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Creativity in Triadic Supervision: Using Mandalas to Impact the Working Alliance

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CREATIVITY IN TRIADIC SUPERVISION: USING MANDALAS TO IMPACT THE
WORKING ALLIANCE

CREATIVITY IN TRIADIC SUPERVISION: USING MANDALAS TO IMPACT THE
WORKING ALLIANCE

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in Counselor Education

By

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ABSTRACT

This qualitative study investigated the use of mandalas as a creative approach with the potential to impact the supervisory working alliance within the context of triadic supervision. Participants (n=7) included master's level counselors-in-Training (CITs), all female, and ranging in age from 23 to 44. Data generated by the formal interviews gained support for using mandalas as a creative approach in triadic supervision as they revealed the potential to impact the working alliance and the goals, task, and bond therein. Of further importance was the finding that the bond between paired CITs in triadic supervision sessions was also impacted by the use of the mandala.

This dissertation is approved for recommendation to the
Graduate Council.

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Chapter I: Introduction

Clinical supervision is a distinct intervention that aims to foster professional development, ensure client safety (Bernard & Goodyear, 2009), and provide a supportive professional relationship (Skovholt & Jennings, 2004) for counselors-in-training (CIT's).

Bernard and Goodyear offer the following working definition of supervision:

Supervision is an intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship (1) is evaluative and hierarchical (2) extends over time (3) has the simultaneous purposes of enhancing the professional functions of the more junior person(s); monitoring the quality of professional services offered to the client that she, he, or they see; and serving as a gatekeeper for those who are to enter the particular profession. (p. 7)

Clinical supervision is done primarily in individual and group formats. Individual supervision takes place with a supervisor and one CIT. Group supervision takes place with a supervisor and three to twelve CITs (CACREP, 2009). A third type, triadic supervision, involves a supervisor and two CITs. Often, triadic supervision falls under individual supervision given the supervisor-supervisee ratios suggested by CACREP for group supervision. Still, each has their own benefits and challenges. This study, however, focuses on the use of mandalas, an expressive arts technique, as a means of positively impacting the supervisory alliance within the framework of triadic supervision.

Regardless of the preferred mode of supervision, the relationship remains a centerpiece. This relationship is referred to as the working alliance (Bernard & Goodyear, 2009; Bordin, 1979; 1983; White & Queener, 2003) and consists of three elements described as the goals, tasks, and bond (Bordin, 1979; 1983; Wood, 2005). When developed together and mutually agreed

upon, the goals, tasks, and bond can lay the foundation for building a strong supervisory relationship (Bradley & Ladany, 2001; Wood, 2005).

In this study, the quality of the supervisory alliance was conceptualized through Bernard's (1979) Discrimination Model and the Integrated Developmental Model (IDM) of counselor development (Stoltenburg, McNeil & Delworth, 1998). The basic structure of the Discrimination Model provides the supervisor the choice of three roles and three focus areas in which to address the present needs of the CIT. These roles include teacher, counselor, or consultant, while the focus areas include intervention, conceptualization, and personalization. The Integrated Developmental Model (IDM) of counselor development (Stoltenburg, McNeil & Delworth, 1998) aides the supervisor in assessing the developmental level of CITs. The IDM has the following four levels; level 1, level 2, level 3, and level 3i (integrated). Each of these models provides supervisors the flexibility to utilize creative approaches with CITs (Koltz, 2008). Although as stated, the focus of this study was to investigate the impact of the creative approach, the mandala, on the supervisory working alliance within counselor supervision.

Creativity in Supervision

Creative supervision can be described as supervision that utilizes "metaphors, stories, images, and similar expressive media" (Lahad, 2000, p.15). When done appropriately, supervisors can both enhance the alliance and facilitate a CIT's professional development (Koltz, 2008; Lahad, 2000). For example, creative approaches can facilitate the relational bond between the supervisor and CIT that, in turn, can lead to the exploration of personal meanings of client-counselor relationships. As a result, client outcomes may be enhanced (Koltz, 2008). Moreover, CITs can advance the development of their intuitive abilities by examining personal meaning in professional relationships (Koltz, 2008; Wilkins 1995). Although there are a myriad of creative

approaches and interventions available to supervisors, this study explored the impact of using a mandala on the quality of the supervisory alliance.

A mandala is defined as a circular drawing that is used to represent wholeness and to provide a directive starting point for creative expression (Frame, 2006; Jung, 1959; Kellogg, 1977). According to Jackson, Muro, Yueh-Ting, and DeOrnellas (2008), a mandala provides a means for gaining insight, processing emotions, and awakening an individual's unconscious or inner wisdom. In this study, the mandala is defined as a circular drawing used to represent wholeness and, in this case, within the context of triadic supervision.

Statement of the Problem

The empirical literature surrounding clinical supervision, and the supervisory alliance specifically, continues to expand. Still, there remains a limited understanding of the dynamics surrounding triadic supervision generally (Lawson, Hein, & Stuart, 2009), and on the quality of the alliance within the context of triadic supervision specifically (Bernard & Goodyear, 2009; Wood, 2005; Neswald-McCalip, Sather, Strati, & Dineen, 2003; White & Queener, 2003). One area recognized as having the potential to enhance collaboration within the supervisory alliance involves the introduction of creative techniques (Neswald-McCalip et al., 2003). As a result, this study sought to address this knowledge gap by utilizing the creative arts approach known as a mandala to facilitate a quality supervisory alliance between supervisor and CIT.

Significance of the Study

The primary significance of this study was two-fold. First, this study addressed the stated need to enhance our understanding of triadic supervision, including the alliance within triadic supervision (Bernard & Goodyear, 2009; Lawson, Hein, & Stuart, 2009; Neswald-McCalip, et al.2003; Wood, 2005; White & Queener, 2003). Secondly, this study explored the suggested use

of a specific creative arts intervention (Koltz, 2008; Lahad, 2000) within triadic supervision. Results of the study could add to our understanding of how creative approaches in supervision, in this case a mandala, impacts the quality of the supervisory alliance. Moreover, results could also shed light on CIT perceptions of the use of mandalas in supervision and their use with future clients. Based on the literature review conducted for this study, the results of study will offer supervisors a rare and much needed insight into the use of creative approaches in supervision and their potential impact on the supervisory alliance.

Research Questions

This study explored the broad themes of the following research questions:

RQ1: Do CITs think the mandala as a creative approach in triadic supervision
has an impact on the working alliance between supervisor and supervisee(s)?

RQ2: Do CITs who use the mandala as a creative approach in triadic
supervision report increased levels of confidence in their work with clients
or enhanced clinical development?

RQ3: Are CITs who use the mandala as a creative approach in triadic
supervision more likely to use creative approaches in their work with clients?

Methodology and Data Collection

Participants received one hour of triadic supervision per week from a supervisor (who is the primary researcher in this study) using Bernard's Discrimination model and the IDM (Bernard, 1979; Stoltenburg, McNeil & Delworth, 1998). When deemed appropriate by the supervisor within the context of the DM, IDM, and working alliance model, the mandala was introduced as a creative approach with the goal of enhancing the quality of the supervisory working alliance. As a result, mandalas were created in supervision sessions during the start of

the semester, at mid-term, and at the end of the semester. The specifics of the mandala as a creative approach are outlined in the following chapter.

The study took place at a large Southern University. Participants were drawn from a convenience sample of master's level counselors-in-training (CITs) students who were enrolled in either practicum or their first or second semester of internship courses. Participants received weekly triadic supervision during the semester. Upon completing the semester, participants were invited to take part in individual interviews and complete a demographic questionnaire. Participants were questioned using a formal interview approach. Responses were recorded and later transcribed. Themes were identified through content analysis and were linked back to the literature and research questions. Congruence between data collection procedures and stated theoretical perspectives is discussed in chapter five.

Definition of Terms

Several terms used often in this study are defined as follows:

1. *Creative Approach*: Any use of an expressive arts method to explore a topic in supervision. Expressive arts approaches include narrative, psychodrama, music, and visual arts. For the purpose of this study, art materials, including oil pastels, chalk pastels, and mixed media will be used as creative approaches.
2. *Triadic Supervision*: Supervision that occurs between one supervisor and two CIT's (CACREP, 2009).
3. *Individual Supervision*: Supervision that occurs between one supervisor and one CIT (CACREP, 2009).
4. *Group Supervision*: Supervision that occurs with a minimum of three and a maximum of twelve CIT's (CACREP, 2009).

5. *Intuition*: Understanding meaning based on individual perceptions in working with clients, supervisees, and supervisors.
6. *Master's level counseling practicum or internship students*: Counseling students who are working towards a Master's degree, are receiving clinical supervision, and are providing counseling services in community agencies, schools, or other organizations.
7. *Counselor-In-Training (CIT)*: A master's level counseling student who is receiving supervision from a senior therapist.
8. *Supervision*: An intervention provided by a more senior member of a profession to a more junior member or members of that same profession (Bernard & Goodyear, 2009).
9. *Supervisor*: A senior member of the counseling profession who is responsible for monitoring the interventions and development of a junior therapist (Bernard & Goodyear, 2009).
10. *Supervisory Working Alliance*: A supervision model that focuses on goals, tasks, and the bond between supervisor and CIT (Bordin, 1983).
11. *Counsel for Accreditation of Counseling and Related Educational Programs (CACREP)*: An independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs in Counseling and doctoral degree programs in Counselor Education (CACREP, 2010).
12. *Mandala*: a circular drawing that is used to represent wholeness and to provide a directive starting point for creative expression.

Limitations

A convenience sample was used for this study due to the limited number of potential participants enrolled in the master's level counseling internship courses and counseling

practicum course. In addition, the primary researcher is a doctoral candidate in the same counselor education program as the participants. Two of the participants in this study received supervision using creative approaches from the primary researcher prior to this study.

Summary

Supervision is a critical part of the professional development of counselors and ensures CITs have the skills and abilities needed to serve clients (Bernard & Goodyear, 2009). The supervisor-supervisee relationship or alliance (Bordin, 1979; 1983) is a foundational element to this critical dynamic. In this study, Bordin's (1983) Working Alliance Model served as a guide for understanding the relational dynamics of supervision, particularly in relation to the introduction of the creative approach known as a mandala. Furthermore, research suggests that the working alliance may be strengthened by integrating creative approaches into supervision (Koltz, 2008; Lahad, 2000; Wilkins, 1995). This study explored for the first time, the potential impact of the creative approach known as a mandala on the supervisory working alliance within the context of the understudied mode of triadic supervision.

Chapter II: Review of Literature

This chapter discussed the empirical literature pertaining to the primary constructs in this study. In doing so, the terms “expressive arts” and “creative approaches” are used synonymously throughout this chapter and study. A general background of supervision, types of supervision, evaluation in supervision, models of supervision, and creativity in supervision were described. More specifically, chapter two addressed: a) creativity in counseling and supervision, specifically the mandala (Allen, 1995; Jackson, Muro, Yueh-Ting, & DeOrnellas, 2008; Koltz, 2008; Lahad, 2000) ; b) the use of creative approaches within the context of the Discrimination model (Bernard, 1979) and IDM (Stoltenburg, McNeil & Delworth, 1998); c) methods of clinical supervision, primarily triadic supervision; and d) Bordin’s (1979) working alliance model as applied to clinical supervision (1983).

Method of Systematic Review

A systematic review of literature was conducted using the following databases from June, 2009 to March, 2011; EBSCO, PsychINFO, PsychARTICLES, MEDLINE, and Academic Search Premier. The specific search terms included counseling, supervision, creative methods, creative approaches, counselor-in-training, triadic supervision, art therapy, expressive arts, mandala, working alliance, Discrimination Model, Integrated Developmental Model, and counselor development. Additional resources included items received from The Mullins Library at the University of Arkansas, Fayetteville (U of A), interlibrary loan (ILL) through Mullins Library, and Dr. Joan Philips, president-elect of the American Art Therapy Association in 2009, who recommended texts on creative supervision.

General Background of Supervision

Supervision is a critical part of a CIT's development. In the beginning, for example, a CIT is often heavily reliant upon their supervisor's knowledge, support, and feedback (Bernard & Goodyear, 2009; Neufeld, 2007). In other words, CITs expect their supervisors to provide clinical guidance, expertise, and constructive feedback throughout the training period (Skovholt & Jennings 2004). For their part, supervisors need to remain vigilant as to when, how, and why CIT concerns and issues, individually or in combination, manifest throughout supervision. In doing so, supervisors must remain vigilant about how the hierarchical, longitudinal, evaluative, and gatekeeping elements of supervision could impact the relationship, or supervisory alliance, between the supervisor and supervisee. In essence, constant vigilance needs to be paid to both the procedural and relational elements of supervision. In this study, the focus remained on the relationship as defined by the supervisory working alliance.

Evaluation is a fundamental element of clinical supervision (Bernard & Goodyear, 2009) and plays a critical role in the development of counselors. Results of Bradley and Fiorini's 1991 study of the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP) found a heavy reliance on clinical supervisors to evaluate student progress. In doing so, it is incumbent upon the supervisor to possess and utilize supervision-focused models for conceptualizing the development of CITs along with their strengths and areas for improvement. Knowing the CIT's developmental stage aids the supervisor and CIT in producing appropriate and individualized responses to supervisee needs and, in many cases, provides a lens for developing and working toward agreed upon goals, tasks, and expectations for supervision.

In supervision, the IDM model can be especially helpful in assisting the supervisor to evaluate the development of the supervisees (Stoltenburg, McNeil & Delworth, 1998). To start,

the IDM provides a generally agreed upon developmental sequence of counselor development. With this framework, supervisors are able to track particular developmental markers and maintain an accurate assessment of counselor development. As a result, supervisors are better able to adapt interventions to more accurately reflect a CIT's developmental level and needs. Likewise, the IDM provides a supervisor with a means of discussing the longitudinal nature of one's professional development. This can be particularly important given the propensity of beginning CITs to experience the need to be "perfect" and, in turn, provide unnecessarily harsh self-evaluations of their work. Additionally, CITs are able to understand their development in relationship to the IDM. Moreover, understanding developmental level is helpful in identifying areas for growth and improvement and can ease the difficulty in the evaluation process for both supervisors and CITs.

As noted, the supervisory relationship is both "evaluative and hierarchal" (Bernard & Goodyear, 2009, p. 7). As such, evaluation is a key component to understanding the hierarchal relationship between supervisor and CIT (Acker, 1992). Thus, it is important that supervisors consistently evaluate CITs over the course of supervision and always let them know where and how they are assessing the CIT's development. Supervisors use both formative and summative evaluation to meet the needs of CITs. Formative evaluation is on-going process by which the supervisor uses continual feedback to improve CIT's skills and to foster positive client outcomes (Bernard & Goodyear, 2009). Summative evaluation takes place when the supervisor informs the CIT of whether or not their performance was good, bad, or acceptable. By using both forms of evaluation, supervisors can greatly reduce the stress of the formal evaluation periods and allow the CITs to continually work on developing their skills throughout the supervision process (Bernard & Goodyear, 2009).

Supervisors also have a gate keeping role in professional counseling (Bernard & Goodyear, 2009). It is up to supervisors to make sure CITs have the skills and qualifications needed to work as professional counselors. Supervisors must also ensure client safety at all times, as client safety is a primary reason for the continued evaluation of CITs. Ultimately, the supervisor is responsible for both the client's safety, and the development of the CIT (CACREP, 2009; ACA, 2005).

Types of Supervision

Clinical supervision can be structured as individual, triadic, and group (CACREP, 2009). Individual supervision occurs between one CIT and a supervisor. Triadic supervision occurs between two CITs and a supervisor. Finally, group supervision occurs between two or more CITs and a supervisor. The differences between individual, triadic, and group supervision are the degree of focus and the amount of time received from supervisors (Lawson, Hein, & Getz, 2009; Lawson, Hein, & Stuart, 2009). Keeping with CACREP standards, both individual and triadic supervision sessions average 1 hour per week, while group supervision averages 1 ½ hours per week (CACREP, 2009)

Individual Supervision. In individual supervision, supervisors have the ability to focus their full attention on one CIT and provide extensive individualized feedback. Individual supervision provides CITs a more comfortable place to express their self-reflections and internal thought processes as related to their clinical work (Skovholt & Jennings, 2004). However, providing individual supervision places high demands on supervisors as it requires more of their time than group or triadic supervision (Lawson, Hein, & Stuart, 2009).

Group Supervision. In group supervision, there is less opportunity for supervisors to address the individualized concerns, issues, or needs of the CIT's. However, there is a wealth of

knowledge to be shared in group supervision as there are several supervisees who can provide feedback and contribute to the development of their colleagues (Bernard & Goodyear, 2009). A study by Ray and Altekruze (2000) found both individual and group supervision to be beneficial for the development of CIT's, while noting, that CITs preferred individual to group. Furthermore, Aronson (1990) emphasized that supervisors conducting group supervision are responsible for meeting the needs of all CITs which can be challenging.

Triadic Supervision. In triadic supervision, the supervisor's focus is shared between 2 CITs. Although there is limited research in the area of triadic supervision, triadic supervision has been shown to provide benefits similar to those in individual and group supervision (Lawson, Hein, & Getz, 2009; Lawson, Hein, & Stuart, 2009). Benefits of triadic supervision can include the receiving of input from a fellow CIT, as well as individualized focus from the supervisor. In addition, triadic supervision can reduce the time commitment for supervisors. Ultimately, whether the CIT is receiving individual, group, or triadic supervision, there is potential for professional growth and development.

In studying triadic supervision, for example, Lawson, Hein, & Stuart (2009) used a qualitative study to explore the impact of triadic supervision on CITs. Results indicated that CITs report having less individualized focus from supervisors and that compatibility with their fellow CIT is paramount to the supervision process. In the later sense, for example, it may be difficult for a CIT to give and/or receive feedback from their fellow CIT. However, the study also pointed out that peer feedback can be beneficial in triadic supervision. Examples given were the CIT's ability to comment on similar experiences in the training process. Further, the study suggested peer feedback was occasionally more helpful than that of the supervisor.

In a similar study, Lawson, Hein, and Getz (2009) provided additional suggestions for further research in the area of triadic supervision. These included a focus on the relationships, including the relationship between the supervisor and CITs and the relationship between the paired CITs, which they deemed as relationships that are "...central to the effectiveness of supervision" (p. 269). Also suggested was a focus on the training and interventions used by supervisors in triadic supervision. The study went on to discuss the growing body of literature on triadic supervision, and stated that supervisors should stay abreast of the developing strategies that have the potential to benefit the supervisory relationships (e.g., "feedback dynamics and making effective use of all participants" (p.269). Overall, the authors pointed out that the relationships, and the supervisory methods used, must be investigated further in order to increase the understanding of triadic supervision.

Models of Supervision

Clinical supervision is a distinct paradigm from professional counseling or psychotherapy and requires an understanding of supervision specific models and theories (Bernard & Goodyear, 2009). In order to foster CIT development, supervisors can rely on empirically validated theoretical models of supervision. These models are placed under the categories of developmental, psychotherapy-based/orientation specific, and social role models (Bernard & Goodyear, 2009; Leddick, 1994). This study was completed under the auspices of Bernard's (1979) Discrimination Model (social role model), Stoltenberg, McNeil, & Delworth's (1998) Integrated Developmental Model. While each model impacted the relational element of the study, the relationship between the supervisor and supervisee in this study was examined through the model known as the Working Alliance Model (Bordin, 1979; 1983). Together, these models comprised the theoretical foundation of this study and, overall, provided a framework for

increasing professional development and self-efficacy in CITs (Erikson, 2008; O'Connell & Smith 2005).

Developmental models of supervision are based on the notion that a CIT continues to grow and develop at different rates throughout the supervision process. Integrated and social role models of supervision are designed to be “a-theoretical” and are useful for supervisors who are eclectic and do not limit themselves to one specific approach to supervision (Bernard & Goodyear, 2009; Leddick, 1994, p. 3). Orientation-specific models of supervision are based on specific theoretical approaches used in psychotherapy. Furthermore, orientation-specific models are often used by supervisors who adopt one specific theoretical approach in their psychotherapy. They then practice supervision using the same guiding principles of their theoretical approach (Bernard & Goodyear; Leddick). Leddick (1994) states, “when the supervisee and supervisor share the same orientation, modeling is maximized as the supervisor teaches, and theory is more integrated into training. When orientations clash, conflict or parallel process issues may predominate” (p. 4). This statement clearly highlights the drawback of using a single orientation approach to supervision. Moreover, Falender and Shafransk (2010) discuss the importance of a supervisor’s ability to address the needs specific to the CIT, and that approaching supervision from one theoretical perspective may not be the most effective strategy. In essence, supervision goes beyond psychotherapy and therefore, the use of an integrated or social role model coupled with a developmental model can be most useful (Bernard & Goodyear, 2009). In the following paragraphs, the basic tenets of the conceptual models and how they are utilized in supervision and in this study are addressed.

Integrated Developmental Model

The Integrated Developmental Model (IDM; Stoltenburg, McNeil & Delworth, 1998) of counselor development provides a framework for conceptualizing the developmental level of each supervisee and guides the supervisor as to the supervisory role benefitting the CIT's current level of development (Bernard & Goodyear, 2009). According to the IDM, specific aspects or domains of their development include: intervention skills assessment, assessment techniques, interpersonal assessment, client conceptualization, individual differences, theoretical orientation, treatment goals and plans, and professional ethics. As they develop, integration of each domain is considered essential.

The IDM also has 4 levels: level 1, level 2, level 3, and level 3i (integrated). A CIT at level 1 is viewed as needing considerable guidance, support, and structure as they regularly feel insecure about their counseling abilities. At level 2, counselors are increasingly confident in their abilities, yet still question their abilities and rely on their supervisor for support. CITs in level 2 of development can be described as being in a professional adolescence. In level 3, CITs are increasingly autonomous, less dependent on their supervisors, and feel more confident in their abilities. In the final level, 3i, counselors are able to integrate all aspects of being a counselor and are comfortable using a personalized approach in their clinical work (Bernard & Goodyear, 2009; Stoltenburg, McNeil & Delworth, 1998). During their training process in particular, CITs typically remain in stage 1 or 2 of the IDM (Bernard & Goodyear, 2009; Stoltenburg, McNeil & Delworth, 1998). It is important to note that it commonly takes a considerable amount of years in practice before counselors reach the 3i stage in their development. One of the benefits of the IDM is its usefulness when used in conjunction with other supervision theories. In this study, the IDM was integrated with the Discrimination

Model. Further research on triadic supervision and the impact on the alliance specifically is detailed in the *Research on the Working Alliance* section of this chapter.

The Discrimination Model

The Discrimination Model (DM) is a pantheoretical and user friendly model used by supervisors in order to be precise and focused in their work with CITs (Bernard & Goodyear, 2009; Bernard, 1979). The DM is a model that involves the use of distinct roles and focus areas based specifically on the current needs of the supervisee. The roles include the teacher, counselor, and consultant role. In addition to the 3 roles, the DM has 3 focus areas (Bernard & Goodyear, 2009; Bernard, 1979). The focus skills areas of the DM are intervention, conceptualization, and personalization. Moreover, the DM allows for other supervisory models to be incorporated that can produce deeper understanding for both supervisors and CITs. As previously stated, in this study, the Discrimination Model was paired with the IDM.

Intervention skills. The intervention skills focus area consists of any observable action on the part of the CIT. Observable actions include any clinical interventions, therapeutic techniques, or counseling skills used by CITs. The overall goal of this focus area is for CITs to successfully perform the duties of a counselor independently. The intervention focus area would be useful for a CIT in any level of development according to the IDM (Bernard, 1979; Bradley & Ladany, 2001; Stoltenburg, McNeil & Delworth, 1998).

Conceptualization skills. The conceptualization skills focus area deals with the CIT's ability to comprehend and understand their clients presenting concerns and develop a plan of action to address those concerns. Additionally, the supervisor must assess the CIT's plan of action to ensure it is appropriate and the best course of treatment for the client. The intervention focus area would be useful for a CIT in any level of development according to the IDM.

However, this focus area would be particularly useful for CITs in Level 2, level 3, or 3i, as they are working to become increasingly autonomous during these stages of development (Bernard, 1979; Bradley & Ladany, 2001; Stoltenburg, McNeil & Delworth, 1998).

Personalization skills. The personalization skills focus area can be the most complex area for supervisors due to subjectivity. In this focus area, supervisors work to assess the unique aspects of the CIT as an individual. This includes the CIT's ability to incorporate aspects of their own personality (sense-of-humor, compassion, cultural origins, etc.) in counseling sessions. The intervention focus area would be useful for a CIT in any level of development according to the IDM as CITs are learning to incorporate themselves into their counseling from the beginning of their development (Bernard, 1979; Bradley & Ladany, 2001; Stoltenburg, McNeil & Delworth, 1998). It is important to note that although there are three distinct focus areas, they can overlap in supervision and may need to be addressed simultaneously (Bradley & Ladany, 2001). Further building upon the focus areas, the DM provides supervisors the opportunity to use three roles (teacher, counselor, or consultant) to best meet the needs of CITs.

Teacher role. The teacher role allows the supervisor to frame the interaction in an instructional manner. In assuming the teacher role, supervisors are likely to be more directive and prescriptive. The teacher role is useful when working with beginning CITs who need more support and guidance than those with a bit more experience. According to the IDM, CITs in level 1 and level 2 of development would benefit from supervisors using the teacher role (Bernard, 1979; Stoltenburg, McNeil & Delworth, 1998).

Counselor role. The counselor role has been described as a natural role for many counseling supervisors to assume (Bernard & Goodyear, 2009). According to Bernard (1979), the counselor role allows supervisors to help CITs develop their own individualized

conceptualizations of their cases. While in the counselor role, a supervisor may ask the CIT probing questions aimed at encouraging independent conceptualization skills. Supervisors assuming the Counselor role can be useful for CITs who have little experience under their belt and are becoming increasingly independent as counselors (Bernard, 1979; Bernard & Goodyear 2009). According to the IDM, a CIT who is in level 2 or level 3 of development, would likely benefit from the counselor role as they are becoming increasingly autonomous and require less direction (Bernard, 1979; Stoltenburg, McNeil & Delworth, 1998).

Consultant role. The consultant role is most frequently used with clinically advanced CITs (Bernard, 1979; Bernard & Goodyear 2009). The consultant role allows supervisors to work alongside CITs who have gained experience in a particular area and are generally more confident in their clinical abilities and conceptualization skills. As the consultant, supervisors and CITs can brainstorm ideas for treatment goals, or team together to development clinical treatment foci for clients. According to the IDM, CITs who would most benefit from the consultant role would be in level 3 or level 3i of development as they are more advanced in their clinical abilities (Bernard & Goodyear 2009; Stoltenburg, McNeil & Delworth, 1998).

The Working Alliance

While the IDM and Discrimination Models provide a strong, empirically supported foundation to supervising CITs, the working alliance, or relational element of supervision, is often viewed as the core of supervision (Bordin, 1983). One theory in particular, Bordin's supervisory working alliance model, continues to gain prominence in the counseling and supervision literature (Bernard & Goodyear, 2009). Developed from the psychodynamic tradition, Bordin's working alliance model continues to gain traction as a means for understanding the various relational dynamics between supervisors and supervisees. A dynamic,

pantheoretical construct, Bordin's conceptualization of the supervisory working alliance (1983) is an extension of his therapeutic working alliance model (1979). Developed by Bordin (1983), the supervisory working alliance model builds on the notion that mutual collaboration between the supervisor and CIT is a key component of positive supervisory interactions and outcomes.

According to Bordin, the supervisory alliance is based on the mutually agreed upon goals and tasks of supervision as well as a core relational bond. When collaboration is promoted and present, the alliance between supervisor and supervisee(s) is more likely to be of a higher quality (White & Queener, 2003; Wood, 2005; Wood & Rayle, 2006). In short, the supervisory alliance can be viewed as a "collaboration to change" between the supervisor and supervisee (Bordin, 1983, p.35).

Goals. According to Bordin (1979) the goals of the working alliance are based upon a mutual agreement between the individuals involved. The mutual agreement is for a specified change to take place. The goals to make change happen are then developed through the collaborative efforts of those involved (for the purposes of this study, the CITs and their supervisor). The supervisory working alliance model includes the following eight goals for the CIT's: (a) mastery of specific skills; (b) enlarging one's understanding of clients; (c) enhancing one's awareness of process issues; (d) increasing awareness of one's self and one's impact on the process; (e) overcoming personal and intellectual obstacles toward learning and mastery; (f) deepening one's understanding of concepts and theories; (g) providing a stimulus to research, and (h) maintaining the standards of service (Bordin, 1983, p. 37). These expanded goals provide an opportunity for CIT's to better understand the extent of the opportunities for growth in supervision. It is important to note that the goals of CIT's are highly individualized and it is essential for each CIT to set personal goals for growth and development as counselors.

Additionally, supervisors can develop a set of goals that are tailored to the CIT's' developmental level.

Task. Tasks in the working alliance model can be described as the actions taken to achieve the goals within supervision (Bordin, 1979; 1983). Thus, creating solid, mutually agreed upon tasks is critical to forming a supervisory working alliance. According to Bordin (1983), "The strength of the working alliance will depend on how well the person seeking change understands the connection between the assigned tasks and the goal and how well the demands of the task fit his or her ability to make a start on that task" (p. 35). CIT's tasks in supervision may include critiquing video tapes, case notes, case conceptualizations, diagnostic impressions, and theoretical development. Additionally, tasks can include addressing any thoughts, attitudes, feelings, or beliefs about the counseling process that can be turned into an action to achieve goals in supervision (Bordin, 1983).

Bond. Foundational to the working alliance is the bond (Bordin, 1979). The bond can be described as a relationship that involves trust, compatibility, and a shared responsibility for the process (Wood & Rayle, 2006). When a bond is formed between a supervisor and CIT, it can help to produce counselors who can be increasingly confident in their abilities and comfortable in learning and development throughout the supervision process. To form a successful bond, the supervisor must be mindful of the individual goals and tasks of each CIT. In addition, supervisors must possess the flexibility to move and adapt between the two at any given time to meet the need of the CIT (Oberg, 2004; 1989). Finally, when the needs of the CIT are addressed and a successful bond is formed, conflict is less likely to occur in supervision. When less conflict occurs, and the bond remains strong, there are increased positive outcomes (Ladany, N. & Friedlander, M. L., 1995; Ladany, et. al, 1999).

Research on the Working Alliance

Among the more widely used instruments measuring the supervisory alliance is the Supervisory Working Alliance Inventory (SWAI; Efstation, Patton, & Kardash, 1990). Developed in order to quantitatively measure the goals, tasks, and bond of the alliance, the SWAI is an individually administered, self-report inventory used to assess different aspects of the relationship between supervisor and supervisee in counseling supervision (Patton, Brossart, Gehlert, Gold, & Jackson, 1992). The development of the SWAI has spurred many quantitative studies of the alliance (Efstation, Patton, & Kardash, 1990; Patton, et al., 1992). For example, Norrie, Eggleston, and Ringer (2003) used the SWAI to examine the effectiveness of supervision with a team of clinical psychologists working within a department of corrections. In addition, Sterner (2009) used the SWAI to examine the effects of supervision on job satisfaction and work-related stress. In both studies, a strong working alliance (goals, tasks, and bond) was found to be a key factor for positive outcomes. Finally, Patton and Kivlinghan (1997) conducted a study using the SWAI to measure the quality of the supervisory working alliance in relationship to the quality of the counseling working alliance. Results indicated that a strong supervisory relationship was paralleled in a strong counseling relationship.

In terms of triadic supervision, quantitative studies measuring the working alliance in triadic supervision have been limited (Lawson, Hein, & Getz, 2009; Newgent, Davis, & Farley, 2004). Lawson, Hein, and Getz (2009) investigated the outcomes of triadic supervision and suggested that supervisors strategically pair CITs for triadic supervision. Additionally, they suggest supervisors should extend the time of triadic supervision sessions to ensure the needs of both CITs are met. Another study by Newgent, Davis, & Farley (2004) investigated CIT's reports of their supervisory experiences in individual, group, and triadic supervision. Results

indicated that CITs favored individual and triadic supervision more so than group supervision. Lawson, Hein, and Stuart (2009) studied CITs in triadic supervision and found that CITs are not afforded the same amount of individualized attention as they are in individual supervision. Furthermore, the pairing of CITs in triadic supervision should be treated with the utmost care. Ultimately, the study suggests further research is needed to increase understanding of the strengths, limitations, and dynamics of triadic supervision.

Currently, little research has been done using qualitative methods (Lawson, Hein, & Stuart, 2009) to evaluate the supervisory working alliance in triadic supervision, and even less when creative approaches have been utilized. Carson and Becker (2002) write “although the idea of creativity in counseling and psychotherapy is not new, a more cohesive and scientific treatment of this topic has not been commonplace in the literature (p. 111). Although empirical evidence is lacking for using creative approaches in triadic supervision to impact the working alliance, there is potential.

Creative Approaches in Counseling

Creative approaches can be described as having the ability to go beyond what is already known and communicated through the spoken word. A creative approach has the ability to unlock the information that is in the unconscious and under the surface of what is acknowledged (Sikes, 2001). In the counseling literature, Gladding (1992) describes expressive arts (synonymous with creative approaches) as any verbal or non-verbal form of conveying emotions or representing feelings, and that these expressions have the potential to heal and inspire. Gladding (1992) outlines the following strengths and limitations of expressive arts:

Strength 1: The arts help clients create and improve their self-concepts.

Strength 2: The arts enrich the lives of clients and counselors and help them see new facets of the world they may have previously missed. This new or renewed view of life is often energizing.

Strength 3: The arts help clients focus on what is troubling them and to gain direction. Through verbal and nonverbal means the dynamics underlying old problems become clearer and insight grows.

Strength 4: The arts are a natural way of conveying feelings and are socially acceptable. Emotions that are released through artistic expression are often therapeutic on many levels.

Strength 5: The arts promote flexibility and change. Clients who use the arts learn to stay open to new possibilities in their lives. The limitations of using the arts in counseling are tied to the persons and processes involved.

Limitation 1: One drawback to using the arts is that some individuals resist doing anything that is creative because they fear artistic expression is only for the very disturbed.

Limitation 2: A second limitation of using the arts is the ineffectiveness of them for persons who work as artists, who are concrete thinkers, or are mentally disturbed. In such cases there is resistance and little insight gained.

Limitation 3: A third limitation of using the arts is they may be misused by unskilled counselors (pp. 4-5).

Understanding these strengths and weaknesses is helpful for gaining clarity as to when and where creativity can be applied and used successfully within the counseling relationship. If the creative approach is used as a form of self-expression and language, then a counselor who asks

the client to describe their creation is not likely to do client harm (Sommers-Flanagan, 2007). However, the unskilled and untrained counselor should never attempt to interpret a client's expressions.

Creative Approaches in Supervision

May (1975) defines creativity as any intentional act aimed at producing a desired effect. In other words, a creative act can be any act in which thoughts, plans, and actions are put to work to achieve an outcome. Therefore, a creative supervisor has the potential to use a creative or expressive arts approach to best suit the developmental needs of the CIT's. The ability to be both flexible and adaptable to the changing needs in supervision are characteristics of creative supervisors. Flexibility within the frameworks of the IDM, Discrimination, and Working Alliance models certainly requires considerable knowledge, skill, and flexibility. Adding creative interventions serves as another dimension to the training and education of CITs.

The use of creative approaches in supervision implies a core understanding of the relational and procedural elements of supervision. Without this knowledge, supervisors run the risk of having their creative needs met while assuming such interventions will benefit supervisees. Using creativity appropriately in supervision allows CITs to tap into their own intuitive abilities, thus allowing them to view themselves and their clients from multiple angles. This, in turn, facilitates a deepened understanding of themselves and their clients (Wilkins, 1997). Once a CIT gains in self-awareness, they can begin to process client cases and issues related to personalization with greater understanding. Hopefully, this greater understanding and ability to conceptualize cases will cause the CIT to have increased confidence in their work (Wilkins, 1997).

Creative approaches are also often used in counseling and by other mental health professions to promote personal growth. Allen (1995), for example, suggests self-knowledge and spiritual development can be gained through creative acts. Lahad (2000) also discusses the significance of incorporating creative approaches into supervision, noting that the use of “metaphors, stories, images, and similar expressive media, whether therapeutic or in the supervision process, are based on the assumption that a story or image can represent the objective or the subjective perception of internal or external reality” (p. 15). In other words, creative approaches are another way to represent observations or experiences beyond the spoken word and therefore, can be useful in clinical supervision.

Research in Creative Approaches

Recent studies suggest creative approaches can meet the needs of those supervising CITs and those seeking professional licensure as counselors. A study by Gazzola and Theriault (2007) identified relational themes in counseling and supervision and described a process of broadening. “Broadening” is defined as using your thoughts and creativity to explore ideas. Additionally, the study finds an individualized approach in supervision may help individuals benefit from “Broadening,” or the creative process of exploring ideas.

A study by Pollick and Kumar (1997) examined the creative styles of supervising managers. A questionnaire was given to 93 supervising managers of a rail transportation company. Results of this study indicated that creative supervisors are likely to pursue the development of ideas from those they are supervising. These results reflect the notion that a supervisor who is mindful of the tenets of the working alliance will indeed strengthen the bond, and encourage the creative development of goals and tasks to meet the challenges at hand for all parties involved. More specific to clinical supervision, Whitlock, Faulkner, and Miell (2008)

suggest in their qualitative study that a collaborative approach to creativity in supervision can enhance the development of new knowledge. Collaborative creativity is described as “just as important within the sociocultural context of Ph.D. supervisory practice, as they are in other organizational and educational settings” (Whitlock et al., 2008, p 143). The collaborative piece in this study parallels the “collaboration to change” notion expressed by Bordin (1979; 1983) as a centerpiece of the working alliance theory. Finally, Koltz (2008) suggests that integrating creativity into supervision using Bernard’s DM has many benefits for CITs. These benefits include greater clarity of the issues at hand, a more integrated person, and the ability to integrate science and art, and logic and imagination (Koltz, 2008). Given these findings, it is clear there are benefits to using creative approaches in supervision that have the potential to enhance the supervisory working alliance, particularly, the goals and the tasks. The next section examines current research on different types of creative approaches used in counseling and supervision.

Types of creative Approaches

Music. Like other creative approaches, music allows individuals to explore the unknown aspects of themselves in a nonverbal way to achieve greater insights (Malchiodi, 2003). In the context of counseling, music therapy is defined by the American Music Therapy Association as:

"Music therapy is the clinical evidenced-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program" (American Music Therapy Association, 2010).

In addition, music therapists:

"assess the emotional well-being, physical health, social functioning, communication abilities, and cognitive skills through musical responses; design music sessions for

individuals and groups based on client needs using music improvisation, receptive music listening, song writing, lyric discussion, music and imagery, music performance and learning through music; participate in interdisciplinary treatment planning, ongoing evaluation, and follow up" (American Music Therapy Association, 2010).

Among the benefits of the therapeutic use of music is its potential to aid in the development of the intuitive abilities of a CIT (Bowman, 2003; Malchiodi, 2003). Music is also often used in conjunction with other creative approaches in counseling to deepen the experience. Gladding (1992) writes that when music is used in counseling, it can "soften the pain" and can help to make feelings "more concrete and understandable" (p. 3).

Narratives. Like music, stories or narratives can be central to counseling. "They help bring understanding to the process of discovering how our identity as counselors and outside knowledge can integrate and create new possibilities that lead to change" (Gladding, 1998; p.1). Telling a story is a narrative form of communication that has been used throughout history. Snyder (1997) views storytelling as a means for producing positive affects with clients in psychotherapy, while Roberts (2004) describes several ways storytelling is used as a means of communication:

1. Hearing family stories: Getting to know people and their unique life experiences
2. Theme stories: Asking for stories about particular content areas such as money, intimacy, betrayal, trust, relationships between individuals
3. Cohearing a story: Helping people to story events that are fragmented and in so doing, provide a cohesive flow to their lives

4. Restorying: Helping clients to "reauthor" stories that have been told in ways that are not working for them or not facilitating their ability to move on in life
 5. Inventing stories: Drawing on the power of imagination to create the future, hypothetical and/ or metaphorical stories and/ or fantasy stories that are representative of some of the issues clients are dealing with, but with animals, made-up people, in make-believe lands.
- (p. 32)

These examples for using narratives can easily be incorporated into supervision sessions with CITs. Supervisors and CITs can work together to uncover the knowledge or feelings behind the images and symbols produced in the narrative (Snyder, 1997).

Psychodrama. Psychodrama can be described as a "guided dramatic action to examine problems or issues raised by an individual (psychodrama) or a group (sociodrama). Using experiential methods, sociometry, role theory, and group dynamics, psychodrama facilitates insight, personal growth, and integration on cognitive, affective, and behavioral levels. Furthermore, it clarifies issues, increases physical and emotional well-being, and enhances learning and develops new skills" (ASGPP, 2010). Psychodrama is also suggested as an effective approach for addressing parallel process in supervision, which occurs when CITs take on the feelings of their clients or other CITs and express them as their own in supervision (Hinkle, 2008). Hinkle's (2008) approach for addressing parallel process in group supervision discusses the following techniques in detail: warm-up, protagonist, enactment, auxiliary egos, double, mirror, role-reversal, and replay. By using these techniques, supervisors and CIT's can construct vignettes to act out current situations in individual, triadic, or group supervision (Wilkins, 1995). Psychodrama can aid the development of supervisee intuitive abilities as they work to explore

the meanings behind their actions and stories. Additionally, psychodrama can be used to address any unfinished business from clients who have terminated early.

Visual arts. In addition to music, narrative, and psychodrama, the use of art materials in supervision can allow CITs to uncover the thoughts and feelings behind issues that arise in supervision (Jackson et al., 2008; Lahad, 2000). The visual arts can include any method or application for using art materials to draw, paint, sketch, or create any image imaginable (Malchiodi, 2003). Research conducted on the use of visual arts has shown that it can help facilitate the process of reflection in art-therapy internship students, (Deaver, & McAuliffe, 2009), aid high school students in expressing emotions appropriately (Veach & Gladding, 2007), produce overall health benefits, (Stuckey & Nobel, 2010), and facilitate counselor growth and self-care (Harter, 2007).

As noted, Koltz (2008) suggests integrating creativity into supervision using Bernard's Discrimination model has potential to be of benefit when used in counselor training. As CIT needs emerge in supervision sessions, supervisors can use creative approaches within the Discrimination model to enhance training and to potentially effect the supervisory working alliance. Another benefit of using a creative approach in supervision is that it teaches the CIT another approach to use with clients in a clinical setting.

The mandala. Creating a mandala has been used in counseling and supervision as a way to gain insight, process emotions, and awaken an individual's unconscious or inner wisdom (Jackson et al., 2008). Jung (1959) describes the creation of a mandala as being "an attempt at self-healing on the part of nature, which does not spring from conscious reflection but from an instinctive impulse" (p. 388). A recent study by Curry and Kasser (2005) examined the effectiveness of using mandalas to reduce anxiety. Unlike the study by Jackson et al., (2008),

Curry and Kasser's (2005) study examined the use of pre-drawn or pre-created mandalas. Results of the study indicated that anxiety levels decreased when participants colored a pre-drawn symmetrical form of a mandala with repeating patterns. Henderson and Rosen's (2007) study further identified the healing nature and the calming effect produced by mandalas. According to the authors, "The drawing of the mandala provides cognitive integration and organization to complex emotional experiences that will give a sense of personal meaning, as well as serving as a mechanism of therapeutic exposure" (p. 149). Qualitative analysis of their results further revealed that drawing mandalas helped participants identify feelings they may not have been previously aware were present. In essence, there are benefits from both pre-drawn mandalas and mandalas created spontaneously.

Mandalas have also been used for personality assessment. Frame (2006) describes "The Great Round of the Mandala," which was conceived by Joan Kellogg, a pioneer in the field of art therapy (p. 24; Kellogg, 1977). The Great Round was said to be comprehensive, including psychosocial, physiological, and spiritual dimensions. Kellogg studied thousands of mandalas and grouped them by design to identify their common themes. This led to her development of the Mari Card Test which uses the mandala as a personality assessment tool which is also frequently used in relationship and compatibility assessment (Frame 2006).

Mandalas have also been studied for use in clinical diagnosis and treatment planning. Kellogg (1977) describes the mandala as being historically represented as a symbol of the self. Therefore, when clients create mandalas, they are providing visual clues of present issues. In addition, the process of creating mandalas can generate deeper meaning for both the client and clinician. When deeper meaning is generated as a result of creating mandalas, there is great potential for their use in supervision.

Koltz (2008) integrated creative approaches in supervision with the discrimination model and instructed CITs to draw representations of clients, or sculpt them using clay or play dough.

Next, process questions were asked to help CIT's understand the meaning in their creations.

Koltz (2008) suggests the following process questions:

1. What are the themes or patterns connected with the drawings
2. What is different about the drawings
3. On the basis of this assessment, what inferences can be drawn with regard to the use of skills with each of these clients?
4. What is different for the counselor with regard to the drawing of the client with whom the counselor is having a difficult time using more advanced skills?
5. What is the supervisee doing with this client that might be useful with other clients?

(p. 421)

The process questions listed above can be applied when using clay or play dough (Koltz, 2008; Lahad, 2000). Koltz (2008) concludes that by combining creative approaches with Bernard's Discrimination Model, a marriage of art and science occurs which leads to a more "integrated person" (p. 426). Therefore, mandala making as a creative approach can also enhance the development of CITs (Jackson et al., 2008).

As noted, Jackson et al. (2008) suggests the mandala can be used as a creative approach in supervision to gain insight, process emotions, and awaken an individual's unconscious or inner wisdom. To clarify, a mandala is a circular drawing used to help CITs "process some of their very real and powerful emotions" (Jackson et al., 2008; p. 206). The mandala is said to represent wholeness. By drawing a mandala, or a circular image, a framework for intention is set, and a starting point is given (Allen, 1995; Malchiodi, 2003).

Allen (1995) provides the following instruction for creating a mandala:

1. Draw a circle. Make it large enough to give room for possibility.
2. Either free-hand or using a ruler, divide the circle into sections using lines, curves, or whatever forms are pleasing to you.
3. Choose a color scheme and literally fill the spaces of your design. You needn't plan the piece but rather let it emerge as you go along (p. 192).

Jackson et al. (2008) also detail the mandala activity used in supervision session for their study.

They suggest working in groups or individually while students are instructed to close their eyes and think "about the issue in supervision that they had been discussing verbally" (p. 203-204).

They are then directed to "breathe deeply and let images, colors, and forms come to them as they slowly center themselves and close their eyes" (p. 204). The supervisor then asks the CIT's

these specific questions:

1. What is happening between you and this client?
2. Who do you want to be with this client?
3. Who do you want to be as a counselor?
4. In 5 years, where do you want this client to be as a result of being in counseling with you?
5. What does this issue in supervision say about your reputation as a counselor? (p. 204)

CITs are then given a few moments to visualize the questions before they are instructed to open their eyes, and begin drawing their mandala as instructed similarly to those laid out by Allen (1995) but, with the addition of background music. CITs then process their mandalas verbally, further revealing dominant emotions about themselves and their clients (Jackson, et al. 2008).

The specific ways in which the mandala was incorporated into the supervision of CITs in this study are outlined in detail in the following chapter.

Summary

Incorporating creativity into triadic counselor supervision has the potential to enhance the supervisory relationship by promoting the intuitive aspects of counselor development and strengthening the working alliance (Koltz, 2008; Wilkins, 1995). Supervisors who apply creative approaches are considered to be helping supervisees to develop professionally (Koltz, 2008; Lahad, 2000) by allowing greater personal meanings of client-counselor relationships to be explored during triadic supervision. Moreover, CITs can advance the development of their intuitive abilities by examining personal meaning in professional relationships (Koltz, 2008; Wilkins 1995). Jackson, Muro, Yueh-Ting, and DeOrnellas (2008) suggest the mandala can be used in supervision as a way to gain insight, process emotions, and awaken an individual's unconscious or inner wisdom.

This chapter addressed the current empirical evidence and thinking surrounding the following constructs that were utilized in this study. These constructs include the effectiveness of integrating creative approaches in triadic counselor supervision. Strategies for supervision were examined with the focus placed on the Discrimination Model (Bernard, 1979), the IDM (Stoltenburg, McNeil & Delworth, 1998), and creative approaches, most specifically, the mandala (Allen, 1995; Jackson, Muro, Yueh-Ting, & DeOrnellas, 2008; Koltz, 2008; Lahad, 2000). The Working Alliance (Bordin, 1983) was highlighted as a key component for investigation in this study. A gap in the literature was identified in that little research has been conducted on the use of triadic supervision and no studies could be identified that used mandalas in triadic supervision.

Chapter III: Methods

This study investigated the effects of applying the mandala in triadic supervision on the supervisory working alliance. A constructivist approach was used as to allow the researcher and participants to co-construct understanding of the responses. Furthermore, a constructivist approach is based upon the notion that information and knowledge is a result of a collective process (Hatch, 2002), and in this study, knowledge was created by the primary researcher and participants. Chapter 3 will discuss this study's research design, setting and participants, theoretical models used by the supervisor, data collection procedures, data analysis procedures, researcher qualifications, and the limitations of the study.

Researcher Relationship to the Data

I, as the researcher, am a doctoral candidate in Counselor Education and Supervision, a Licensed Professional Counselor (LPC) and a Nationally Certified Counselor (NCC). I have completed 13 graduate hours of coursework in Art Therapy and have received 50 direct client contact hours of clinical supervision from a Registered Art Therapist (ATR). Additionally, I have an undergraduate degree with a focus in visual art. In creating my own art, I experienced the clarity and awareness the process of art-making can bring to a subject. Clarity and awareness was also something I often found myself needing in my own clinical supervision. Therefore, I decided to combine the two concepts of creativity and clinical supervision in order to develop a potential intervention strategy. After reviewing current literature, I saw the call for research focused on the area of triadic supervision. (Bernard & Goodyear, 2009; Lawson, Hein, & Stuart, 2009; Neswald-McCalip, Sather, Strati, & Dineen, 2003; White & Queener, 2003; Wood, 2005). This led to the conceptualization and implementation of this study.

Research Design

This study used qualitative research methodology to investigate the effects of applying creative approaches in supervision with CITs. This study was guided by the broad themes of the following research questions:

RQ1: Do CITs think the mandala as a creative approach in triadic supervision has an impact on the working alliance between supervisor and supervisee(s)?

RQ2: Do CITs who use the mandala as a creative approach in triadic supervision report increased levels of confidence in their work with clients or enhanced clinical development?

RQ3: Are CITs who use the mandala as a creative approach in triadic supervision more likely to use creative approaches in their work with clients?

The questions used in the interviews with CITs were then divided into more specific questions.

They are as follows:

In what ways, if any, did creating mandalas during supervision sessions help you to develop goals for supervision?

In what ways, if any, did creating mandalas during supervision sessions help you to find solutions to clarify tasks (i.e., clinical focus with clients, personal feelings, personal goals)?

In what ways, if any, did creating mandalas in supervision sessions have any impact on the bond between yourself and your supervisor?

In triadic supervision, what ways if any, did creating mandalas have any impact on the bond between yourself and your fellow CIT?

In what ways, if any, do you feel more confident in your work with clients as a result of creating mandalas in supervision?

In what ways, if any, did you think creating mandalas in supervision had an effect on your clinical development?

Under what circumstances, if any, do you see yourself creating mandalas with your clients?

Would you like to offer any additional feedback or comments?

Setting and Participants

The study took place upon each participant's successful completion of their master's level practicum and internship courses in counselor education for the spring semester of 2010. Participants in the study were drawn from a CACREP accredited, masters level counselor education program at a large Southern University. Participants enrolled in practicum were required to attain a minimum of 100 hours of clinical experience over the course of the semester. Participants enrolled in internship were required to attain a minimum of 300 hours of clinical experience over the course of the semester. These practicum and internship requirements are in accordance with standards set forth by the Council for Accreditation of Counseling and Related Educational Program (CACREP, 2009).

In addition to clinical hour requirements, participants enrolled in practicum attended 3 hours of group supervision in the form of a weekly scheduled course, while those enrolled in the internship course participated in two hours of group supervision, also in the form of a weekly scheduled course. It is important to note that I (the primary researcher) was present in all group supervision sessions. This was a result of my being enrolled in an instructorship position which allowed me to work with the professor teaching the internship and practicum courses. Participants also met weekly with a placement site supervisor for a minimum of 1 hour per week. Participants met 1 hour per week on the university campus for supervision with me, the doctoral student supervisor conducting this study. Doctoral supervision consisted of triadic supervision sessions.

This study examined creative approaches used in doctoral supervision only, although participants certainly may have experienced creative approaches with site supervisors. At each session, participants were expected to be prepared for their triadic supervision sessions for this study by having prepared case conceptualizations, case notes, video-recorded client sessions from their placement site, and by discussing any issues or concerns they may have related to their placement experience.

Approaches Used in Supervision

At the start of the spring semester, CITs began receiving triadic supervision at the university from their program assigned doctoral supervisor. The assigned doctoral supervisor was also the primary researcher in this study. Throughout the spring semester, the doctoral supervisor conducted triadic supervision sessions with CITs using the guidelines of the Discrimination Model, the IDM, and the Working Alliance model. CITs were familiarized with the guidelines of both models of supervision to ensure CITs were aware of supervisor expectations (Olk & Friedlander, 1993). In addition, the creative approach of creating mandalas was incorporated into triadic supervision sessions at the start of the semester, mid-term, and the final week. It is important to note that creating mandalas was only a suggestion of the supervisor and not a mandate. However, given the hierarchical and evaluative aspects of the supervisory role, it is possible CITs would create a mandala to please their supervisor. Finally, Supplies for creating mandalas were kept available at all times to accommodate CITs who desired to create one. CITs used paper (black, white, and colored), markers (both thick and thin line), oil pastels, and chalk pastels to create their mandalas in supervision sessions.

Data Collection Procedures

Following approval from the Institutional Review Board, CITs who received doctoral supervision incorporating creative approaches were invited to take part in the study via email. Students were recruited following their completion of the 2010 Spring semester. The timing of the recruitment schedule was done to ensure that participants would not be concerned that their responses would influence their performance evaluations or class grade. CITs were not aware that they would be invited to participate in this study prior to completing their spring semester requirements.

Demographics

There were a total of 7 (n=7) participants, all female, ranging in age from 23 to 44. Six CITs were completing the clinical mental health track of their program, while one CIT was completing the school counselor track. Of the 6 CITs with placements in mental health settings, 3 had completed practicum, 1 had completed her first semester internship, and 2 had completed their second semester internship. The CIT in a school counseling setting also completed her second internship. Additionally, 4 of the CIT participants had an undergraduate degree in psychology. The remaining 3 participants had undergraduate degrees other than psychology.

Participants were given an electronic copy of the informed consent document outlining the details of the study and measures taken to ensure confidentiality (see Appendix A). They then scheduled an individual interview with the researcher, which ranged from 30 to 45 minutes. CITs were instructed to sign the informed consent if they wished to participate and return the form to the researcher prior to beginning their scheduled interview. Upon completing the informed consent document, participants were asked to complete a demographic questionnaire (see Appendix B).

Data Analysis Procedures

Interviews were recorded and later analyzed to identify potential themes. The primary researcher used a constructivist approach that allowed both the researcher and participants to co-construct understanding and meaning in the interviews (Hatch, 2002). The interview approach was formal, although flexibility was emphasized by the researcher in order to allow the interview to “move in the direction the informant takes,” while maintaining the structure of the interview questions (Goldman, 1992; Hatch, 2002, p. 95).

Once all the data was transcribed, open-coding was performed to identify tentative themes or codes (Berg, 2009). These tentative codes were then grouped together forming the focused codes, which were developed using the framework of the supervisory working alliance as well as those that were generated spontaneously. Once the focused codes were identified, they were axial-coded or grouped into potential categories based on similarities and differences (Jones, Torres, & Arminio, 2006). After axial-coding, I, the researcher, performed my interpretation of the data. Revisions of categories took place as I deemed necessary. Finally, the findings were analyzed and then related back to the literature and research questions (Berg, 2009).

Verification. In order to establish trustworthiness, reflexive subjectivity was implemented. Reflexivity requires researchers to address the following questions:

1. Why is it that I am engaged in the present study? What is it about me that led me to this study?
2. What personal biases and assumptions do I bring with me to this study?
3. What is my relationship with those in the study? (Jones, Torres, & Arminio, 2006, p.125).

In response to these questions, I have provided detailed responses while addressing the researcher's relationship to the data and in the limitations of the study, which are both found in this chapter. In order to further increase the credibility and validity of the results, triangulation was employed (Berg, 2002). To that end, an experienced qualitative researcher reviewed the coding and analysis results of this study.

Reciprocity. Participants were entered into a drawing to win a \$50 gift card from Target as a form of reciprocity. Participants were given the option to enter their contact information on the demographics questionnaire (Appendix B) in order to receive the gift card if their name was drawn. A single participant name was drawn from a hat and she received the gift card.

Findings and Significance

These findings have the potential to be significant for counselor educators, practitioners, CITs, and supervisors as they generate support for a creative intervention with potential to strengthen the working alliance in triadic supervision. In addition, findings may contribute to the current research in the area of outcomes for triadic supervision. Finally, the study's results could awaken clinical supervisors, along with counselor educators and practitioners, to the potential benefits of incorporating creative approaches in the training of counselors within, and outside of, the supervisory element of training.

Limitations

In any qualitative research study there are potential factors that could limit the final outcome. One possible limitation of the study is the potential for interview questions to be susceptible to interviewer effects and leading questions. This potential exists due to the formal qualitative interview approach being used to gather information and myself, as the primary researcher, also having provided doctoral supervision to the CITs. Furthermore, as a result of my

being in the same counseling program, albeit as a doctoral student, I had contact with the CITs in formal and informal settings on the university campus. For example, at times I was a co-instructor in their classes, and I also had informal conversations when meeting by chance on campus. Another potential limitation might be a result of the triadic supervisor's degree of familiarity or experience with creative approaches and my on-going developing as a supervisor-in-training. Counselor educators, practitioners, CITs, and supervisors may not necessarily have a background in the arts which may lead them to feel unskilled in using creative approaches.

As noted in chapter one, a convenience sample was used for this study due to the limited number of potential participants enrolled in the master's level counseling internship courses and counseling practicum course. In addition, the primary researcher is a doctoral candidate in the same counselor education program as the participants and will have provided prior doctoral supervision using creative approaches and the mandala to two of the current participants during an earlier practicum and internship courses. Another limitation is the power differential in supervision and how it may have unconsciously played a role. For example, the potential existed for the research to using the discrimination model to increase changes for a successful intervention by picking a focus area and role that would be more conducive to using a mandala. Furthermore, in my use of the supervisory working alliance model, I may have assumed the bond was strong because the supervisee never questioned the use of the mandala due to the hierarchical and evaluative aspects of supervision

Finally, as the researcher, limitations include my feelings about the working alliance and the roles and functions of a supervisor. I adhere to the notion that the components of the working alliance (goals, tasks, and bond) are integral to the quality of the working relationship between supervisors and supervisees and are critical for facilitating positive supervision

outcomes. The formation of the bond and the development, maintenance and agreement of the tasks and goals of supervision are fundamental to the training of CITs generally and, more specifically, remain a core component of facilitating positive supervision outcomes.

Chapter IV: Results

The primary focus of this chapter is to report the results of 7 interviews with CITs in the order they were examined. During the initial stages of the data analysis, I performed a line-by-line examination to develop categories or themes (focused codes) that were conveyed in the data. I started by focusing on responses generated from each individual interview question. Second, I grouped the data into subcategories (axial coded) based on similarities and differences (Jones, Torres, & Arminio, 2006). Third, the data were interpreted and organized using the theoretical constructs of the IDM (Levels 1, 2, 3, & 3i), and the Discrimination model (teacher role, counselor, role & consultant role) when applicable. Finally, the data were interpreted according to the theoretical constructs of the supervisory working alliance model (goals, tasks, & bond).

The following discussion section includes the focused codes and axial codes that were identified after examining the data generated from seven interviews. A matrix is provided to identify the codes, along with supportive statements from the data. A discussion of the data follows.

Table 1: Impact of the Mandala

Impact of the Mandala: Focused Codes

Goals	Tasks	Bond with Supervisor	Bond with CIT
“different way to process...what was happening throughout the supervision process”	“in making them you have to decide what is really effecting you right then”	“I would say it increases the bond because...it was an opportunity to take a break...just to be expressive”	“they have a lot of the same feelings about the same anxiety...brings you close together in realizing you’re not by yourself.”
“a goal would be how can I reduce anxiety in practicum”	“by making mandalas, I was able to see where I was at with my skills as a counselor”	“finding out that they[supervisor] had those same feelings too”	“creating mandalas ...felt more comfortable about it”[opening up in triadic supervision]
“helped me focus”			
“pinpoint different things that I really needed to work on”	“personal feelings...going along the lines of counselor identity”	“understand me better...in a way other than just me verbalizing”	“able to share in common experiences”
“able to ...a picture....where I needed to go”			
	“values that I held that I knew I needed to work through”	“the bond, which of course was developed throughout the time, but then also with the mandala, to be able to just get everything out on paper at once”	“when she would talk about her mandala stuff, it made be get to know her a lot better”
“what I wanted to achieve with my clients”	“allowed me to see...the positive aspects of counseling”		“interesting to see how similar I was to the other CIT”
“I might not have brought up some of those things [feelings and counseling skills] without doing the mandala”	“helped me to work through it”[confusion and frustration]	“cemented the relationship because it wasn’t so black and white”	“likes hearing what my other CIT went through at a different site”
	“helped me to connect with what I was feeling”		

Table 1: (Cont.)

Impact of the Mandala: Focused Codes (Cont.)

Enjoyable Approach	Confidence	Calming Effect	Potential Benefits
“it felt nice to be able to have the creative outlet and just have the sessions of talking”	“it gives you more confidence because you know where you are”	“They were a calming sort of thing during a pretty chaotic semester”	“with any adolescents, it could be, you know, a good icebreaker”
“there are so many ways to be creative or not creative with it”	“I increased my own self awareness”	“really did help reduce my frustration level”	“actually, [in] one of our [adolescent] groups, we did create mandalas...through creating them, they actually sat there...without making a sound”
“I’ll always be able to go back and look at that and say, that’s the first time I’d ever tried to be a counselor”	“allow me to be more confident in session with clients and to stop the second guessing”	“sitting down and having time to do the mandala, really helped [me] see just how I was developing as a counselor”	“I think adolescents especially...it would be really helpful for them to express themselves through mandalas”
“a way to be expressive for people who maybe don’t express that way as often”	“you could see how it [counseling skills] changed from beginning to end”	“I can look at them and it’s nice to see how you developed”	“with [high-school] students who are stressed out about what they are going to do when they graduate”
	“with a client in the future, I could use that”		“with clients who are more apt to creativity”
	“Self-reflection, just getting to know more about myself”		“something that should be used by all supervisors”

Discussion of the Focused Codes

The first focused code identified was “goals.” Within this theme, CITs discussed how creating the mandala was helpful for them in identifying goals. One CIT stated that creating the mandala “helped pinpoint different things that I really needed to work on.” In other cases, the items or goals they sought to develop were personal and professional. Personal goals included themes of managing emotions viewed as obstacles for learning and development. Professional goals included a desire to better understand the process of supervision and working with clients. Therefore, the development of this focused code clearly reflected the goals component of the supervisory working alliance.

The second focused code identified was “tasks.” Within this theme, CITs discussed how they were able to develop tasks for achieving goals upon creating the mandala. In fact, it seemed creating the mandala itself could be identified as a task that could be undertaken to help achieve goals. One CIT stated that “it helped me to connect with what I was feeling.” Another stated, “in making them, you have to decide what is really affecting you right then.” Overall, CITs expressed the idea that creating mandalas helped them to identify the tasks of uncovering personal feelings. Therefore, the development of this focused code clearly reflected the tasks component of the supervisory working alliance.

The third focused code identified was “bond with supervisor.” This theme was developed as CITs talked about the strengthening of their relationship in terms of developing mutual liking, trust, and respect with their supervisor as a result of creating the mandala. CITs discussed how creating the mandala afforded them the opportunity and the time to devote to uncovering feelings about the supervisory relationship. It was in talking about their feelings and uncovering common ground with their supervisor that helped to strengthen the bond. One CIT

said that in creating the mandala, “you’re, you know, vulnerable,” and you are “finding that they [the supervisor] had those same feelings too when they were going through practicum.” Another stated that making mandalas “cemented the relationship because it wasn’t so black and white.” Therefore, the development of this focused code clearly reflected the centrality of the bond component of the supervisory working alliance.

The fourth focused code identified was “bond with CIT.” Within this theme, CITs talked about their ability to “share in common experiences” while making the mandala. CITs talked about “seeing” commonalities in each other’s mandalas. Common themes included feelings about the process and learning about one another’s experiences that may not have come up if not for creating the mandala. One CIT talked about herself and her fellow CIT in triadic supervision as being “able to bond more because again, rather than having to verbalize it, you could just look at it as a whole...and sometimes, it would bring up things maybe you didn’t want to talk about...then through creating the mandalas, maybe [you] felt more comfortable about it.” The development of this focused code reflected the bond component of the supervisory working alliance. However, it is specific to the trust and compatibility between the CITs themselves.

The fifth focused code identified was “enjoyable approach.” This focused code captured the responses that highlighted CIT’s thoughts and feelings about creating mandalas in supervision. CITs discussed creating mandalas as being “relaxing” and that it “felt nice” to have a form of communication other than supervision “sessions of talking.” Additionally, CITs discussed that creating mandalas was not just enjoyable for persons with creative acumen, but that even those who self-described as having no creative abilities at all could enjoy making mandalas. The development of this focused code reflected the tasks of the supervisory working alliance as it deals with the action of creating the mandalas to address aspects of the counseling

process. Additionally, this focused code reflected the bond of the supervisory working alliance as compatibility is often a part of experiencing enjoyment from the supervisory relationship.

The sixth focused code identified was “confidence.” Within this theme, CITs discussed the confidence gained from creating mandalas in the areas of self-awareness, personal growth, and helping clients. CITs talked about the process of expressing themselves through creating the mandala. They stated that it was an additional way for them to gain insights into their struggles with their own thoughts and feelings and with clients. Additionally, being able to see their thoughts and feelings in images helped them to have gain new perspectives. One statement evidencing this notion was, “I think just knowing what your feelings are by creating them, you can help your clients better, and it gives you confidence because you know where you are.” Therefore, the development of this focused code reflected the goals of the supervisory working alliance as CITs are enlarging their understanding of themselves and their clients.

The seventh focused code was “calming effect.” This theme identified feelings of relaxation and ease as a result of creating the mandala. Such statements as “they were a calming sort of a thing during a pretty chaotic semester,” and that the mandala “really reduced my frustration level” helped to identify the mandala’s relaxing effects. Furthermore, additional benefits for increasing CIT development were identified as a result of the calming effect. One CIT stated that “sitting down and having time to do the mandala really helped [me] see just how I was developing as a counselor.” The development of this focused code reflected the goals of the supervisory working alliance as CITs are experiencing an increased awareness of self and their impact on the process.

The eighth and final focused code identified was “potential benefits.” Several potential benefits for creating the mandala were identified. CIT responses indicated that creating

mandalas can be a “good icebreaker” for work with adolescents in individual and group settings. Overall, CITs could see potential for creating mandalas with clients who would benefit from experiencing the same process oriented results as they had in triadic supervision. A CIT also stated that creating the mandala would be beneficial for high-school students “who are stressed out about what they are going to do when they graduate.” This statement clearly paralleled CIT’s sentiments about their own experience in creating mandalas in triadic supervision to process feelings about plans after graduation. Therefore, the development of this focused code clearly reflected the goals of the supervisory working alliance as CITs are learning to apply concepts and theories. The following figure (Figure 1) describes the axial codes that were generated upon deeper examination of the eight focused codes previously discussed. A description of each axial code follows Figure 1.

Figure 1: Impact of the Mandala Axial and Focused Codes

Axial Codes

Focused Codes

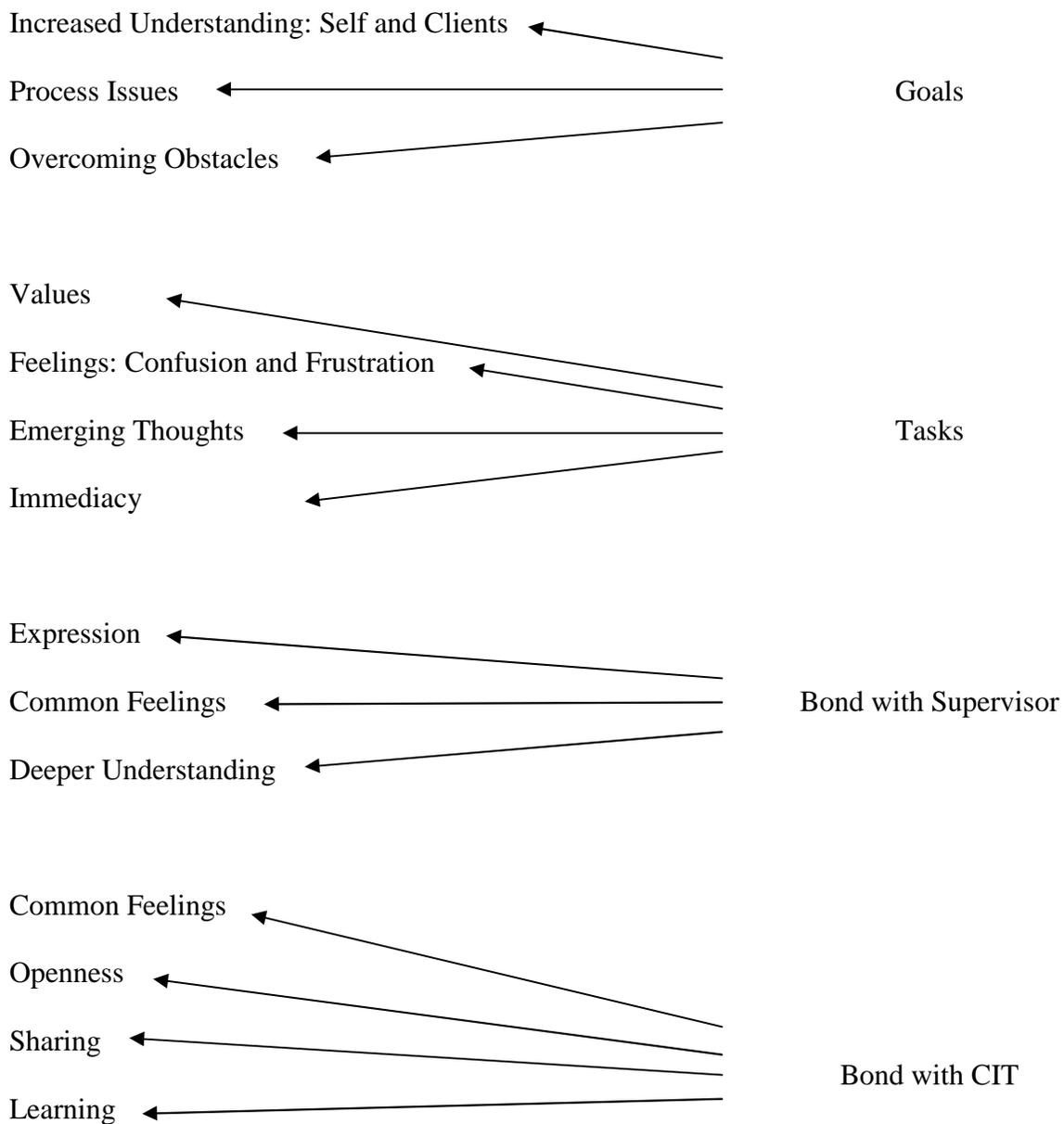
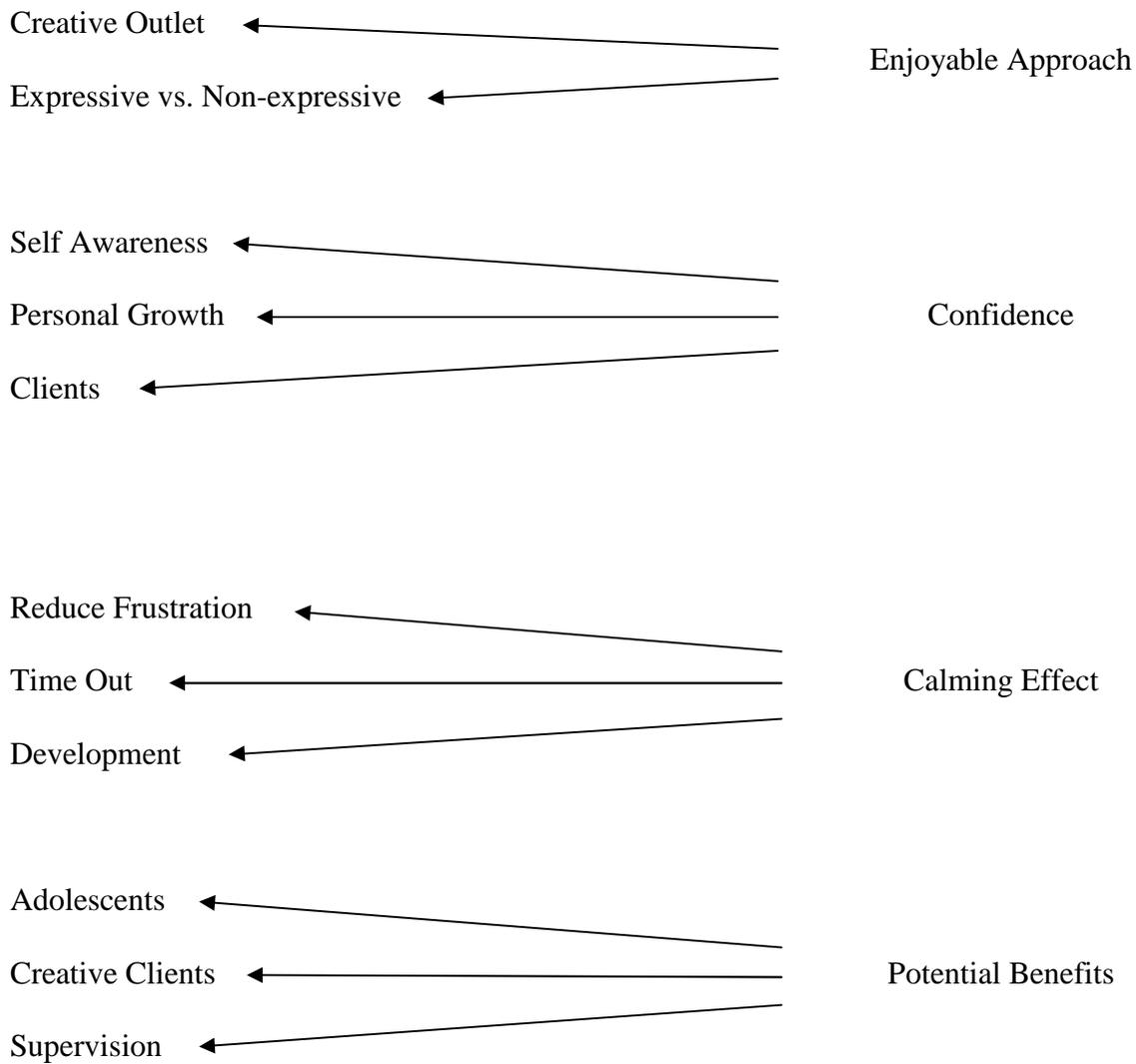


Figure 1. Impact of Mandala Axial and Focused Codes (Cont.)

Axial Codes

Focused Codes



Discussion of the Axial Codes

From the eight focused codes, a total of twenty-five axial codes were developed. The axial codes were generated as a result of grouping the data into categories based on similarities and differences. The results are as follows.

Goals. Within this theme, three axial codes were identified: increased understanding of self and others, process issues, and overcoming obstacles. In the first axial code (or subcategory), CITs talked about how creating mandalas increased their understanding about themselves and their clients. One statement that supported the theme of understanding themselves is,

it helped me kind of pinpoint different things that I really needed to work on. ...going into creating them, I wouldn't really even know what I was gonna include in it, or [I] might have a little bit of an idea. But, then, as I kind of got going, more things would come to mind. And, maybe just different situations that I needed supervision...So, it was very helpful to just kind of see everything [the process of training] as a whole, and really recognize different areas that I needed improvement on.

Within this statement, the CIT described the common feelings of being reliant upon the supervisor for guidance, as is consistent with a CIT who is in the Level 1 stage of the Integrated Developmental Model (IDM). However, it was also stated that in creating the mandala, goals for supervision were gained in the area of self-understanding. Moreover, goals for understanding clients also increased, as evidenced by the following statement:

I think when I made the mandalas, it really showed more of my personal goals... and, what I wanted to achieve with clients...it allowed me to see kind of what I wanted to see with my clients in the future, and just how I wanted to see myself in the future as a counselor... like creating a good bond with my clients and just being there for them.

Here, the CIT described how creative expression in the form of creating the mandala provided her an avenue for developing an image of herself in her future work with clients. It also illustrated an acknowledgement of, and interest in, her continued professional development.

In another statement, increased understanding about the client's experience in the counseling process was identified:

Creating the mandalas allowed me to get my feelings on paper, and just like see them and see a process that I had gone through, and so it kind of allowed me to more relate to a client in the fact that they go through a process also, you know of counseling, and so it did make me feel more confident you know because if I'm able to look at my feelings and what I've you know, been through throughout the past semester, then hopefully, I'll have more patience with the clients as they are trying to understand their own process of change. I just felt like I had more patience, and I felt like I knew more of how I was thinking about the client...how you know, what colors I would draw and things like that. So it helped me to be more open to what I was thinking.

Within this statement, the CIT conveyed her thoughts about how the process of mandala making and identifying feelings through her chosen colors helped her clarify and better understand her feelings and how they paralleled the feelings of her client(s). This is known as parallel process in supervision and identifying parallel process is not a skill that is typically possessed by a CIT (Bernard & Goodyear, 2009; Stoltenberg, McNeil, & Delworth, 1998). Identifying parallel process is an ability of skilled and advanced level counselors. In other words, the mandala offered a lens by which this CIT was able to gain insights that were atypical for someone in her stage of the training process. However, it is important to note that the CIT was not aware of the clinical terminology for the parallel process. Overall, the development of this axial code reflected the goals of the supervisory working alliance as CITs discussed the increased awareness of themselves and their impact on the process.

The next subcategory in this theme is "process issues." Process issues can be described as any concerns that may arise, related to both the act of counseling, and professional development as a counselor. According to a CIT in her first internship, creating mandalas was "a different way to process what was happening throughout the supervision." Another CIT in her

practicum described just how she used mandalas to process issues differently from talking about them.

I had anxiety, so a goal would be... how can I reduce anxiety in practicum...and so just by drawing them [mandalas], I would make a little code and what colors went with what word or feeling or whatever I was going through.

This statement described how CITs make associations between color and feelings or events that they experienced and then, they incorporate those colors into their mandalas. This act provided them an opportunity to “process” or work through any issues they were experiencing as a result of practicum. In this case, the issue being processed was “how can I reduce anxiety?” The development of this axial code reflected the goals of the supervisory working alliance as CITs were working to enhance awareness of process issues.

The final subcategory to emerge from this theme was “overcoming obstacles.” Obstacles for CITs include anything that can stand in the way of learning and developing as a counselor. A CIT in her final semester of school counseling internship stated,

The mandalas helped me especially going from internship one, to [internship] two and realizing like, what goals I needed to work on...because I saw like where I'd come from, you know, from the beginning of the semester. And like all those feelings, and growth experiences...and then, at then end of the semester, I realized you know, where I'd kind of gotten stuck. And so it was better for me to be able to see like, I guess, a picture, you know? [Of] where I needed to go.

This statement illustrated the CIT's ability to visually see her progression in the colors and images she created in the mandala, and then notice a lull in her learning and development. In her identifying where she had “gotten stuck,” she was able to plan and overcome her obstacle.

In another example, a CIT in her first practicum described how mandalas helped her overcome obstacles.

I think by making the mandalas, I was able to see kind of where I was at with my skills and as a counselor and how I was feeling about the whole process. I would kind of make my mandalas [to represent] how I was feeling. Like, I kind of started off trying a lot of

things [that] I knew I was feeling and I was expressing that through the art and the mandalas and then, as I went through, I also started showing how I had started feeling more comfortable... understanding the clients I was working with and some other goals I set. And just feeling like I was mastering the counseling skills better... I showed that kind of that growth through my mandalas and it was able to help me see that and express that through the drawing...I would use different colors to show my progression, like as a counselor, like first, I was really anxious and I would use the dark, the reds and the blacks, and I started using the more blues and greens for when I started to feel more comfortable, and like I was like feeling good about my skills.

In both statements, the CITs, although at different points in their clinical training, were able to use the creation of the mandala to overcome uncomfortable feelings and visually identify their own emotional and professional growth. Additionally, their accounts revealed how colors can facilitate the identification of otherwise unknown obstacles to personal and professional growth. Therefore, the development of this axial code reflected the goals of the supervisory working alliance as CITs were working to overcome obstacles.

Tasks. Four subcategories were identified within this theme. They included values, feelings-confusion and frustration, emerging thoughts, and immediacy. When talking about tasks, identifying values was recognized as being an action taken to achieve the goals within supervision. In supervision, a task may often involve identifying personal values without imposing them on the client. This was addressed in the following statement.

...seeing the mandalas as a whole helped me clarify... personal values that I held that I knew I needed to work through in supervision, to be able to you know, keep my same values but not press them on the client.

Clearly, the need to understand personal values was an important topic for supervision, and CITs continually worked to better understand themselves through knowing their values, which also helped them to develop an appreciation for the values of others. The development of this axial code reflected the tasks of the supervisory working alliance as specific actions were identified to aid in achieving the goals of supervision.

Equally as important to understanding personal values was the ability to identify and experience feelings without having them impact one's work with clients. "Feelings: confusion and frustration was the second subcategory or (axial code) under the theme (focused code) of "Tasks." Common feelings expressed were frustration and confusion. Statement's like, 'because in the middle of class, it felt like we were all pretty frustrated,' and "I had a lot of confusion" are helpful in illustrating this point. The following statement further supported this theme.

I had a lot of confusion, and ... frustration during my [practicum] experience, and it kind of helped me to clarify that and work through that, so that I could stay focused on what I was trying to do in my practicum. I guess it helped me to connect with what I was feeling. And then, I guess it kind of focused on what I was doing and why I was there.

This statement identified how creating the mandala was used as a process for identifying and connecting with a feeling in supervision. Feelings of "confusion" and "frustration" are important to process, as they can have a negative impact on the CIT's relationship to their client or their overall impression of the counseling field (Henderson & Rosen, 2007). The development of this axial code reflected the tasks of the supervisory working alliance as feelings were addressed as a result of the dynamic nature of the alliance and by the notion that conflict, in various forms, is inevitable and provides an opportunity for growth (Bordin, 1983). The following statement illustrated an example of how feelings can impact a CIT's impression of the counseling field. Additionally, it addressed how those feelings were processed using the mandala, and the new thoughts that emerged as a result of the process.

Well, a goal that I had was just deciding if I wanted to be a school counselor or not. I was having a lot of turmoil with that decision, so [as far as] personal feelings, I had a lot to clarify, ...like is counseling something I want to do or not. The mandala allowed me to see...the positive aspects of counseling and what I'd been doing, as well as the areas that I wanted to see if I could change. So, you know, there was a light at the end of the tunnel, as far as getting done with school and also little bright lights along the way with different clients that I worked with.

This CIT went on to describe her thought process behind the visual images in her

mandalas. She described how she used the color “yellow” to represent “bright lights” or “happy moments” where she had feelings of success and fulfillment during her second semester of school counseling internship.

...yellow [represented] just a happy moment that either happened while counseling, or a happy moment that happened at a school, and so a specific person that I worked with and it was successful, so it kind of was bright lights.

For this CIT, her visual depictions of the points during her training where she felt successful or fulfilled provided her an avenue for producing new or emerging thoughts. “Emerging thought” is the third subcategory (axial code) under the focused code of “Tasks.” In this case, the new emerging thoughts included the decision whether or not to go forward in the field of school counseling. The development of this axial code reflected the tasks of the supervisory working alliance as thoughts were being addressed.

The final subcategory (axial code) to emerge under the focused code of “Tasks” was immediacy. CITs described the creation of mandalas as a process that would allow themes and ideas to emerge that may not have been identified otherwise. Take for instance, the following statement,

I find them very useful and I think it’s a good way to draw out issues that typically aren’t or may not be talked about just in general, and helps just bring everything together as a whole...

In this statement, the CIT is referencing how hidden or subconscious issues surface during the process of creating mandalas. For example, during the creation of a mandala, the CIT was thinking about events and feelings related to their training process. Concurrently, they were producing images and using color to convey their experience. One CIT stated, “I think in making them, you have to decide what is really affecting you right then.” Therefore, the process of creating mandalas brings about an immediate response to any issues or concerns at hand. The

development of this axial code reflected the tasks of the supervisory working alliance. Tasks were reflected as thoughts and feelings were addressed which helped the CIT take action to achieve goals.

Bond with supervisor. This theme (focused code) generated the three subcategories of expression, common feelings, and deeper understanding. The first subcategory (axial code) was expression. Although CITs have opportunities to bond with their supervisor over time, they can also bond by being expressive. This is supported by the following statement,

I really appreciated the opportunity to just take a break from the, really the taping, the discussing what was going on in class, and [then] doing something like the mandala. I found it relaxing and so, I would say that, that increases the bond because it's a nice break and it's a chance just to be expressive and not worry about the other things that go along with the supervision process.

In this statement, the CIT mentions “taping” and “class” which are two areas of supervision where they were being evaluated and often times, graded by the supervisor. In this statement, the CIT has communicated that the process of creating the mandala is relaxing, due to nature of the activity. No grade was assigned to the mandala and it felt like a “break” to the CIT even though it was an approach tailored for use within the supervisory relationship. Therefore, the CIT felt that making mandalas was “relaxing” and in turn, fostered the bond with the supervisor. The development of this axial code reflected the bond of the supervisory working alliance as the relationship was being developed.

The second subcategory (axial code) identified under the focused code of “Bond with Supervisor” was that of “common feelings.” In the following statement, the CIT mentioned feeling “vulnerable” while making the mandala. It is through her vulnerability that she had the experience of shared feelings with her supervisor. The CIT stated,

I think making them your putting yourself out there and so that does create that bond because you're you know vulnerable and um opens up and maybe finding out that they had those same feelings too, when they were going through practicum.

In this instance, the CIT had uncovered feelings while creating her mandala and, in sharing them, she felt vulnerable. She then went on to state that she found out that "they had those same feelings too," and it is understood that she is speaking of her supervisor. In this situation, the supervisor disclosed that she had the "same feelings" during her training. The sharing of similar feelings is known as "normalizing" in counseling (Young, 2009). The development of this axial code reflected the bond of the supervisory working alliance as once again, the relationship was being developed.

The third subcategory (axial code) to emerge from the focused code of "Bond with Supervisor," was "deeper understanding." "Deeper understanding" was achieved via the mandala making process as described in the following statement:

I felt like then sometimes, I couldn't even verbalize everything that was going on in the mandala, but I, you would be able to see it, [what was going on] and so sometimes you could even say, ok well I see you used this color, um is this what you're thinking, and I'd be like, oh yeah, and I didn't even maybe recognize it... I think it just helps us understand one another better. So that bond I would say was strengthened. Um, just through doing those and talking about them.

In this statement, the CIT referenced a particular instance where she was making a mandala in supervision. She described how her supervisor pointed out a possible connection by being familiar with the CIT's use of color in her mandalas. In this case, the supervisor's knowledge of colors and symbols used by CITs in the creation of mandalas was a means for creating and/or maintaining quality relational and procedural elements of the supervision dynamic. Furthermore, when considering the supervisory role under the discrimination model, the supervisor would have been using the "teacher role," as she was guiding the CIT in the process of discovering deeper understanding. Also, it is important to note

that the CIT mentioned the bond between herself and her supervisor as being “strengthened.” The strengthening of the bond may have been due to supervisors’ ability to recall the meanings assigned to the colors by CITs. The act of remembering CIT’s detailed feelings as expressed through their color usage may have impacted or strengthened the bond.

The bond is mentioned in another statement as it related the CIT’s deepening understanding of herself while creating mandalas. The CIT stated,

Starting off in supervision, I think it can be very heavy on just skills...and so the mandala really opens it up to it being more about personal growth as a counselor instead about it being all about the counseling aspect of it, you know? Me as a person, as a counselor, I grew in the process. And so that’s something that wouldn’t have happened if we wouldn’t have had the bond which of course was developed throughout the time but then also with the mandala....

The CIT stated that in addition to the bond with her supervisor being developed over time, it was also developed during the creation of the mandala. She also described her experience of mandala making as being focused on “personal growth” as a counselor and not on the skills or the training process. As mentioned earlier, no specific content or subject guidelines were given to CITs in making mandalas. They were free to generate any images or themes related to their experience as a CIT. In this case, the CIT used her mandalas to focus on her personal growth as a counselor, and used her mandalas to create images that represented development over time or, as she stated, she “grew in the process.” For this CIT, her having an outlet for self-focus via the mandala in supervision deepened her understanding. Therefore, the development of this axial code reflected the bond of the supervisory working alliance as there was a shared responsibility for the process.

Bond with CIT. This theme (focused code) generated four subcategories: common feelings, openness, sharing, and learning. The first subcategory (axial code) was “common feelings.” This subcategory is similar to “common feelings” under the theme of “Bond with

Supervisor,” but it focused on the relationship shared between CITs in triadic supervision.

Common feelings are reflected in the statement,

Finding out that they have a lot of the same feelings about the same anxiety... and just the same frustrations, and having that mutual feeling brings you close together and realizing that you're not by yourself...

This CIT made a point to note that feelings of “anxiety” and “frustrations” are common, and knowing that they are experienced by their fellow CIT “brings you close together.” In her next statement, she continued on the same idea, but included how the process of making mandalas contributed to her uncovering common feelings. She stated,

talking about it [the mandala] afterwards [after creating it] because they all turn out differently, but then realizing what you coded yours [referring to the meaning assigned to colors] has the same words on it, I think that kind of brings together, even though it was drawn out differently.

The CIT described the process of viewing one another's mandalas helped them to see common feelings that were assigned to their respective colors. Discovering these common feelings helped them to bond in supervision. Another CIT went as far as to say,

in the other supervisions that I didn't have the mandala, I felt like it was just a very separate process, where I felt like she was working on her issues...whether that be techniques and having problems with direction with different clients, or just you know, anything personal. And so, whenever you get to draw a mandala and write all of your feelings that you've had throughout all of the counseling learning process, I think it was interesting to see how similar I was to the other counselor in training that I worked with in supervision. You know we both felt confused and scared and frustrated. So there was a lot more of a bond that we were able to get from that process, because you can't always talk about that in class.

Similarly, this CIT mentioned that she connected to her fellow CIT in triadic supervision by seeing her list of feelings as identified in the mandalas. It is important to note that it was common for CITs to make lists on their mandalas (in the margins or on the back) of their feelings which were represented in their images, as well as the colors they associated with them. This also left them with a record for future reflection. The development of this axial code reflected

the bond of the supervisory working alliance as there were common feelings shared between CITs. In addition, the tasks of the supervisory working alliance were reflected in the CIT's interpretation of colors to identify feelings.

The second subcategory (axial code) to emerge was "openness." In this subcategory, CITs referenced experiences where they were open and receptive to their fellow CITs while making mandalas in supervision. This was line with the following statement:

...rather than having to verbalize it, you could just look at it [the mandala] as a whole, and sometimes it would bring up things maybe you didn't want to talk about in the beginning, but then through creating the mandalas, [I] maybe felt more comfortable about it. It just again, was a better way for us to understand one another, and just really be able to help each other through our struggles or encourage one another, um, with things that we might be having problems.

Within this statement, the CIT said, "it would bring up things maybe you didn't want to talk about in the beginning..." Here, she mentioned feeling hesitant about discussing an issue or a concern in supervision until creating the mandala. It was after creating the mandala that she drew the next conclusion, "but then through creating the mandalas, [I] maybe felt more comfortable about it." The CIT became increasingly open to communicating after creating the mandala. This increase in openness can be due to the sharing in the experience of creating a mandala with a fellow CIT. Or, it can be due to the deeper understanding that has taken place as a result of the processing of feelings while creating the mandala (Frame, 2006; Kellog, 1977). Either way, the end result appears to be an increase in openness between CITs.

In another response, a CIT in her first internship experience stated,

Well, my fellow CIT and I already had a very strong bond. So, I don't think the mandalas themselves had any impact. However, she wanted one of my mandalas (laughter) so I know that it didn't harm it in any way....but I don't know that it necessarily increased it [the bond] or not because we were already very, very close.

This statement suggested that the bond between CITs existed due to having a relationship outside of the triadic supervision experience. Although we know they had a strong relationship previously, the desire to keep another CIT's mandala speaks to the openness of the communication of feelings and shared experiences between them. Therefore, the development of this axial code reflected the bond of the supervisory working alliance as there was a shared compatibility and trust between CITs.

The third subcategory (axial code) to develop under the theme (focused code) of "Bond with CIT" was sharing. Sharing thoughts and feelings during triadic supervision was a common experience. The following statements supported that sharing is also common when creating mandalas:

My other fellow CIT, when she would talk about her mandala stuff, it made me get to know her a lot better, and also feel like she was going through some of the same things I was experiencing. I didn't know her at first, and at first I was a little bit nervous about being with her in supervision because I didn't know how it would all work out with somebody else...because, I've never done anything like that. But I think it helped us bond better and feel like we were both going through the same thing and we had each other to rely on for support.

In this statement, the CIT described her apprehension to triadic supervision due to the fact that she had no previously established relationship with her fellow CIT. In addition, it is significant to mention that this CIT was in her first practicum, and therefore would have likely had limited or no prior experience with any mode of supervision. However, she did state that when her fellow CIT discussed her mandalas, she sensed a bond developing out of their shared experiences and feelings.

Another CIT talked about the sharing being of a more personal nature when working with mandalas. She said,

I think it helped us get to know each other more because normally in session, we would talk more about our clients and not a lot about ourselves, but during the mandala, it was more about how we were processing things.

At this point, the CIT is noting that the bond was strengthened as they developed their own alliance within the triadic dynamic as a result of processing the more personal feelings and thoughts they revealed when creating their mandalas. Overall, the development of this axial code reflected the bond of the supervisory working alliance as there was a shared responsibility for the process.

The fourth and final subcategory (axial code) to emerge under the theme (focused code) of “Bond with CIT” was “learning.” Learning from their fellow CIT in triadic supervision was supported in the statement,

I really liked hearing what my other CIT went through at a different site and what emotions she was going through at the same time. And, how the experience was the same but very different for her.

Here, the CIT does not specifically mention the mandala, but she does mention that she liked hearing about the “emotions she [her fellow CIT] was going through at the same time.” It seems reasonable to assume that regardless of whether or not she was speaking of a discussion of emotions generated by the mandala, there remained the theme of the mandala as a framework for eliciting emotional awareness and discussion between supervisees in triadic supervision.

Additionally, the CIT stated that she liked “hearing what my other CIT went through at a different site” and “how the experience was the same but very different for her.” Here, the CIT learned about the differences in clinical training placement sites and gained knowledge of the similarities and differences in their experiences. The development of this axial code reflected the bond of the supervisory working alliance as once again, there was a shared responsibility for the

process. Therefore, it seems the CITs sharing experiences of their personal tasks and goals in triadic supervision impacted the development of the bond.

Enjoyable approach. Within this theme (focused code), the two subcategories of creative outlet, and expression versus non-expression emerged. The first subcategory (axial code) was “creative outlet.” The following statement supported the notion that making mandalas can be considered a creative outlet:

I liked doing the mandalas and it felt nice to be able to have the creative outlet and not just have the sessions of talking, so it was (pause) it was nice to do that.

In this instance, the CIT stated that it “felt nice” to approach supervision in a different way other than talking. As previously mentioned in the second chapter of this study, having a “creative outlet” or using a creative approach in supervision can produce desired results. For this CIT, creating the mandala is an enjoyable approach to supervision.

For another CIT, the mandala is described as “a visual representation” of her practicum experience. For her, the visual representations were also a creative record she could reflect upon over time and throughout her development as a counselor (Stoltenberg, McNeil, & Delworth, 1998). She stated,

I really liked having at the end of the semester, having those visual representations of the process that I went through. Of my kind of my little journey of practicum, and seeing the process, I was like man, that time was interesting! You know seeing a visual representation of the different times, and the different emotions that I experienced and having a record of that. And I’ll always be able to go back and look at that and say that’s the first time I’d ever tried to be a counselor. Even when I’ve been a counselor for many years.

Looking closely at this statement, there was the line, “my kind of little journey of

practicum.” In this line, the CIT appeared connected to her personal experience of practicum through the original mandalas that she created in supervision. She also mentioned that she will continue to look at her mandalas “even when I’ve been a counselor for many years.” Therefore, she can continue to have an enjoyable creative outlet via her mandalas for years to come. The development of this axial code reflected the tasks of the supervisory working alliance as thoughts, attitudes, and feelings were addressed. Additionally, this axial code reflects the bond of the working alliance as there were mutual feelings of enjoyment in the creation of the mandalas.

The second and final subcategory (axial code) under the theme (focused code) of “Enjoyable Approach,” was “expressive vs. non-expressive.” In this subcategory, CITs talked about how they could have been varying degrees of expressive with their mandalas and still have had a successful outcome.

I feel much more confident to use that, the using the mandala...I see how you know it seems kind of simple, but until each person perceives the exercise differently, you know it seems kind of simple until you actually do it. And if you actually think about and put your feelings into it... there are so many different ways to be creative or not creative with it.

The CIT made reference to the differences in one another’s’ mandalas. Some CITs were expressive in using more abstract depictions of their experiences while others used more concrete or realistic depictions. According to this CIT, you can approach mandala making either way. In a similar statement, another CIT talked about mandala making when you do not view oneself as particularly creative or expressive, or even interested in creative interventions. She stated,

Uh, as somebody who doesn’t particularly enjoy um art type activities, (laugh), the mandala was something that I could relate to. And so, I liked that part about it. It was a way to be expressive for people who maybe don’t express that way as often ...

To continue along the same notion of being non-expressive, or not being “particularly good at art,” this CIT stated,

I really enjoyed having them and being able to look back on me and it wasn't that I was particularly good at art or drawing, it was just that I'll be able to look back and um just see where I was at.

The following statement supported that mandalas can be an enjoyable approach for CIT's who are expressive:

I just think that doing the mandalas... helped, even though at first I was nervous about the whole thing and not sure about what it was and what I would be doing, and I like art and everything...I criticize myself a lot on art and I don't think I'm a good artist but I enjoy art and I have a deep appreciation for it, and so...”

Here the CIT talked about liking art and having a “deep appreciation for it.” And although she criticized her own art, she concluded that using her creativity and being expressive in making mandalas “helped.” The development of this axial code reflected the bond of the working alliance. The bond was reflected as there was a sharing of the process of creating mandalas in both expressive and non-expressive ways.

Confidence. Within this theme (focused code) there were three subcategories: self-awareness, personal growth, and clients. The first subcategory (axial code) to emerge was “self-awareness.” Self-awareness is a key component in counselor development (Bernard & Goodyear, 2009; Bordin, 1983) and according to the following statement, creating mandalas can foster that awareness:

I think in order to just work with clients, you have to know where you are in the process so, I think just knowing what you're feelings are by creating them, you can help your client better, and it gives you more confidence because you know where you are.

Here the CIT talked about the “knowing” that comes about when you create the mandalas in supervision. The “knowing” referred to becoming more aware of personal feelings. These feelings can correspond to the CIT's relationship with a client, or feelings about any number of

issues or concerns related to the training process. An important point to make, is that CITs in level's 1 and 2 of the IDM, often have little self-awareness. Therefore, the self-awareness generated from creating the mandalas in supervision can be beneficial to CITs. In line with this notion was the statement,

I think it helped me just be more self-aware...because I really thought about what I wanted to have with the client and how I was feeling with the situations I was in with the client...so I think my clinical work did do better partially because of doing the mandalas, and being able to have that self-awareness.

The same CIT commented on her increased self-awareness in this separate, yet equally as fitting statement:

Um, by doing the mandalas, I really was able to focus on how I was feeling. Like, with my clients, and about the work I was doing with them. And I think it did make me realize that I was working towards, um, you know, being a better counselor and you know, understanding my clients better and I increased my own self-awareness, which I think is really important in counseling, um so that I think it really helped me because now...I might be a little bit more self-aware because of expressing myself through that way.

Clearly, this CIT was able to understand areas in which she gained self-awareness via the mandala. The development of this axial code reflected the goals of the supervisory working alliance as an increased awareness of one's self was discussed.

The second subcategory (axial code) was "personal growth." Personal growth encompassed many of the goals as listed in the supervisory working alliance model.

Achieving the goals in supervision helped CITs to grow professionally. In

the next statement, the CIT described how she was able to see her personal growth by

noticing the actual size of the images she made to represent her experiences. She stated,

OK, well, we did one at the beginning, and just seeing where I was then, and comparing it to the last one, you can tell how much it had to have influenced my clinical work because of how I changed and how different things got smaller and other things got bigger in my picture and I think that it did impact my work just seeing it, and knowing what I needed to work on, you could see how it changed from beginning to end. ...if that makes sense.

The next statement described a CIT who drew the conclusion that making mandalas was a way for her to specifically look at her personal growth or how she was “developing as a counselor.” She stated,

Self-reflection, just getting to know more about myself and how I was developing as a counselor, and so making them [mandalas was beneficial], because normally you just go about your things and don't really think about how you're developing because you're so busy with internship and clients and everything.

Similarly, another CIT in practicum described her awareness of personal growth via the mandalas (Kellog, 1977) by stating,

I think it's more of just realizing like the stages that we went through and looking at [them,] you know? Now I look back at the mandalas that we made from...the beginning of the semester to the end of the semester and realizing that like the growth process that I had and you know?

In the next and final statement, another CIT described seeing and understanding her growth process through creating mandalas and included a detailed account of specific areas where she saw development.

...with the different things that would come up as we were creating them, [and being] able to talk about various struggles that we had, or that I have,... it had a positive effect...because I was able to verbalize it, and we were able to just talk through it and you know, it helped me understand that I didn't need to be in a place where it seemed like I had been practicing clinically for 10 years, like I was still a student at the time, and so um, it just had an effect in that way, in knowing that I was going to make mistakes at times and it was going to be frustrating, but, you know it helped strengthen that development because we were able to talk through things and you know, I was again able to get that image of it, which I'm more of a visual learner, so it helped kind of see that again as a whole rather than just thinking about it.

Undoubtedly, this CIT was able to gain understanding of her growth process in a more holistic way. She was able to understand where she was in the training process and make the mistakes necessary for continued growth while becoming open to feedback from her supervisor. Making mistakes and growing from them is supported by the tear-repair aspect of

the working alliance (Bordin, 1979). When a tear in the working alliance occurs, there is an opportunity for growth or for repair. Research indicates the working alliance is strengthened when a tear-repair occurs (Kivlighan & Shaughnessy, 2000; Stiles, et al., 2004).

In addition to being able to see her growth process, this CIT mentioned that she was a “visual learner.” Since her mandala was a visual account of her growth process, she may also have benefitted by the fact that she was able to engage the learning style she finds most beneficial. The development of this axial code reflected the goals of the supervisory working alliance as CITs discussed their enhanced awareness of process issues, increased understanding of one’s self and one’s impact on the process, and the overcoming of personal and intellectual obstacles.

The final subcategory (axial code) under the focused code of “Confidence” was “clients.” In this subcategory, a CIT in her first internship experience talked about the impact her uncertain feelings had on her confidence with clients. She stated,

Um, I guess I would have to say I came into internship feeling like I was where I was supposed to be. After my experiences in internship, I was feeling...scattered. I wasn't enjoying the process,...and so I'm sure that has an effect on my clients because I began to second question everything that I was doing when I was in session with them. Especially in a session where I was taping. I think doing the mandalas and having that chance to clarify or revisit how I see the world and getting feedback on that and who I am, helped me kind of re-ground myself and get back to where I was, and allow me to be more confident in session with clients and, and to stop the second guessing.

Here, the CIT was clearly in the level 1 stage of development. She lacked confidence in her counseling skills and was reliant upon her supervisor for feedback and encouragement. She then went on to state that in creating the mandalas, she was able to “clarify or revisit” her experiences, and in doing so, she received additional feedback on her developing skills via her mandalas. Furthermore, she was able to gain “confidence” in her work with clients. Although it was not

stated in the CIT's response, she was in triadic supervision and therefore, the helpful feedback she received could have been from both her supervisor, and her fellow CIT.

In a separate statement, this CIT goes on to say,

... the same exercise [in creating the mandalas], the same intervention could be perceived so differently and work... even though it's the same thing, we both perceived it differently, and it was able to be effective in different ways for both of us.

At this point, she talked about the exchange between herself and her fellow CIT and how they "perceived so differently" the expressions in their mandalas. She also stated that the different perceptions afforded them additional approaches for being "effective" with clients which, in turn, would have increased their confidence. The development of this axial code reflected the goals of the supervisory working alliance as there was an increased understanding of clients.

Calming effect. This theme (focused code) included the three subcategories of reduce frustration, time out, and development. The first subcategory (axial code) was "reduce frustration." Frustration resulting from anxiety was a common feeling expressed in many of the CIT's statements throughout this study. In this subcategory, the mandala was discussed as an intervention that produced a calming effect. Take for instance the following statements:

I would say that they were helpful for me and they were calming sort of thing during a pretty chaotic semester.

Another CIT said,

I don't think that I fully appreciated how maybe calming it was for me during those times until after the fact... and having some a chance to regroup and kind of reflect on it...

Both CITs explicitly stated that they experienced a feeling of "calm" while making the mandalas during a "chaotic semester" and amidst "those times." Here, the CITs were voicing their common feelings of frustration which stemmed from their anxiety.

Making mandalas has been shown to reduce feelings of frustration and anxiety. As previously stated, Curry and Kasser (2005) examined the effectiveness of using mandalas to reduce anxiety. Results of the study indicated that anxiety levels decreased when participants colored a symmetrical form of a mandala with repeating patterns. Although the CITs in this study were not limited to producing symmetrical forms in their mandalas, they experienced a similar effect in reducing feelings of frustration. Reduced frustration was reflected within the next statement,

I thought that um, it again brought up kind of new issues with some of my clients maybe different struggles that I had. Um, and so we were able to talk through that and um come up with different um maybe techniques that we could use um it also just through creating these kind of helps you relax I think and so maybe after a long day um, we would come in and do that [create mandalas] and so relaxing...just talking about it...

As in the previous statements, this CIT mentioned her feelings of frustration and her “struggles” being eased as a result of creating mandalas. She also went on to describe how she was able to “talk through” the images on her mandala and that added to her ability to think of new “techniques” that she could apply with clients. The development of this axial code reflected the goals of the supervisory working alliance as there was a deepened understanding for applying concepts and theories with clients. Additionally, tasks of the working alliance were reflected in the focus on addressing feelings of frustration in supervision.

The second subcategory (axial code) to emerge from the theme (focused code) of “Calming Effect” was “time out.” A CIT described the time set aside in supervision to create mandalas as type of time out or a chance to get away from the more typical aspects of the training process. One CIT stated, “Sitting down and having the time to do the mandala really helped see just how I was developing as a counselor.” This statement reflected the importance or the benefit of allowing CITs the opportunity to express themselves creatively in the supervision.

As noted beforehand, creative expressions have the potential to heal and inspire. Gladding (1992) outlined the following strengths of expressive arts which is aligned with the CIT's statement and speaks to the importance of taking a time out for creative expression.

“The arts enrich the lives of clients and counselors and help them see new facets of the world they may have previously missed. This new or renewed view of life is often energizing” (p. 4).

The development of the axial code “time out” also reflected the tasks of the supervisory working alliance as mandala making was discussed as a specific way to address aspects of the counseling process. Furthermore, addressing aspects of the counseling process was an action taken to achieve the goals in supervision.

The final subcategory (axial code) that emerged from the theme (focused code) “Calming Effect” was “development.” CITs were able to see their development in their mandalas which had a calming effect on their emotions in supervision. One CIT stated,

...It helped a lot just to see and then I still have them and I can look at them and it's nice to see how you developed. Especially when I remember mine where I was not confident and still growing confident. And seeing that, kind of helps you later too. So it's good to have.

Here, the CIT was speaking of her ability to actually see her development visually in her mandalas. Similarly, another CIT stated,

...I really enjoyed having them and being able to look back on me and it wasn't that I was particularly good at art or drawing, it was just that I'll be able to look back and um just see where I was at.”

This CIT not only described how she will have the ability to look at a visual record of her development, but also that she was not “particularly good at art or drawing.” Therefore, she was able to develop her mandala despite her self-proclaimed creative limitations. Overall, both CITs gained a visual account of their development via the images they created in their mandalas. The

development of this axial code reflected the goals of the supervisory working alliance as increased awareness of self and the impact on the process was discussed.

Potential Benefits. The final theme (focused code) encompassed three subcategories (axial codes): adolescents, creative clients, and supervision. These subcategories were centered on specific populations or persons who may potentially benefit from creating mandalas. The first subcategory (axial code) to develop under the theme (focused code) of “Potential Benefits” was “adolescents.” During their practicum and internship, CITs can be placed in clinical settings where they are given the opportunity to work with adolescents. The following statements support the notion that mandalas have the potential to be beneficial for use with adolescents in counseling:

I work with a lot of kids and I think the older adolescents, sometimes when you put things down on a piece of paper and you draw it out, you don't realize, you know, how big of an effect it can have, and I think some kids can't express themselves with words and I think with any adolescents, it could be a good you know icebreaker and then seeing how it was in the beginning and how it's changed over time maybe by doing a few of then so they can see how it's changed.

Another CIT stated,

It's a really good way to kind of de-stress and actually one of our groups, we did create mandalas... they [the adolescents] were kind of, very all over the place, hyper, didn't really want to calm down and focus, and through creating them, they actually, sat there, for I think it was 5 minutes without making a sound, which never happens!... I think under that kind of circumstances, its especially good if it's clients who are just always have so much structure that when they come to you they um are just all over the place and can't really focus, I think it's a good way to draw them in and have them um like I said, de-stress, and just relax, and you know focus just on one thing instead of being all over the place. So, I think it will definitely be useful in the future.

Continuing along the same notion that creating mandalas can be potentially beneficial for adolescents, this CIT stated,

I think adolescents especially...it would be really helpful for them to express themselves through mandalas, ... to have some self-awareness and to see maybe what they want, um,

or how to solve a problem or what's going on in their life and, and, just get a better perspective of the problem and some kind of situation they are in.

A CIT in her second internship as a school counselor in training stated,

Working at a high school, you know with student who are stressed out about what they are going to do when they graduate from high school,... what college they might go to. Applying to different schools and getting rejection letters or acceptance letters... you know that whole process and how stressful that might be. I think it can be a great way for them to track... how are you feeling today, you know how are you feeling then... and kind of being able to realize then that it's all gonna work out, you just have to go through ups and downs. You know kind of the circle of it all ends up in a good place. It's just the getting there through all the crap.

In the final statement in the subcategory (axial code) "adolescents," the CIT hesitated to say creating mandalas may be beneficial to "kids" or even adults because she had a lack of training in "art type techniques." She stated,

(sigh) I don't know, and I say that because I don't have the background or the training in art type techniques so at this point it would be because I wouldn't feel like I was doing it in a way that would maybe be beneficial to them [clients] because I don't completely understand it well enough myself. Um, certainly since I work with kids primarily, of course and adults to though, you know it's an option and it would have to be something that I would need to know more about before I would do that...

The CIT expressed that she could see a potential for benefits with a younger clients and clients in general, however she mentioned a lack of confidence in facilitating the creation of the mandala due to her lack of understanding and training in expressive arts activities. The development of this axial code reflected the goals of the supervisory working alliance as a deepened understanding of concepts, theories, and clients were discussed.

The second subcategory (axial code) to emerge from the theme (focused code) "Potential Benefits" was "creative clients." It would seem self-explanatory that a client with a creative inclination would benefit from making a mandala in counseling, as is mentioned in the following statement:

...it's something that I think is a great way for people who are more visual and even just helping me to think of more creative ways to work with students.

In addition, this CIT noted that making mandalas with "students" is also another way in which she could bring creativity to her counseling. Another CIT mentioned potential benefits for creative clients in her statement,

I see myself creating mandalas with clients because I think it's a good intervention that could be used especially with clients who are more apt to creativity. But even if they're not, it's kind of, ah even if they're not if they say well, I'm not creative, sometimes just having to think about it and put the way you feel down on paper can express things that you don't or are not able to verbalize.

Here, the CIT correctly suggested that even clients who are not creative could benefit from making mandalas. The development of this axial code also reflected the goals of the supervisory working alliance as a deepened understanding of concepts, theories, and clients were discussed.

The third and final subcategory (axial code) to emerge from the focused code of "Potential Benefits" was "supervision." In this final subcategory, the CIT stated that she had a positive experience with making mandalas and that they enhanced her supervisory experience.

She stated,

"I think that they were great! I think that they are something that should be used by all the supervisors...they helped me be more open to how I was feeling and more open to changing the ways that I was thinking about things, you know, once I realized that, now I can give you a certain aspect, where I'm too positive about a certain aspect, why is that? And so I think they should be used by everyone because it's always nice and that's what we're supposed to do is reflect our feelings."

In this instance, the CIT was able to personally understand the benefits of creating the mandala.

She also related her thoughts about how mandalas can be useful for all stakeholders in the supervisory relationship. The development of this axial code reflected the goals of the supervisory working alliance as an increased awareness of self and of the process were discussed. Additionally, the bond of the supervisory working alliance was reflected in the

positive statement about the process as expressed by the CIT. The positive experience described highlights the trust, compatibility, and shared responsibility for the process that make up a strong bond in supervision.

Discussion of the Research Questions

In this study, the mandala was recognized as a creative intervention that has the potential for strengthening the working alliance and, in turn, effecting positive supervision and clinical outcomes (Bordin, 1983; Bernard & Goodyear, 2009; Kivlighan & Shaughnessy, 2000). As such, the mandala was integrated into triadic supervision as a creative intervention in triadic counseling supervision in order to examine their impact on the supervisory working alliance. In addition to insights into the alliance within triadic supervision, additional areas for potential impact were discovered while coding the research data. All the information gleaned from the data was used to answer the following three research questions which framed this study.

Research questions. This study explored the broad themes of the following research questions:

RQ1: Do CITs think the mandala as a creative approach in triadic supervision has an impact on the working alliance between supervisor and supervisee(s)?

RQ2: Do CITs who use the mandala as a creative approach in triadic supervision report increased levels of confidence in their work with clients or enhanced clinical development?

RQ3: Are CITs who use the mandala as a creative approach in triadic supervision more likely to use creative approaches in their work with clients?

The first research question was: Do CIT's think the mandala as a creative approach in triadic supervision has an impact on the working alliance between supervisor and supervisee(s)?

We can conclude from the data that creating mandalas in supervision had a positive impact on the supervisory working alliance as a whole. This statement was supported through the identification of the themes (focused codes) “Goals,” “Tasks,” “Bond,” and the ten subcategories (axial codes). Goals, tasks, and bond are all components of Bordin’s (1983) supervisory working alliance model. Within these themes, CITs mentioned how they were able to identify specific goals and tasks through creating the mandala. Creating a mandala was also mentioned as a task that was performed to help achieve the goals of supervision. Finally, the bond appeared to be strengthened through creating mandalas in triadic supervision sessions. This may have been due to CITs enjoying creating mandalas and as alliance research indicates, positive learning experiences in supervision help to establish a strong alliance (Patton & Kivlinghan, 1997).

The results of the study also supported the notion that the strengthening of the bond between CITs in triadic supervision occurred. This statement was supported by the data forming the theme (focused code) of “Bond with CIT” and the four subcategories (axial codes) that included common feelings, openness, sharing, and learning. In the data forming these codes, CITs discussed feeling a strengthening of the bond between themselves and their fellow CIT in triadic supervision as a result of creating the mandala.

The second research question was: Do CITs who use the mandala as a creative approach in triadic supervision report increased levels of confidence in their work with clients or enhanced clinical development? We can conclude from the data that making mandalas both served to increase CIT levels of confidence in their work with clients and enhance clinical development. This statement was supported through the identification of the theme (focused code) of “Confidence” and the three subcategories (axial codes) within: self-awareness, personal growth, and clients. Within these codes, CITs described increased confidence from being able to learn

more about themselves personally and professionally as a result of making mandalas. They also mentioned being able to identify potential interventions for use with clients which in turn, enhanced their clinical development.

The third research question was: Are CITs who use the mandala as a creative approach in triadic supervision more likely to use creative approaches in their work with clients? We can conclude from the data that CITs who used the mandala as a creative approach in triadic supervision are more likely to use creative approaches (specifically the mandala) in their work with clients. This statement was supported through the identification of the theme (focused code) “Potential Benefits” and the following two subcategories (axial codes) within: adolescents and creative clients. Within these codes, CITs mentioned how they could use mandalas with specific adolescent populations. Additionally, one CIT stated that she already had successfully made mandalas in adolescent group counseling. Finally, it was mentioned that CITs would use mandalas with clients who were creatively inclined.

In addition to supporting the three broad research questions, unexpected data was generated and formed the themes (focused codes) “Enjoyable Approach,” “Calming Effect,” and the subcategories (axial codes) within. Under the theme “Enjoyable Approach,” CITs discussed how creating mandalas was a way to be creative in supervision whether one was creative or not creative. This statement was supported by the subcategories of “creative outlet,” and “expressive vs. non-expressive.” Under the theme of “Calming Effect,” CITs mentioned that creating mandalas had a relaxing quality. This statement was supported by the following subcategories of reduce frustration, time out, and development. Finally, under the theme of “Potential Benefits,” the subcategory of “supervision” was developed. In the subcategory “supervision,” benefits for creating mandalas within supervision were discussed.

Conclusions

The data generated in this study supported the broad themes of the research questions and also provided additional evidence to support the benefits of using mandalas as a creative approach in triadic supervision. The data to emerge supported previous studies on the mandala that they can provide insight, reduce feelings of frustration, and can be useful in counseling supervision (Frame, 2006; Henderson & Rosen, 2007; Jackson et al., 2008; Kasser, 2006; Koltz, 2008). As with any study, there were limitations within the design. Therefore, further research on the effects of using mandalas on the supervisory working alliance is suggested.

Chapter V: Discussion

The current study explored how the use of an expressive arts intervention in supervision, particularly the creation of a mandala, may impact the supervisory working alliance. Overall, results of this qualitative study clearly supported the use of mandalas as an effective intervention for strengthening the working alliance and, in turn, effecting positive outcomes in supervision and in counseling (Bernard & Goodyear, 2009; Kivlighan & Shaughnessy, 2000). Given these findings, it is anticipated that future studies be conducted on the use of creative approaches in triadic counseling supervision. The following section briefly describes the key findings, implications, limitations, and suggestions for further research.

Key Findings

This study explored three research questions to examine the impact of using the creative approach of making mandalas on the supervisory working alliance. Through qualitative analysis, the mandala as a creative approach is recognized as an intervention that could positively impact the quality of the working alliance and, ultimately, contribute to a positive triadic supervision experience for CITs and their supervisors.

Relationship to Current Literature

Current literature suggested that research is needed to further identify characteristics within triadic supervision that have an effect on the working alliance.

(Bernard & Goodyear, 2009; Wood, 2005; Neswald-McCalip, Sather, Strati, & Dineen, 2003; White & Queener, 2003). Additionally, there was limited research on the use of triadic supervision with CITs given that it has only recently been recognized by CACREP accredited programs since 2001 (Lawson, Hein, & Stuart, 2009). This study examined the expressive arts technique of creating a mandala. In doing so, addressing one area recognized as having the

potential to enhance collaboration within the supervisory alliance involved the introduction of creative techniques (Neswald-McCalip et al., 2003). In order to address the needs as stated above, this study added empirical evidence to the supervision literature by examining the use of the mandala as a creative intervention for strengthening the supervisory alliance within the context of triadic supervision.

I concluded from the data that creating mandalas during triadic supervision had a positive impact on the supervisory working alliance overall, and the goals, tasks, and bond specifically. The responses of the seven CITs interviewed for this study provided qualitative evidence to support the notion that the use of mandalas during triadic supervision could help strengthen the bond in supervision between the CIT and their supervisor. Importantly, there was empirical evidence to support the strengthening of the bond between the CITs placed together in triadic supervision. In both cases, the bond was strengthened through sharing feelings, thoughts, and deepening awareness together in supervision.

Also impacted were the goals of the supervisory working alliance. The CITs in this study provided evidence that creating mandalas helped them to both identify and develop goals in supervision. Identifying and developing goals was a result of creating images and assigning feelings to colors used in making their mandalas. The images and feelings were then processed with the supervisor and CITs in triadic supervision. The processing of feelings and images also had an impact on the tasks of the working alliance. CITs concluded that creating the mandalas helped them to identify and develop specific tasks to achieve the goals in supervision.

Other significant data that emerged served to answer the second research question. This data was reported as increased confidence. Increased confidence may be gained by achieving any of the eight goals of as stated in the supervisory working alliance model, as well as any

personal or unique goals established by CITs. Furthermore, increased confidence parallels increased counselor self-efficacy, a key component in counselor development (Stoltenburg, McNeil & Delworth, 1998).

In response to the third research question, results supported the idea that CITs who used the mandala as a creative approach in triadic supervision are likely to use creative approaches (specifically the mandala) in their work with clients. The CITs in this study described different populations with whom they could use mandalas in their clinical work. Additionally, one CIT stated that she already had utilized mandalas in an adolescent group counseling setting after making them herself in supervision.

In addition to the data supporting the three broad research questions, ancillary data was generated from this study. This data included the CITs descriptions of how creating mandalas was an enjoyable experience that produced a calming effect. In line with these ancillary findings were the identified calming effects produced by mandalas in a study by Henderson and Rosen (2007). Certainly, calming effects and enjoyment as impacted by the mandala are other areas for future study. Finally, data supported the creation of mandalas as being an enjoyable approach and served to strengthen the alliance. This is consistent with alliance literature that indicates positive learning experiences in supervision can foster the development of a strong working alliance (Patton & Kivlinghan, 1997).

Implications

This study has provided what appears to be the first empirical evidence supporting the use of mandalas as a means of facilitating a positive supervisory working alliance within the context of triadic supervision. In addition, the findings contribute to the current gap in research in the area of outcomes for triadic supervision. More specifically, the findings of this study

illustrate the potential benefits of creative interventions in triadic supervision. In this case, the use of mandalas was a means for creating and maintaining a strong supervisory alliance during triadic supervision. In addition to supervisors and CITs, these findings have implications for counselor educators, practitioners, clients.

For counselor educators, incorporating creative approaches into their core curriculum course and clinical courses can be useful. For example, counselor educators often provide triadic, individual, and group supervision. Given the results of this study, it does appear that creating mandalas offers a means for facilitating a quality alliance with supervisees and, by extension, provides a means for supervisees paired during triadic supervision to develop a strong alliance of their own. For practitioners, incorporating creative approaches into counseling sessions may have the potential to enhance the working alliance between the counselor and the client. Results of this study indicated using mandalas in an adolescent group produced a calming effect similar to that experienced by a CIT in supervision. Therefore, CITs who experienced creating mandalas in supervision may be likely to instruct their clients to create them.

Limitations

While there were many benefits gleaned from this study, it is important to consider the limitations. As with any qualitative research study, there are potential factors which may limit the final outcome. One possible limitation of the study was the potential for interview questions to be susceptible to interviewer effects and leading questions. This potential existed due to the formal qualitative interview approach being used to gather information. Additionally, the primary researcher provided doctoral supervision to the CITs. Since the primary researcher (I) was also the supervisor, I was in a hierarchical and evaluative position. Therefore, CITs may have responded positively to the intervention of the mandalas in order to maintain a positive

evaluation. Another potential limitation was the triadic supervisor's degree of familiarity or experience with creative approaches. Counselor educators, practitioners, CIT's, and supervisors may not necessarily have a background in the expressive arts, which may lead them to feel unskilled in using creative approaches or to not consider creative interventions at all. Conversely, counselor educators, practitioners, CITs, and supervisors who have experience with creative approaches may be more comfortable and skilled in using the mandala as an intervention. As the results of this study indicate, the ability to articulate to CITs the notion of a mandala and the reasoning behind its inclusion during supervision could have potentially positive results for the supervisory alliance as well as the alliance between CITs in triadic supervision.

Another limitation was the use of a convenience sample. This method limited the number of potential participants to those enrolled in master's level counseling internship courses and counseling practicum course. Another limitation within the sample was the lack of male CITs. In addition, the primary researcher was a doctoral candidate in the same counselor education program as the participants and had provided prior supervision using creative approaches to 2 of the participants as the doctoral supervisor during an earlier practicum or internship course. Having supervision with the primary researcher prior to this study may have strengthened the bond.

Also, as the researcher, limitations include my personal feelings about the working alliance and the roles and functions of a supervisor. As stated, I think the components of the working alliance (goals, tasks, and bond) are a critical part the supervisory relationship and process. More specifically, the formation of the bond is a key to helping CITs develop as professionals and the quality of the alliance. Finally, limitations are my personal feelings about

the DM and my use of theoretical approaches during the supervision process and, by extension, during this study. For example, the DM allows the supervisor to assume the role of teacher, counselor, or consultant. It is possible that I used a role that would potentially influence the outcomes of mandalas in order to gain research data needed to support my study. Additionally, it is possible that I chose a role (teacher, counselor, or consultant) of the DM based on my own interpretation of the supervisee's developmental level according to the IDM. For example, a CIT in level 1 of the IDM would potentially be best served by a supervisor using the teacher role of the DM as it allows for maximum direction and guidance from the supervisor.

Future Research

This study built upon the notion that integrating creative approaches under the framework of counseling supervision models allows supervisors to respond in all the necessary ways in order to successfully process through the mandalas (Kotlz, 2008).

The current study also provided a structure for future research on using the mandala as a creative approach in triadic supervision. Although evidence was provide to support the use of the mandala to positively impact the working alliance in triadic supervision, there were several limitations.

Additionally, it is suggested that more research be done on the use of the mandala by supervisors who have limited or no background in art or creative approaches. Also, future research should be conducted using mandalas under the guidelines of supervision theories other than the DM and IDM. It is also suggested that further research be conducted to expand the study across multiple regions and university settings, educational levels and specific program tracks including but not limited to; clinical mental health counseling, school counseling, college and university counseling, addictions counseling, gerontological counseling, and other field

placement sites. Additionally it may be useful to study the use of the mandala with on-site supervisors who practice in a clinical setting versus the education setting used in this study. Finally, it is suggested that further research be done on the use of the mandala in both individual and group supervision to identify potential effects in the working alliance and other added benefits

Summary

This study investigated the impact of the use of mandalas on the supervisory working alliance within the context of triadic supervision. The creative approach of the mandala was incorporated into triadic counseling supervision under the framework of the DM and the IDM. Data generated by the formal interviews conducted with CITs gained support for using the mandala as a creative approach in triadic supervision. This was a result of the evidence gained that it impacts the working alliance and the goals, task, and bond therein. Of further importance was the finding that the bond between paired CITs in triadic supervision sessions was also impacted by the use of the mandala. This study addressed the gap in the literature on triadic supervision by attempting to provide support for the use of a specific intervention, the mandala that had the potential to impact the working alliance. Given the results, it seems clear that the use of mandalas as a creative intervention shows considerable promise in enhancing the quality of the supervisory alliance in triadic supervision.

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APPENDIX A

Informed Consent

This study seeks to identify how the use of the mandala in triadic supervision can effect the supervisory working alliance. By signing this form, you agree to participate in a 30 minute to 45 minute interview pertaining to your experience in triadic supervision in the Spring 2010 semester. In addition, by signing this form you agree to be audio and/or video recorded. The information gathered from interviews will help the researcher better understand the possible impact that creating mandalas in triadic supervision can have on the supervisory working alliance.

Participation in this research is completely voluntary and you may choose to withdraw at any time without any penalty or loss of benefits. All audio and video tapes will be destroyed after they have been analyzed. All personal information will be kept confidential.

I have read and understand the informed consent. _____ (Initial)

I agree to participate in the study. _____ (Initial)

I agree to be audio and/or videotaped. _____ (Initial)

Any questions may be directed to the researcher (Kelly A. Dunbar: XXXXXXXXXXXXXXXX) or to the researcher's advisor (Dr. Daniel B. Kissinger: dkissin@uark.edu)

Signature

Date

APPENDIX B

Demographic Questionnaire

First Name: _____

Age: _____ Gender: _____

Contact Information: (optional to receive \$50.00 gift card if your name is drawn)

Spring Semester Enrollment Status: (please check one)

 Practicum 1st Internship 2nd Internship

Education:

Undergraduate Degree _____

Graduate Degree Track _____

Other educational experience

APPENDIX C

Letter of Invitation

Greetings,

You are invited to take part in my dissertation study. I am conducting a qualitative research study about the use of the mandala in triadic supervision. I will be conducting 30 to 45 minute interviews to gain information about your experience in triadic supervision in the Spring 2010 semester. Interviews can be scheduled on the University of Arkansas Campus or over online video chat and will take place during the Summer 2010 semester.

I realize your time is precious. In appreciation of your help, you will be entered into a drawing to win a \$50 gift card from Target.

Please do not hesitate to contact me if you have any questions or to schedule an interview.

Contact Kelly Dunbar (XXXXXXXXXXXXXXXXXX).

Thank you so much for helping me to complete my study!

APPENDIX D

Key Terms

Supervisory Working Alliance:

A supervision model that focuses on goals, tasks, and the bond between supervisor and supervisee (Bordin, 1983).

Goals:

The supervisory working alliance model includes the following eight goals for the CIT's: (a) mastery of specific skills; (b) enlarging one's understanding of clients; (c) enhancing one's awareness of process issues; (d) increasing awareness of one's self and one's impact on the process; (e) overcoming personal and intellectual obstacles toward learning and mastery; (f) deepening one's understanding of concepts and theories; (g) providing a stimulus to research, and (h) maintaining the standards of service

Tasks:

Actions taken to achieve the goals within supervision

Tasks can include addressing any thoughts, attitudes, feeling, or beliefs about the counseling process.

Bond:

A bond is formed in supervision when the supervisory relationship involves trust, compatibility, and a shared responsibility for the process.

To form a successful bond, the supervisor must be mindful of the individual goals and tasks of each supervisee

APPENDIX E

Interview Guide

In what ways, if any, did creating mandalas during supervision sessions help you to develop goals for supervision?

In what ways, if any, did creating mandalas during supervision sessions help you to find solutions to clarify tasks (i.e., clinical focus with clients, personal feelings, personal goals)?

In what ways, if any, did creating mandalas in supervision sessions have any impact on the bond between yourself and your supervisor?

In triadic supervision, what ways if any, did creating mandalas have any impact on the bond between yourself and your fellow CIT?

In what ways, if any, do you feel more confident in your work with clients as a result of creating mandalas in supervision?

In what ways, if any, did you think creating mandalas in supervision had an effect on your clinical development?

Under what circumstances, if any, do you see yourself creating mandalas with your clients?

Would you like to offer any additional feedback or comments?