee without extensive experience who was not concurrently seeing many other clients, and a supervisor and trainee who had never before worked together.

Supervisor. The supervisor was a 32-year-old White doctoral counseling psychologist with 9 years experience supervising master's and doctoral practicums. A faculty member in an APA-accredited doctoral program, her participation was requested because of her reputation as a supervisor and her interest and commitment to training. The supervisor described her theoretical orientation to counseling as "eclectic" and her approach to supervision as "consultative."

Counselor trainee. The trainee was a 24-year-old white student in her 3rd year of an accredited doctoral program in counseling psychology. Before the study she had completed a one-semester interviewing skills course and a full year of practicum. She estimated having seen 7 or 8 clients in short- and long-term treatment. At the time of data collection, the trainee was working part-time as a training coordinator for a peer counseling program for undergraduates. This student was selected because although she was a relative beginner, she was considered by her previous supervisors to be sensitive and sufficiently skilled to handle any adverse reactions the client might have to the research. Furthermore, this trainee was currently seeing only one other client and had never received supervision from this particular supervisor. The trainee stated that her theoretical orientation was "psychodynamic with a focus on relationship issues."

Client. The client was a 31-year-old woman who sought help 5 months after separating from her second husband, whom she described as an abusive alcoholic. The mother of three children, she was involved in difficult custody litigation with her husband. Working full-time and carrying the full burden of the household, she had found herself increasingly stressed and easily overwhelmed. On intake, she complained of "anxiety attacks," irritability, fatigue, and sleeping difficulties. This client was selected because (a) she had never before sought counseling; (b) her problems, being primarily adjustment-related, were not considered to present an iatrogenic (research-related) risk or to require long-term treatment; and (c) she met none of our exclusion criteria (organicity, psychosis, retardation, suicidal or homicidal ideation, substance abuse, or collateral treatment).

Setting

The research was conducted at a training clinic that serves a metropolitan community on a fee-for-service basis. Staffed by licensed faculty, this center is the primary training site for doctoral students in counseling and clinical psychology at a northeastern university.

Design

Our major focus was the unfolding processes of counseling and supervision. Both self-reported and linguistic data were collected (see Table 1). The primary self-report instrument was the Session Evaluation Questionnaire, used to measure perceptions of the immediate impact of each session. This assessment provided a basis for examining fluctuations in participants' evaluations over time and for exploring parallel patterns in the counselor trainee's experience of each relationship. We also compared the client's view of the counselor's social influence characteristics (on the Counselor Rating Form) with the trainee's view of the supervisor's style (on the Supervisory Styles Inventory; SSI).

To assess the extent of similarity in the interpersonal behaviors of client, counselor, and supervisor, two observational coding systems were applied: the Relational Communication Control Coding System (RCCCS; assessing interpersonal control dynamics in the flow of talk) and the Interpersonal Communication Rating System (ICRS; assess-

Table 1
Summary of Instruments

Source	Pre (Assessment)	During		Post (Outcome)
		Linguistic	Self-report	
Client	MMPI	RCCCS ^a	SEQ ^b	MMPI ^c
	SCL-90	ICRS ^a	CRF ^d	SCL-90 ^c
	BTC			BTC ^c
	I-E			I-E ^c
Counselor trainee	COQ	RCCCS ^{a,c}	SEQ ^b	SSI
		ICRS ^{a,c}		SPF
		HCVRCS-R ^a		CPQ
Supervisor	COQ	RCCCS ^a	SEQ ^b	SPF
	SSI	ICRS ^c		
		SFRS ^e		

Note. MMPI = Minnesota Multiphasic Personality Inventory; RCCCS = Relational Communication Control Coding System; SEQ = Session Evaluation Questionnaire; SCL-90 = Symptom Checklist; ICRS = Interpersonal Communication Rating Scale; CRF = Counselor Rating Form; BTC = Behavioral Target Complaints; I-E = Internal-External Locus of Control Scale; COQ = Counseling-Orientation Questionnaire; SSI = Supervisory Styles Inventory; HCVRCS-R = Hill Counselor Verbal Response Category System-Revised; SPF = Supervision Perception Form; CPQ = Counselor Perception Questionnaire; SFRS = Supervisory Feedback Rating System.

^a Counseling Sessions 1, 3, 5, and 8. ^b Every session. ^c Administered but not completed. ^d Session 7. ^e Supervisory Sessions 1-6, 8, and 9.

ing types of self-presentations). Because both coding systems are applicable to any dyadic system, the results could be compared for evidence of parallel processes. The RCCCS uses the pragmatic features of natural language to operationalize the degree of mutuality in speakers' definitions of their social relationship. That is, it focuses on how people relate to one another (who leads, who follows, etc.) rather than on what they say. The ICRS, on the other hand, classifies the semantic aspects of language as to its self-presentational properties. Both measures seemed appropriate to the problems at hand, inasmuch as counseling and supervision are dyadic systems of interpersonal influence (Heppner & Roehfke, 1984; Holloway, 1984; Ward et al., 1985).

To provide information about important specific behavioral elements in each relationship, we coded the counselor's verbal response modes and identified and classified the supervisor's statements of evaluative feedback. Several other assessments provided a basis for examining each treatment. A battery of instruments was used to assess the client's symptom severity and presenting problems. The counselor rated the client outcome at the end of treatment. Supervisor and trainee completed measures of theoretical orientation and supervision effectiveness.

Person Assessment

Supervisory style. Prior to beginning the study, the supervisor completed the supervisor's version of the SSI (Friedlander & Ward, 1984). This instrument, which has demonstrated high test-retest ($Mdn r = .915$) and internal consistency ($Mdn \alpha = .875$) reliability as well as factorial, convergent, and discriminant validity, estimates three dimensions of a supervisor's style. The Attractive scale, which reflects a collegial approach to supervision, contains 7 unipolar items such as *warm, friendly, trusting, and supportive*. The Interpersonally Sensitive scale contains 8 items, such as *perceptive, intuitive, and resourceful*; this scale reflects a process-oriented and therapeutic approach to supervision. The Task-Oriented scale (10 items such as *concrete, focused, prescriptive, and evaluative*) lends itself to a prac-

tical, didactic approach. Items are rated on 7-point Likert scales. All three scale scores (the summed raw scores divided by the number of items in the scale) range from 1 (*not at all*) to 7 (*very*).

In the present case the supervisor rated herself as primarily attractive (6.14) and interpersonally sensitive (6.13) and much less task-oriented (3.30). The trainee's ratings of the supervisor's style (on the SSI-trainee version) after completion of the study were very similar: attractive, 6.14, interpersonally sensitive, 6.63, and task-oriented, 3.40.

Theoretical orientation. Before the data collection, the trainee and supervisor each completed the Counseling-Orientation Questionnaire (COQ; Loesch & McDavis, 1978), a measure assessing relative preferences for seven major theoretical orientations (see Loesch & McDavis for psychometric information). The results suggested that the counselor and supervisor endorsed similar orientations. For both, scores were highest on Freudian, Gestalt, and client-centered (range, 15–17) and lowest on rational-emotive and trait-factor (10 or 11). The only notable difference was on behavioral (supervisor, 13; counselor, 7).

Client assessment. The client completed a number of self-report instruments at the beginning of treatment: Minnesota Multiphasic Personality Inventory (MMPI), a symptom checklist (SCL-90; Derogatis, 1977), Behavioral Target Complaints (BTC; Battle et al., 1966), and Rotter's (1966) Internal-External Locus of Control Scale (I-E). In terms of symptomatology, the MMPI showed a valid profile with a 9-3-1 high point code ($T_s = 73, 72, 70$, respectively). This profile describes gregarious, dramatic, outgoing clients who are often irritable, physically symptomatic, and unwilling to examine their behavior from a psychological perspective (Greene, 1980). From the SCL-90 the most distressing symptom clusters seemed to be depression and anxiety. The client identified and ranked three target complaints (sleeping difficulties, irritability, and fatigue) and rated them as very distressing (13, 11, and 10, respectively, on the BTC 1-13 box scale). The I-E score (9) suggested a moderately internal (average) locus of control.

Process Indexes

Relational Communication Control Coding System (RCCCS). The RCCCS, proposed by interactional theorists and operationalized by Rogers and colleagues (Ericson & Rogers, 1973; Rogers, 1979), is a coding scheme that identifies dyadic verbal communications as interpersonal influence attempts. Specifically, each speaking turn is first coded in terms of (a) grammatical format (e.g., assertion or question) and (b) response mode, or the pragmatic function of the message with respect to the previous speaker's turn (e.g., answer, support, or topic shift). Once judges have coded all speaking turns for format and response modes, one of three possible control codes, \uparrow , \downarrow , or \rightarrow , is assigned. A one-up (\uparrow) code is assigned to messages that by definition seek to gain control (e.g., assertion-topic shift); one-down (\downarrow) messages attempt to relinquish control (e.g., question-support); and one-across (\rightarrow) messages are neutral with respect to control (e.g., assertion-extension). Then, the two speakers' flow of control codes in the dialogue is examined sequentially. The sequential patterns of interest to this study were competitive symmetry ($\uparrow \uparrow$) and complementarity ($\uparrow \downarrow$ or $\downarrow \uparrow$). These patterns reflect interactions in which both participants define themselves in control (as in topic shift-topic shift) versus ones in which they define their status unequally (one person \uparrow and the other \downarrow , as in question-answer). The RCCCS has been applied to counseling in a number of previous studies (cf. Heatherington, 1985; Heatherington & Allen, 1984; Lichtenberg, 1985; Lichtenberg & Barké, 1981), with high interjudge reliability. See Rogers (1979) for coding details. (In this study the RCCCS question and answer codes were modified slightly on the basis of the validity findings and recommendations of Heatherington, 1988; Heatherington & Allen,

1984; and Folger & Sillars, 1980; details about these modifications are available from Myrna L. Friedlander.)

Interpersonal Communication Rating Scale (ICRS). Strong and Hills's (1986; Strong, 1987; Strong et al., in press) ICRS was used to classify participants' communications in terms of eight types of self-presentations. These behaviors are conceptualized as an interpersonal circle divided into octants by four bisecting parameters that reflect status (extroverted vs. introverted and dominant vs. submissive) and affiliation (separated vs. connected and hostile vs. friendly). The 8 self-presentations are: *leading, self-enhancing, critical, distrustful, self-effacing, docile, cooperative, and nurturant*. (See Strong & Hills for the circle, operational definitions, and coding rules.) Independent judges code both the type of self-presentation and its extremity in each speaking turn. Extremity is rated on a 1 (*low*) to 4 (*high*) scale. For example, a leading statement (such as query about the other person's feelings) may be rated 1 = *self-composed*, 2 = *assured or being capable*, 3 = *being successful, advising, or outgoing*, or 4 = *being admirable, important, exhibitionistic, or intrusively sociable*. Interjudge reliability for the ICRS is adequate ($\kappa = .78$; Strong et al., in press).

Supervisory Feedback Rating System (SFRS). Our review of the literature resulted in no coding system characterizing feedback that seemed appropriate for the supervision context. Indeed, we found no operational definition that was explicit enough for independent judging of verbal feedback. Thus, we devised the SFRS on the basis of an intensive content analysis of the interventions used by leading supervisors in Goodyear's (1982) training film. We operationally defined feedback as

a statement, with an explicit or implicit evaluation component, that refers to attitudes, ideas, emotions, or behaviors of the trainee or to aspects of the trainee-client relationship or the trainee-supervisor relationship. Feedback does not include questions or observations that lack an explicit or implied evaluation of the trainee on the part of the supervisor.

After considerable practice with this definition, three judges made independent decisions about the presence or absence of feedback in each of the supervisor's speaking turns in the nine supervisory sessions. The median interjudge agreement rate for this initial judgment was 92%. A unanimous decision rule was adopted. Next, each turn that had been judged to contain feedback was content analyzed along four dimensions: type (interpersonal or cognitive-behavioral), specificity (global or specific), valence (positive or negative), and focus (the counseling or the supervisory relationship). These categories were suggested by a review of the group feedback literature and our analysis of Goodyear's videotapes. (Operational definitions are available from Myrna L. Friedlander.)

Hill Counselor Verbal Response Category System-Revised (HCVRCS-R). The HCVRCS-R (Friedlander, 1984) consists of nine mutually exclusive categories of counselor verbal response modes: *encouragement/approval/reassurance, reflection/restatement, self-disclosure, confrontation, interpretation, providing information, information seeking, direct guidance/advice, and unclassifiable*. Independent judges use transcripts and tape recordings to classify each counselor proposition. This coding scheme, a modification of Hill's (1978) system, has adequate interjudge reliability, face and content validity. (Operational definitions and coding rules can be found in Friedlander, 1984.)

Session Evaluation Questionnaire (SEQ). Every supervisory and every counseling session was rated by using Stiles and Snow's (1984) SEQ, Form 3, a measure of the immediate impact of a session along four dimensions: depth/value, smoothness/ease, arousal, and positivity. Items are 24 bipolar adjectives (e.g., *bad-good, deep-shallow, or rough-smooth*) presented in a 7-point semantic differential format. In the first section the subjects are directed to indicate their perceptions of the session (Depth and Ease scales); in the second part,

subjects indicate immediate feelings (Arousal and Positivity scales). The SEQ, which has been used widely in counseling process research and in one supervision study (Martin, Goodyear, & Newton, 1987), has demonstrated high reliability ($\alpha = .78-.91$) and construct validity (Stiles & Snow, 1984).

Counselor Rating Form (CRF). Barak and LaCrosse's (1975) CRF was administered after Session 7.¹ This brief instrument is a measure of a client's perceptions of three counselor social influence characteristics: expertness, attractiveness, and trustworthiness. Twelve bipolar items rated on 7-point semantic differential scales correspond to each of these dimensions; each scale ranges from 12 to 84. Although all ratings were highly positive, the client reported the counselor to be relatively more attractive (84) and trustworthy (83) than expert (72).

Outcome Evaluation

Supervision Perception Form (SPF). Heppner and Roehke's (1984) SPF was administered to both the trainee and the supervisor at the completion of the study. This measure, which has parallel forms, consists of 15 questions concerning impressions of the supervisor's influence on the trainee's skills (e.g., diagnostic, technical, and case management) and 10 items assessing perceptions of the trainee's openness and receptivity to supervision. The two subscales, Supervisory Impact and Willingness to Learn, are summed ratings of the 6-point Likert items. Higher ratings reflect a more favorable supervisory experience.

Counseling. The Counselor Perception Questionnaire (CPQ; Friedlander, 1982) is a brief instrument that assesses the counselor's posttreatment perceptions of client change. The major scales are Mastery Outcome (insight and skills achieved) and Affective Process (emotional investment in the therapeutic relationship). Items (6 per scale) are displayed on 6-point scales; higher ratings (range, 1-36) reflect more favorable perceptions of outcome. The CPQ was modified from Howard, Orlinsky, and Hill's (1970) client satisfaction measure. Friedlander (1982) found an internal consistency reliability of .94 and high correlations between the CPQ scales and the corresponding client satisfaction scale ($r_s \geq .87$, $p_s \leq .0001$).

Procedures

The supervisor and the trainee were informed that this was a case study concerning the interrelated processes of supervision and counseling. The client was told that the project was designed to study the counselor's and the client's perceptions of counseling in relation to what actually occurs during the interview. We assured the client that neither she nor her counselor would have access to one another's questionnaires, although the counselor would receive the results of the pretreatment assessment. The same caveat was presented to the trainee and supervisor with respect to their raw data. All participants were aware that summary data would be published once the study was completed.

Once all procedures for the study were in order, the clinic director and Myrna L. Friedlander scanned each incoming telephone request. The present client was the first person seeking help who on the basis of the initial phone contact appeared to meet all inclusion criteria. To minimize contaminating the therapeutic relationship with the research solicitation, Friedlander conducted the intake interview with the client. (A tape recording of this session was made available to the counselor.) Having judged during the intake that the client was both appropriate for the protocol and at no apparent risk, the interviewer requested her participation. She was informed that her treatment would in no way be manipulated, that participation was voluntary, and that she was free to withdraw at any time. The client gave written

consent. She filled out the BTC at this point and then requested to be allowed to complete the remaining assessments at home. Once all instruments had been returned (before the second session with the counselor), the client was paid \$15.

All supervisory and counseling sessions were audiotaped, and all process questionnaires were completed immediately following the session. At the conclusion of each counseling interview, the counselor gave the client the appropriate instruments in an envelope and left the room. After completing the measures the client and the counselor placed their responses in sealed envelopes in a box marked "Questionnaires" in the reception area. Similarly, supervisor and counselor returned their SEQs in sealed envelopes to the investigators along with both audiotapes.

Weekly counseling sessions were scheduled, 50 min in length. (The research plan placed no time limit on treatment; this was left to the discretion of the participants). Eight sessions were held over a 3-month period. The client failed to appear for one appointment after Session 3 and cancelled twice after Session 5. After four successive failed appointments or cancellations after Session 8, the counselor wrote the client and indicated that she would assume the latter was no longer interested in treatment if she did not recontact the clinic within the next month.

When the client did not respond, Myrna L. Friedlander called to ask her participation in completing the outcome measures. She agreed but requested that they be sent to her home. Two attempts were made to collect the instruments; although the client stated her willingness to participate, she nonetheless failed to return them. No further contact was made.

Nine supervisory sessions (ranging from 45 to 60 min in length) were held. Each meeting took place in the week between counseling appointments, the first one being held after the first counseling interview and the last after the termination letter had been sent. The supervisor observed the second counseling session from behind a one-way mirror. Except for this session, all others were conducted without benefit of observation. (The supervisor and trainee chose not to use the audiotapes during supervision.)

Linguistic Analyses

The four linguistic analyses were conducted with audiotapes and transcripts. The tapes from eight of the nine supervisory sessions (Session 7 was unavailable) and from selected counseling sessions (1, 3, 5, and 8)² were transcribed by graduate student assistants. Each transcript was checked and corrected by at least one other person.

Six persons (five graduate students and one doctoral counseling psychologist), all women, served as independent judges for the four linguistic measures. There were at least two judges per measure. Training was conducted until interrater agreement ($\geq 90\%$) was achieved. Interjudge reliability estimates, with Cohen's kappa, on the final sample were as follows: RCCCS, $\kappa_s = .97$ (format) and $.92$ (response mode); ICRS, $\kappa_s = .90$ (type) and $.91$ (extremity); HCVRCS-R $\kappa = .91$. Interrater agreement was used for the SFRS as there were few feedback statements to code and each dimension had only two categories. Results were 71% (type), 93% (specificity), 100% (valence), and 100% (focus). Negotiation was used to resolve disagreements.

¹ We planned to administer the CRF at regular intervals. Session-to-session changes were not expected on this measure, and we wanted to minimize repeated testing.

² Two counseling tapes were unavailable. We opted to analyze the first and last and two intervening sessions. Sessions 3 and 5 were chosen because these interviews occurred prior to client cancellations or failed appointments.

Results

Process Indexes

Session evaluations. Ratings on the SEQ showed that overall, the trainee reported the supervision sessions to be deeper and more valuable ($M = 6.35$) than did her supervisor ($M = 4.96$). The same pattern held for the counseling relationship, where the client's depth and value reports were somewhat more favorable ($M = 4.89$) overall than the counselor's ($M = 3.96$). Figure 1 depicts these session evaluation data over time. The client's graph (A) shows that although all of her sessions were reportedly relatively smooth, there was a steep decline in perceived value between Sessions 4 and 6. The counselor also reported the value to drop toward the end of treatment, and her reported feelings (Positivity scale ratings, not graphed) were worse following the latter three counseling sessions ($M = 3.50$) than the first five ($M = 5.37$).

In terms of supervision, the trainee reported the sessions to be consistently deep and valuable but highly variable in terms of ease. The supervisor's ratings paralleled the trainee's with respect to greater variability in ease than in depth. Even when the counseling sessions became reportedly less valuable, the trainee's reports of the supervisory sessions remained very favorable. In terms of smoothness, Graphs B and C show a fairly similar pattern. The counselor's ease in the supervisory relationship began to dip in Session 3, and her ease in the subsequent counseling sessions began to slide. The upward trend (in ease) began in supervisory Session 5, with the following counseling session (6) more smooth.

Relational control. The majority of RCCCS sequential patterns in both dyads were transitory, that is, contained a one-across (\rightarrow) or neutralizing message. Such patterns occur frequently when speakers discuss the same topic at length. We focused, rather, on the relative occurrence of complementary ($\uparrow \downarrow$ or $\downarrow \uparrow$) and competitive symmetrical ($\uparrow \uparrow$) sequences, because these patterns suggest which party is attempting to assert control over the definition of the social relationship.

Figure 2 depicts the percentages of complementary and competitive symmetrical sequences in both dyads. Data from the supervision relationship show that the predominant pattern was complementary, with the supervisor \uparrow vis-à-vis the trainee (\downarrow). The degree of complementarity in the opposite direction (i.e., the trainee \uparrow and the supervisor \downarrow) diminished over time, with the exception of Session 5. There was relatively little symmetry throughout.

Complementarity in the counseling dyad was similar in Sessions 1 and 3, with the counselor clearly \uparrow and the client \downarrow . In the fifth session, however, this pattern reversed markedly. Session 8's patterns suggest a lack of clarity about who was to be in control, inasmuch as both complementary patterns and the symmetrical pattern occurred with roughly similar frequency. The percentage of symmetry gradually increased over time.

Self-presentation. Four transitional probability matrices summarizing both the supervisory and counseling ICRS data were assembled. These data showed that the counselor's strategies varied little: leading, 50%; nurturant, 32%; and cooperative, 18%. Extremity ratings on her leading responses were moderate ($M = 2.44$). The client's responses were most likely

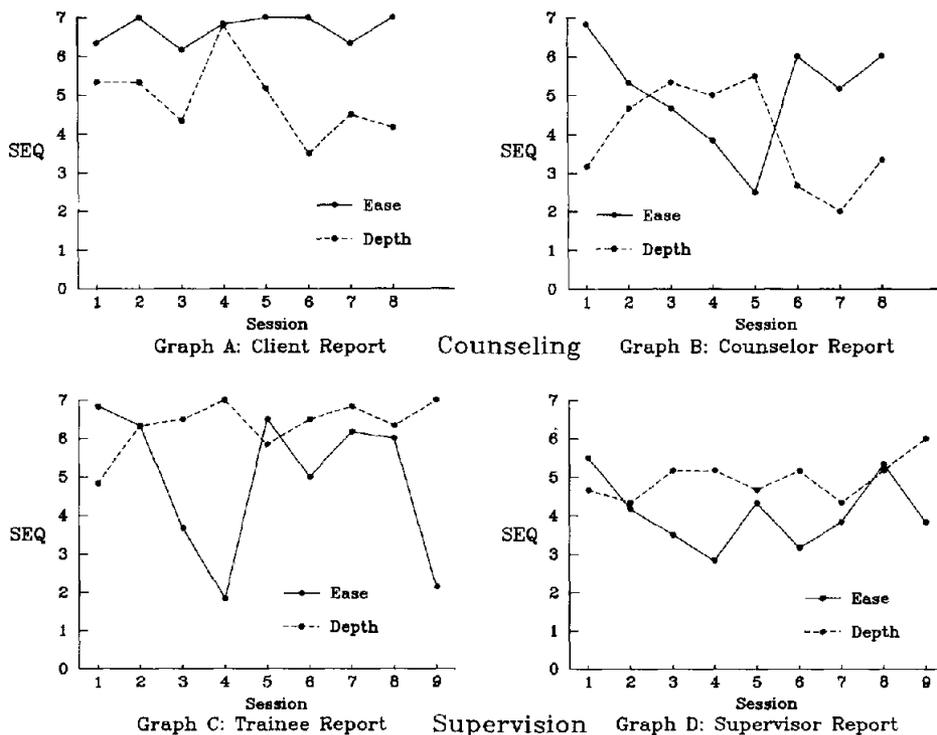


Figure 1. Session evaluation data over time.

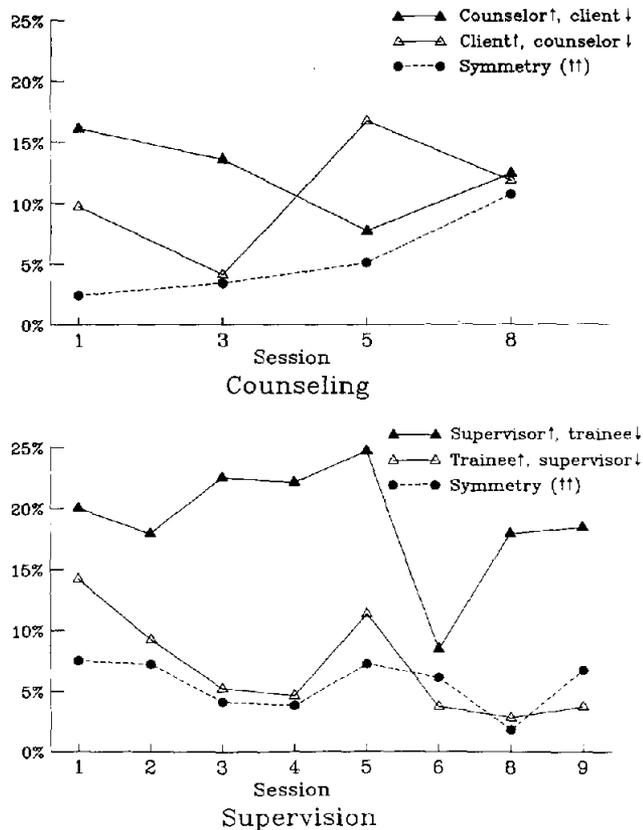


Figure 2. Symmetrical and complementary relational control patterns over time.

to be cooperative (62%) or self-effacing (20%). The counselor tended to follow the client's cooperative responses with leading (50%), nurturance (30%), or cooperation (20%). Self-effacement was always followed by nurturance.

Like the counselor in the counseling dyad, the supervisor used predominantly leading (66%), nurturance (15%), and cooperation (13%); extremity ratings of the leading responses were moderate ($M = 2.64$). The trainee, like the client, was likely to be cooperative regardless of the supervisor's antecedent behavior; 10% of her responses were self-effacing.

The three participants rarely used critical communications. Although the counselor never criticized the client, the supervisor criticized the trainee 4% of the time. Ratings of these critical statements were not extreme ($M = 2.15$). The trainee was most likely to respond with cooperation (57%) or self-effacement (33%).

Feedback. Relatively few of the supervisor's comments included feedback. Overall, there were only 14 speaking turns containing feedback, 8 of which occurred in the last two sessions. Sessions 3, 4, and 6 had no feedback whatsoever. Content analyses of the 14 feedback responses showed a predominance of interpersonal (88%), global (71%), positive (71%) feedback, mainly focusing on the counselor's behavior with the client (64%). Five of the feedback statements (all in Sessions 8 and 9) focused on the trainee in the supervisory relationship. Only 4 statements were negative. Very few (2)

contained references to ideas or behaviors or pertained to specific counselor interventions.

Hill Counselor Verbal Response Category System-Revised. In terms of response modes, results showed that, overall, the counselor relied primarily on reflection/restatement (36%), information seeking (28%), and encouragement/approval/reassurance (18%). Very few interpretive (2%) or confrontive (<1%) responses were made.

Outcome Indexes

Supervision. Both supervisor and counselor rated the supervision experience quite favorably on the SPF. Both Impact scores equaled 76. The supervisor rated the trainee's Willingness to Learn slightly higher (60) than the latter rated herself (53).

Counseling. The counselor's ratings of perceived client change on the CPQ suggested a moderately favorable outcome, more so in terms of affective process (22) than mastery outcome (12).

As we mentioned earlier, the client-rated outcome measures were not completed. When the client was contacted to complete these measures, she apologized for having missed so many appointments, then volunteered that she had "enjoyed" her counseling experience, "felt better," but was "too busy to continue." She indicated an intent to recontact the counselor should a future need arise.

Discussion

There were two major goals of this investigation: to explore to what degree parallel processes take place in the counseling and supervisory relationships and to identify behavioral features of an experienced supervisor's style.

As judged by both participants, the supervisory experience was highly successful. Many elements of the supervisor's behavior (described later) reflect those that doctoral students tend to rate most highly (see Allen, Szollos, & Williams, 1986). The counseling experience, although prematurely terminated, was judged (on the CPQ) to be moderately effective by the counselor. The client's session reports were similar to (Depth scale) or above (Ease scale) reported norms (Stiles & Snow, 1984). Ratings of the counselor's expertness, attractiveness, and trustworthiness were very favorable. These indicators suggest to us that the case represents an instance of fairly effective supervision, with a cautiously positive counseling outcome.

Parallel Process

Indicators supporting or disconfirming the parallel process model, as outlined earlier, were the person-perception and session-evaluation data, the self-presentational styles and relational control patterns, and the extent of carry-over phenomena from session to session.

To begin, the self-report data showed that the trainee's profile of the value of the supervisory sessions was strikingly similar to her profiled evaluations from the counseling ses-

sions (Figure 1). The client was more favorably disposed than was the counselor toward the counseling sessions; the counselor rated the supervisory sessions somewhat more favorably than did her supervisor. The client viewed the counselor as somewhat more attractive and trustworthy than expert; the trainee rated the supervisor as considerably more attractive and interpersonally sensitive than task-oriented.

In terms of verbal communication, the predominant self-presentational pattern in both dyads was complementary. That is, the supervisor used mostly leading self-presentations, with the trainee mainly cooperating. The same pattern was found in the counseling dyad, with the counselor leading and the client cooperative. Whereas nurturant self-presentations were used by the counselor (to the client) and by the supervisor (to the trainee) fairly regularly, the client and trainee offered almost no nurturance ($\leq 1\%$). On the other hand, both the client and the trainee used some self-effacement; this behavior was virtually absent for the counselor and the supervisor.

The relational control data showed relatively little struggle for control (competitive symmetry) in either relationship. The complementary patterns suggest that the supervisor tended to use one-up communications, with the trainee most often one-down. For the most part, the complementarity prevailed in the counseling dyad, but here the counselor was \uparrow and the client \downarrow .

There were other indicators to suggest that both relationships could be characterized as mainly supportive and friendly, with a notable lack of conflict. The supervisor's feedback tended to be global and positive. She made very few critical comments and gave little negative feedback. The counselor used almost no confrontation but rather relied heavily on reflection, restatement, encouragement, approval, and reassurance.

Although the foregoing patterns may be representative of most counseling and supervision, the observed changes over time suggested some interesting carry-over patterns. Judging from the session evaluation reports (Figure 1), the counselor's ease began to dip in Session 3. The following supervision session (3) was also rather rough. Counseling Session 5 was the interview in which the complementarity pattern was reversed, with client \uparrow and counselor \downarrow (Figure 2).

Because of the failed appointments after Sessions 5 and 8, we examined the counseling and supervision sessions in some depth. By the fourth session, some of the client's presenting symptoms had diminished. Interestingly, whereas the client's session evaluations peaked in Session 4 (Figure 1), the counselor's reported ease continued to drop. In the subsequent supervision session, the trainee reported that the client seemed highly ambivalent about exploring her negative feelings and self-image. The supervisor pointed out how the client typically saw the world (including the counselor) as a "judge." She and the trainee considered adopting a more tentative, exploratory approach. (Remember that the supervisor's style with the trainee was more collegial and consultative than evaluative or task-oriented). Indeed, Session 5 showed the counselor doing just that, with many reflections (42%) and open-ended questions (resulting in more \downarrow messages). This tactical shift, designed to heighten the client's self-exploration, may have been misguided at this point, however, because the client began the

hour by reporting on how "good" she felt, her life circumstances having improved substantially. It may be that, given her personality make-up, this client would have resisted any extensive counseling once her presenting complaints were resolved. Nevertheless, later supervisory sessions suggest that the counselor responded to the cancellations as a "judgment" of herself by the supervisor (and by the investigators!), and this response may have continued to color the remaining sessions.

Session 6 shows the supervisor-trainee interaction to be less characterized by control-defining messages (Figure 2). In the remaining sessions the trainee told the supervisor that she was pursuing a more equal and supportive approach, less distant and interpretive. Both client and counselor seemed to be more at ease, but their session depth evaluations continued to drop. In Session 8, the ICRS data showed the counselor doing relatively less leading and more cooperating; the client was more leading and less self-effacing. The trainee and the supervisor inferred that the client seemed to be "taking more control," that she was "participating more in the judgments." Indeed, she repeatedly requested the counselor to self-disclose (which the counselor did). Figure 2 shows some client-counselor role blurring; indeed, by Session 8, the client and the counselor are relationally equal, as shown both by the data and by the trainee's comments in supervision.

The foregoing patterns seem to be consistent with the parallel process view of supervision. Of course, such conclusions must be tempered by two facts. First, this was a solitary case, and the demands of such an intensive research evaluation are certain to have altered the normal course of events for all participants (cf. Doehrman, 1976). Second, the lack of live observation³ and the relationship-oriented preferences of supervisor and trainee are likely to have set the stage for the occurrence of parallel process phenomena. Supervisors and trainees who rely more on tape recordings, who are more task-oriented, or who consider relationship issues to be of less importance may behave quite differently.

Elements of Supervisory Style

To date, the literature has identified no specific behaviors that define one supervisory style rather than another. Our study may shed some light in that direction inasmuch as the supervisor's self-description and SSI profile (as rated both by herself and the trainee) clearly favored an attractive and interpersonally sensitive approach over a task-oriented one. Such a profile tends to be associated more often with a psychodynamic than a cognitive-behavioral orientation to counseling (Friedlander & Ward, 1984). This supervisor's scores on a measure of theoretical orientation were consistent with her SSI profile.

Which elements, then, can we identify as components of an attractive and interpersonally sensitive style? This style reflects a consultative, collegial, supportive, and therapeutic approach to supervision (Friedlander & Ward, 1984). This supervisor (who verbally described her approach as "consul-

³ We are indebted to the Editor and to an anonymous reviewer for suggesting this interpretation.

tative") relied very little on observation and gave little explicit feedback. That which she did offer tended to be interpersonal (rather than behavioral), global, and positive. Her self-presentations were leading (only moderately so), nurturant, and cooperative, rarely critical or distrustful. Although she assumed a one-up stance (with the trainee one-down) more often than the reverse, there were few struggles of control (RCCCS symmetry) in the supervisory relationship.

These data are especially interesting in light of developmental theories (e.g., Stoltenberg, 1981) that suggest reserving the consultative, collegial approach for relatively advanced trainees. Of course, whether the present indicators are unique to this one supervisor or whether they represent others in similar circumstances must be determined by further study.

Implications

In this study we provided evidence showing how one experienced, effective supervisor behaves with one talented, beginning trainee. Although generalization is not possible, the following observations are offered to guide future research in this area. First, supervision and counseling do seem to be reciprocal and interlocking processes. Thus, we can no longer afford to ignore the client or relational dynamics in the counseling process in our pursuit of a thorough understanding of effective supervision. Second, trainees are in a vulnerable position. They have highly variable reactions to their counseling sessions and to supervision (Martin et al., 1987).

In the present case it is unclear whether or not the role confusion that occurred toward the end of treatment contributed to this client's premature termination. It is clear that social roles, interpersonal influence, and strategies of self-presentation are crucial factors to consider in both the therapeutic and supervisory relationships. We may discover that the parallel relational processes in the two social systems are more salient than previously imagined. If so, a thorough understanding of the counseling process, when conducted by trainees, will need to include an intensive examination of the supervisor's contribution. Likewise, those who train supervisors will be wise to help them learn to untangle this complex interpersonal triangle.

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