

EXAMINING THE PROCESS OF PROFESSIONAL IDENTITY
DEVELOPMENT OF PSYCHOTHERAPISTS IN SUPERVISION PROCESS: A
CRITICAL DISCURSIVE PSYCHOLOGICAL APPROACH

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY
TUĞBA UYAR SUIÇMEZ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF PSYCHOLOGY

OCTOBER 2019

Approval of the Graduate School of Social Sciences

Prof. Dr. Yaşar Kondakçı
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy.

Prof. Dr. Sibel Kazak Berument
Head of Department

This is to certify that we have read this thesis and that in my opinion it is fully adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy.

Assist. Prof. Dr. Sevda Sarı Demir
Co-Supervisor

Prof. Dr. Tülin Gençöz
Supervisor

Examining Committee Members

Assoc. Prof. Dr. Bahar Öz	(METU, PSY)	_____
Prof. Dr. Tülin Gençöz	(METU, PSY)	_____
Assist. Prof. Dr. Meltem Anafarta Şendağ	(Ufuk Uni., PSİ)	_____
Assist. Prof. Dr. Ayşen Maraş (Muğla Sıtkı Koçman Uni., PSİ)		_____
Assist. Prof. Dr. Yağmur Ar-Karcı	(TEDU, PSY)	_____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Tuğba Uyar Suiçmez

Signature :

ABSTRACT

EXAMINING THE PROCESS OF PROFESSIONAL IDENTITY DEVELOPMENT OF PSYCHOTHERAPISTS IN SUPERVISION PROCESS: A CRITICAL DISCURSIVE PSYCHOLOGICAL APPROACH

Uyar Suiçmez, Tuğba

Ph.D., Department of Psychology

Supervisor: Prof. Dr. Tülin Gençöz

Co-Supervisor: Assist. Prof. Dr. Sevda Sarı Demir

October 2019, 227 pages

Identity is a forming notion based on the interactions people live in, and it is continuously formed throughout life (Burr, 2003; Erikson, 1968) like psychotherapists' education process. The current study consists of two interdependent studies which examine the process of psychotherapists' professional identity development via Critical Discursive Psychology (CDP) approach. The first study comprises of two parts and aims to observe the changes in participants' discourses through supervision training. In the first part of the first study, three doctoral students were interviewed when they were supervisees. Moreover, in the second part, they were interviewed again as supervisors after they provided supervision for about two semesters. Six individual interviews were conducted, transcribed, coded, and analyzed in terms of interpretative repertoires and subject positions. Eight distinctive interpretative repertoires called as "recognition," "organization culture," "rivalry," "trust," "familiar experiences and support," "setting standards," "power issues," and

“investments on personal and professional identities,” and seven subject positions such as “identical vs. critical,” “competitor,” “filtering,” “familiar,” “acknowledging the borders,” “outsider,” and “questioning the perceived efficacy” were identified. Then, in the second study, one alumni, one senior and three junior doctoral students met to talk about their supervision training processes in focus group which is moderated by researcher. The focus group data were transcribed, coded, and analyzed. Four interpretative repertoires were identified, called as “power issues,” “relation,” “rivalry,” and “growth.” Emerging subject positions were elaborated under interpretative repertoires. The results, implications, limitations, and future suggestions were discussed in terms of professional identity development process.

Keywords: Professional Identity, Psychotherapist, Supervision, Discourse Analysis, Critical Discursive Psychology

ÖZ

PSİKOTERAPİSTLERİN SÜPERVİZYON SÜRECİNDEKİ PROFESYONEL KİMLİK GELİŞİMİ SÜREÇLERİNİN İNCELENMESİ: ELEŞTİREL SÖYLEMSEL PSİKOLOJİ YAKLAŞIMI

Uyar Suiçmez, Tuğba

Dokora, Psikoloji Bölümü

Tez Danışmanı: Prof. Dr. Tülin Gençöz

Eş Danışman: Dr. Öğr. Üyesi Sevda Sarı Demir

Ekim 2019, 227 sayfa

Kimlik, insanların içinde yaşadıkları etkileşimlerle şekillenen ve psikoterapistlerin eğitim süreci gibi, hayat boyu gelişimi devam eden bir kavramdır (Burr, 2003; Erikson, 1968). Bu çalışma, psikoterapistlerin mesleki kimlik gelişimi sürecini, Eleştirel Söylemsel Psikoloji (ESP) yaklaşımıyla inceleyen birbiriyle ilişkili iki alt çalışmadan oluşmaktadır. Birinci çalışma, katılımcıların süpervizyon sürecinde aldıkları farklı rollere göre değişen söylemlerini gözlemlemiştir. İlk çalışmanın ilk aşamasında üç doktora öğrencisi ile süpervizyon aldıkları dönemde, ikinci aşamasında ise aynı kişilerle, iki dönem süpervizyon verdikten sonra tekrar görüşülmüştür. Toplamda yapılan altı bireysel görüşme deşifre edildi, kodlandı ve açıklayıcı repertuarlar ve özne konumları açısından analiz edildi. Sonuçta, “tanınma”, “organizasyon kültürü”, “rekabet”, “güven”, “benzer deneyimler ve destek”, “standart belirleme”, “güç ilişkileri” ve “öznel ve profesyonel kimliğe yatırımlar” şeklinde, sekiz açıklayıcı repertuara ulaşıldı. Ek olarak, “benzeşen ve eleştiren”, “rekabet eden”,

“filtreleyen”, “tanıdık”, “kendi sınırlarını bilen”, “dışarıda” ve “yeterliliğini sorgulayan” özne şeklinde yedi de konum belirlenmiştir. İkinci çalışmada ise, üç doktora öğrencisi ve bir mezun katılımcı, araştırmacı moderatörlüğünde, süpervizyon süreçlerini konuşmak üzere fokus gruba davet edildi. Grubun ses kaydı deşifre edildi, kodlandı ve analiz edildi. Sonuçta, “güç ilişkileri”, ilişkilene”, “rekabet” ve “gelişim” şeklinde dört açıklayıcı repertuara ulaşıldı. Özne konumları bu başlıklar altında incelendi. Tüm sonuçlar, uygulama alanları, çalışmanın kısıtlılıkları ve öneriler profesyonel kimlik gelişimi süreci açısından tartışıldı.

Anahtar Kelimeler: Profesyonel Kimlik, Psikoterapist, Süpervizyon, Söylem Analizi, Eleştirel Söylemsel Psikoloji

"

Vq'vj g'wphqt i qwgp"dt ki j vgu'luqwt'qht'o {"dt qyj gt "cpf "o {"kwwg'lxo kq'y kj 'Go t g'cpf "Ct {ci "

ACKNOWLEDGMENTS

First of all, I would like to express my sincere appreciation to my advisor Prof. Dr. Tlin Genoz for her support, encouragement, and academic guidance both in my dissertation and my journey on becoming clinical psychotherapist. I am also thankful to my co-advisor Assist. Prof. Dr. Sevda Sarı Demir for her support and understanding approach throughout my study. Her support about conducting a qualitative study is so valuable for me. I am thankful to my thesis committee members Assoc. Prof. Dr. Bahar z, Assist. Prof. Dr. Meltem Anafarta Őendađ, Assist. Prof. Dr. AyŐen MaraŐ, and Assist. Prof. Dr. Yađmur Ar-Karcı. I want to thank to participants who took part in this study for their voluntary contributions, sincere sharing, and warm attitudes toward me.

I am also thankful to my friends and colleagues, Glay Dnmez, BŐra İpliki, Ceyda Dndar, Fatih Dnmez, and Murat İpliki. I am so grateful for their unconditional support and love. I would like to express my thanks to research team members Derya zbek ŐimŐek, Elif nal, B. Pınar Bulut, and Sinem Atmaca for their support via thinking, reading, and discussing about my research.

There are special thanks to my family who supported me with their love. Especially, my mother is always there and supports me throughout all my life. My father encouraged me although he does not believe the psychotherapy, he believes me. So I would like to express my thanks to him. I am very grateful to be a member of Suimez family, they helped me to carry on my studies and emotionally supported me.

I would like to express my special thanks for my husband, Emre Can Suimez, for his unconditional love, support, patience, and encouragements. We started our graduate education together and he show his support at all phases. He listened my research and my worries again and again with patience. I am really thankful to him for being in my

life. In these days, we are starting a new journey and we are waiting for the little member of our family, Arya. I should express my thanks to Arya for her patience during the long hours that I have worked for my dissertation.

This thesis was supported by the Scientific and Technological Research Council of Turkey (TÜBİTAK). I appreciate TÜBİTAK for the financial support during my PhD studies.

TABLE OF CONTENTS

PLAGIARISM	iii
ABSTRACT.....	iv
ÖZ	vi
DEDICATION	viii
ACKNOWLEDGMENTS	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xv
CHAPTER	
1.INTRODUCTION.....	1
1.1. General Overview	1
1.2. Main Research Questions and Aimsn.....	2
2. HISTORICAL EVALUATION OF PSYCHOLOGY AND CLINICAL PSYCHOLOGY	4
2.1. Clinical Psychology Appearing as a Branch	5
2.1.1. Developing Process in the World	5
2.1.2. Developing Process in Turkey.....	6
2.2. Getting Licensed in Clinical Psychology	7
2.2.1. Standards for World.....	7
2.2.2. Standards for Turkey	12
3. THEORETICAL BACKGROUND	14
3.1. Professional Training: Supervision Process	14
3.2. Professional Identity Development and Current Literature Review	18
3.3. Discourse and Identity.....	19
4. METHODOLOGY	21

4.1. The Reasons for Choosing Qualitative Study and Critical Discursive Psychology Approach	21
4.1.1. The Ontology : Relativism	22
4.1.2. The Epistemology: Social Constructivism	22
4.1.3. Approaches in Discursive Spectrum	24
4.1.3.1. Conversation Analysis	25
4.1.3.2. Discourse Analysis	26
4.2. Critical Discursive Psychology Approach	27
4.2.1. Three Key Psychoanalytical Concepts.....	28
4.2.1.1. Interpretative Repertoires.....	28
4.2.1.2. Subject Positions	30
4.2.1.3. Ideological Dilemmas	31
4.2.2. Objectivity, Replicability, and Generalizability Issues in Critical Discursive Psychology.....	32
5. STUDY 1: LONGITUDINAL INTERVIEWS WITH TRAINEES: A TRADITION FROM BEING SUPERVISEE TO SUPERVISOR	34
5.1. Method.....	34
5.1.1. Procedure	34
5.1.2. Setting and Interviewing	36
5.1.3. Sampling Method and Participants	37
5.1.4. Data Collection	38
5.2. Analysis of the Individual Interviews	40
5.2.1. Transcription and Extracting.....	40
5.2.2. Reading and Coding.....	41
5.2.3. The trustworthiness of the Study	42
5.2.3.1. Reflexivity of the Researcher.....	43
5.3. Results of Individual Interviews	44
5.3.1. First Interviews with Trainees as Supervisees	45
5.3.1.1. Interpretative Repertoires: Neither Novice Nor Experienced Trainee	46

5.3.1.1.1. Recognition Repertoire.....	47
5.3.1.1.2. Organization Culture Repertoire.....	49
5.3.1.1.3. Rivalry Repertoire	52
5.3.1.1.4. Trust Repertoire.....	54
5.3.1.1.5. Setting Standards Repertoire	55
5.3.1.1.6. Investments in Personal and Professional Identites Repertoire	58
5.3.1.2. Subject Posisitons: As a Psychotherapist, As a Supervisee, and What Is Next?	60
5.3.1.2.1. Identical vs. Critical Position.....	61
5.3.1.2.2. Competitor Position.....	63
5.3.1.2.3. Filtering Position	65
5.3.1.2.4. Familiar Position.....	67
5.3.2. Second Individual Interviews with Trainees as Supervisors	70
5.3.2.1. Interpretative Repertoires: Experience of Becoming Supervisor	70
5.3.2.1.1. Power Issues Repertoire	71
5.3.2.1.2. Rivalry Repertoire	74
5.3.2.1.3. Setting Standards Repertoire	76
5.3.2.1.4. Investments in Personal and Professional Identities Repertoire	79
5.3.2.1.5. Familiar Experiences and Support Repertoire.....	81
5.3.2.2. Subject Positions: As a Supervisor and Once Upon a Time a Supervisee.....	83
5.3.2.2.1. Identical vs. Critical Position.....	84
5.3.2.2.2. An Acknowledging the Borders Position	86
5.3.2.2.3. Outsider Position	89
5.3.2.2.4. Questioning the Perceived Efficacy Position	91
5.4. Discussion: Developing a More Holistic Perspective	94
6. STUDY 2: NOVICE PSYCHOTHERAPISTS AND EXPERIENCED SUPERVISORS IN FOCUS GROUP.....	104
6.1. Method.....	104

6.1.1.Procedure	104
6.1.2.Setting and Interviewing	105
6.1.3.Sampling Method and Participants	105
6.1.4. Data Collection	108
6.2. Analysis of the Focus Group	109
6.2.1. Transcription and Extracting.....	110
6.2.2. Reading and Coding.....	111
6.2.3. The trustworthiness of the Study	111
6.3. Results of the Focus Group: We Are Trainees, They Are Trainers, and You Are a Researcher	113
6.3.1. Power Issues Repertoire	114
6.3.2. Relation Repertoire	123
6.3.3. Rivalry Repertoire	132
6.3.4. Growth Repertoire	137
6.4. Discussion: Positioning the Others as the “Other Side”	146
7. A GENERAL DISCUSSION	157
REFERENCES	165
APPENDICES	
A: APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE.....	183
B: INFORMED CONSENT FORM.....	184
C: SELECTED TRANSCRIPTION SYMBOLS	186
D: POSSIBLE INTERVIEW QUESTIONS AND PROMPTS FOR SEMI-STRUCTURED INTERVIEWS	188
E: QUESTIONS AND PROMPTS FOR FOCUS GROUP	190
F: VITA	191
G: TURKISH SUMMARY / TÜRKÇE ÖZET	195
H: TEZ İZİN FORMU / THESIS PERMISSION FORM	227

LIST OF TABLES

Table 1. Detailed Information about Participants in the First Study	37
Table 2. Detailed Information about Participants in the Second Study	106

CHAPTER 1

INTRODUCTION

1.1. General Overview

This thesis is based on relativist ontology and social constructivist epistemology. It consists of two interdependent studies which examine the process of psychotherapists' professional identity development with Critical Discursive Psychology (CDP) approach. The analyses aim to reveal the dominant repertoires and subject positions of participants, to observe the changes in psychotherapists' discourses through supervision training, and to examine the interactions between supervisees and supervisors when they were confronted.

In the first chapter, the background of the research and research questions will be explained briefly. Then in Chapter 2, the history of clinical psychology and licensure procedures will be elaborated. In Chapter 3, psychotherapists' professional identity development process will be examined through the supervision training from a discursive perspective. In Chapter 4, the methodological details about CDP will be explained. In Chapter 5, the first study's method part, research procedures, analysis process and results will be examined. Moreover, trustworthiness issues and reflexive position of the researcher will be explained in this chapter. In Chapter 6, the method, research procedures, analysis, and results of the second study will be elaborated. In addition, the reflexive position of the researcher will be discussed in this chapter. Finally, in Chapter 7, implications of results, general conclusions, limitations, and future suggestions will be discussed.

1.2. Main Research's Questions and Aims

Identity is a forming notion based on the interactions people live in, and it is continuously formed throughout life (Burr, 2003; Erikson, 1968). In terms of psychotherapists, their education process also represents a life process. This process has some stages, such as becoming a student who takes academic courses, a supervisee who is novice psychotherapist, a supervisor in supervision training. In addition, trainees finally graduate as a professional psychotherapist (Klein, Bernard, & Schermer, 2011; Tsuman-Caspi, 2012). So, examining professional identity development via some quantitative instruments could not grasp all sub mechanisms of the system. Also, using quantitative instruments could not examine the underlying process of change in training. However, looking from a discursive spectrum could provide an opportunity for examining the psychotherapists' discourses in order to understand what they did with those discourses.

The current study questions psychotherapists' professional identity development via their discursive practices throughout their supervision training process. More specifically, the current study aims

- to evaluate the construction and development of psychotherapists' professional identity and
- to look at the psychotherapists' discourses when their predefined roles changed throughout education process.

Generally, the analyses focus on the examination of the interpretative repertoires and subject positions in psychotherapists' discourses by highlighting the changes.

Based on these aims, the main questions are that

1. Does the professional identity of psychotherapists develop and change in parallel with their development in the education process and the different roles they take throughout the training process?

2. If there is a change, does this change reflect on the discourses of the psychotherapists?
3. Can these reflections be observed via psychoanalytic key concepts in Critical Discursive Psychology perspectives namely interpretative repertoires and subject positions?

CDP methodology is used to examine the changing discourses of participants based on their changing roles in graduate-education process. This research aims to provide explanations about supervisees' professional identity construction process and to observe the change in participants' discourses. The participants talk from new subject positions according to their developmental enhancements in supervision training such as being novice supervisees and becoming experienced supervisors.

CHAPTER 2

HISTORICAL EVALUATION OF PSYCHOLOGY AND CLINICAL PSYCHOLOGY

Passer and Smith (2008, p. 2) define psychology as “the scientific study of behavior and the mind.” The authors defined five main goals of psychology as describing how people and other species behave, understanding the causes of these behaviors, predicting how people and animals will behave under certain conditions, influencing behavior through the control of its causes, and applying psychological knowledge in ways that enhance human welfare (Passer & Smith, 2008, p.4). In 1879, Wilhelm Wundt established the first psychology laboratory at the University of Leipzig, in Germany. It provides the first opportunities for the studies of experiential psychology such as working with human behaviors, emotions, and cognition. In 1890, William James published one of the basics of modern Western literature, Principles of Psychology, which covered topics, such as consciousness, emotion, habit, and will (American Psychological Association, 2017). Then some attempts were started to become organized in psychology profession. The early attempts about organization started in 1892 with the establishment of the American Psychological Association (APA) with just 31 members. In a growing trend, APA became the largest scientific and professional organization representing psychology with more than 118.000 members who are researchers, educators, clinicians, consultants, and students (American Psychological Association, n.d.-a). In the 1900s, the psychology studies have gained significant momentum with varying interest in different areas of psychology. It starts with developing new testing instruments in 30th April 1904. It continues with the efforts on defining standards for each participant of the psychology profession in 29th December 1915 (American Psychological Association, 2017).

In Turkey, the history of psychology rooted very early dates. First attempts within psychology were based on mental hospitals in which patients treated with music and sport, in the 15th century. Psychology studies in today's sense started in İstanbul University with Prof. Anschutz, who was invited to Turkey as a psychology lecturer. After World War I, Şekip Tunç is selected as a head of psychology department in İstanbul University, who has completed his education in Kean Jacques Rousseau Institute. In the 1950s, there were some studies in order to translate and adapt the instruments which were written in foreign languages. Test and Research Bureau in the Ministry of Education conducted those adaptation studies. With the increasing interest in psychology area all over the world, the general standards of the psychology profession were started to be discussed in the 1970s (Acar & Şahin, 1990; Burçoğlu & Öğrenir, n.d.; Kağıtçıbaşı, 1994).

2.1. Clinical Psychology Appearing as a Branch

Lots of branches appeared throughout the development of the profession with the diverse interests within psychology professions. For instance, in APA, there are 54 divisions now, some of them represent sub-disciplines of psychology, and some of them are organized based on interest of groups (American Psychological Association, n.d.-b).

2.1.1. Developing Process in the World

In 1896, Lightner Witmer opened the first psychology clinic at the University of Pennsylvania which makes him known as the founder of clinical psychology (American Psychological Association, 2017). Moreover, Witmer published a book called as *The Psychological Clinic* and an article in which he explained the need for a new term explained based on his ten years of work (Baron, 2006). In parallel with the developments in other branches in 1917, The American Association of Clinical Psychologists was founded at the Carnegie Institute of Technology, by the

psychologists departing from APA. This association was aimed to promote training and certification standards for clinical psychology practice. Moreover, his association aims to increase professional standards and to bear up clinical psychologists' researches and practices (American Psychological Association, 2017). Then, the members of The American Association of Clinical Psychologists merges with the Society of Clinical Psychology, Division 12. The new division was founded for active practitioners, researchers, teachers, and administrators, in 1919 as the first special interest division within the APA (American Psychological Association, 2017). Members of that division have still been working on education, internship, clinical training, and clinical practicing standards for Clinical Psychology Profession (American Psychological Association, 2017).

2.1.2. Developing Process in Turkey

In 1956, the Psychology Association, as the first association in the psychology area, established in İstanbul. In 1976, the Psychologists Association established in Ankara with the effects of increasing trends and requirements for psychological services. These two associations could not meet the requirements for the area due to irregularities and financial inadequacies. Finally, Turkish Psychology Association (TPA) which aims to define working principles of psychology profession, to make them carried out together, to look after the patients' rights, to publish articles, and to hold training courses for academicians, professionals, or the public weal, was established in Ankara, in 1976. TPA has seven regional representatives and more than 4000 members in all over Turkey (Türk Psikologlar Derneği, n.d.).

The efforts to create the legal definition of the psychology profession started in 1974 and they gained momentum in the following years. In the 1990s, the Grand National Assembly of Turkey (TBMM) started to deal with this topic. However, all efforts failed due to lots of different bureaucratic reasons. So TPA still works on this process. In the proposal of the Professional Law, the duties and authorizations of psychologists

who specialize in clinical psychology were discussed. By making a professional law, it is aimed to set the specialization and training standards related to the psychology profession, to define the sub-branches of psychology and to clarify the differences of these branches from other related fields. Moreover, it is aimed to define the limits of psychology field and to carry out professional supervision of ethical standards. There are lots of government agencies who define the duties and responsibilities of clinical, social, or developmental psychologists; however, all definitions are criticized for being inadequate for defining the educational standards of the profession (Türk Psikologlar Derneği, 2008).

2.2. Getting Licensed in Clinical Psychology

Organizational frames are necessary for designating the standards of professions. Moreover, those features are necessary for all parts of clinical practice such as novice psychotherapists, supervisees, clients, supervisors, and educators of supervisors. Clinical psychology profession has various working areas, so there are need more serious regulation in order to define educational, practical, and competency standards for trainees and professionals in clinical psychology.

2.2.1. Standards for World

Although most regulations were mostly similar, there are still different regulations in different countries. Even there could be different regulations for each state, province, or territory. In the United States of America, there were different regulations for different states; certainly, all regulations mostly depend on the American Psychological Association (APA)'s policy on licensure (American Psychological Association, 2011).

For instance, the Indiana Professional Licensing Agency (IPLA) defined criteria in order to endorse a person as a health service provider in psychology. According to

those criteria, the applicants firstly should have a doctoral degree in clinical psychology, counseling psychology, school psychology, or another applied health service area of psychology. This degree should be from board-approved postsecondary educational institution. Moreover, the applicants should have at least two years of experience in health service settings. One year of that experience should be in an organized health service training program. Then, the applicants should obtain at least one year of experience after receiving a doctoral degree in psychology. This two years of experience should include 1800 hours of clinical, counseling, or school psychology work experience, and 100 hours of direct supervision (50 hours must involve the diagnosis and at least 50 hours must involve the treatment of mental and behavioral disorder) from a psychologist who meets the requirements for endorsement. Finally, the applicant should have pass the examination which is administered by the board (Indiana State Psychology Board, 2014).

In the United Kingdom, practitioner, clinical, counseling, sports and exercise, and registered psychologists are allowed to work as mental health professionals, if they could meet the detailed criteria defined by Health and Care Professions Council (HCPC) (Health and Care Professions Council, 2015). Moreover, the British Psychological Society (BPS) declared some requirements for professional qualifications in order to provide a flexible, structured, and supportive framework for psychologist applicants. Licensed psychologists (LP), licensed marriage and family therapists (LMFT), and licensed professional counselors (LPC) are allowed to work as mental health professionals. Certainly, each group needs different qualifications in order to get licensed. For instance, LP needs to have a doctoral degree from counseling, clinical or school psychology, to pass the Exam for the Professional Practice of Psychology, and to complete a certain number of clinical experience under supervision. BPS declared a two-staged model which explain the requirements for being a counseling psychologist. The first stage, which is named as master level, is consisted of a minimum of 200 hours of supervised practice (minimum one-hour supervision for every eight hours of client contact) and completion of 20 hours of

personal psychological therapy. Trainees are also asked to prepare an essay about therapeutic practices with a client, a case study about the therapeutic study with a different client, and an academic paper about anti-discriminatory practice in the first stage. After completing the first stage, all applicants attended to a transitional meeting in which they are evaluated about whether they are qualified for shifting to doctoral level or not. The second stage is consisted of further 250 hours practice, 350 hours (150 hours of this training should be about different courses, as a secondary model in training) of face to face training on counselling psychology, counselling or psychotherapy at postgraduate level, and 20 hours of personal psychological therapy. Moreover, trainees should prepare a process report of a case study, an academic paper about organizational, structural or situational contexts on counseling psychology practice, another academic paper examining the philosophical bases of counseling psychology, and an essay about applicant's learning experience (The British Psychological Society, 2018).

In England, there is no plan to exclude people, who are not registered members of BPS, from being supervisor. Moreover, the current accreditation criteria for applicants of applied psychology included a series of skills (The British Psychological Society, n.d.). BPS also defined a supervision skills training program which aims to facilitate supervisors' professional development and refine their personal way of working (theoretical orientation, settings, and so forth in England (Jr. Watkins & Milne, 2014). This training includes four parts. It consisted of workshops and some DCLinPsy courses which were offered by the Society's Professional Development Centre (PDC). Moreover, all registrants are contacted and their Continuing Professional Development records are assessed by the Society's Membership Advisory Group in every five year. BPS also provides information about the registered supervisors for each territory in England (The British Psychological Society, n.d.).

In Canada, psychologists must be licensed to practice as psychologists, like other health care professionals (Canadian Psychological Association, 2019). In each state,

psychology association and council boards define different criteria to get licensure. For instance, in Alberta, a person can use a psychologist title, after s/he completed master degree. In order to practice independently there are some requirements to be completed. Psychologists should get minimum 500 scores out of 800 in Examination for Professional Practice in Psychology (EPPP) and be successful in an oral examination, after completing 1600 hours of supervised experience (Canadian Psychological Association, n.d.). Moreover, in British Columbia, having a doctoral degree in psychology is a prerequisite for using psychologist title and practicing independently. The doctoral education consisted of 600 hours of supervised practice and 1600 hours of pre-doctoral internship which was also supervised. In addition, psychologists should get minimum 500 scores in EPPP, 40 scores out of 50 in written jurisprudence exam and they should be successful in an oral examination. Different territories defined various criteria to regulate licensure issues in psychology profession. These regulations are applied by some authorized institutions such as universities, government organizations, schools or hospitals (Canadian Psychological Association, n.d.).

In Australia, the Psychology Board of Australia (PBA) declared some requirements to register as a psychologist. After having bachelor degree and completing one-year postgraduate study, applicants have different options in order to get general registration. One of the options is completing two years of supervised internship practice. The second one is consisted of one-year of the master education and one-year supervised practice. PBA defined clinical, counseling, forensic, organizational, sport and exercise, educational and developmental, health, and community psychology, and clinical neuropsychology as the areas which need the specific endorsement of registration (Psychology Board of Australia, 2011). Registered psychologists who wish to practice in those particular areas of psychology should be eligible in terms of PBA's registration standards. There are three different ways to be eligible. In order to be eligible, a generally registered psychologist should complete two years of professional master education (MPsych), two years of supervised practice post-

MPsych, 80 hours of supervision, and 80 hours of continuing professional development education in the related area. In another option, applicants may choose to complete four years of combined master and doctoral education (MPsych/Ph.D.), 1,5 years of supervised practice as post MPsych/Ph.D. education, 60 hours of supervision, and 60 hours of continuing professional development education. As the last option, the applicant would prefer to complete 3 to 4 years of professional doctoral education (DPsych), one-year of supervised practice as post DPsych, 40 hours of supervision, and 40 hours of continuing professional development education (Psychology Board of Australia, n.d.).

Moreover, in Australia, the Psychology Board of Australia (PBA) developed a supervisor training program. Successfully completing this training is mandatory for being a clinical supervisor (Psychology Board of Australia, 2018). Psychologists who want to become a board-approved supervisor (BAS) need to have held general registration for at least three years, and complete competency-based supervisor training (full training) which consisted of three components. These three components are knowledge assessment, skills training workshop, and competency-based assessment and evaluation process, and they need to be completed in sequence. Knowledge assessment part included at least seven hours of self-directed preparatory work related to knowledge of best practice supervision and relevant board codes, guidelines, and policies. Moreover, the skills training workshop is a two-day activity which focuses on integrating practical skills. This workshop is a face to face training. Competency-based assessments and evaluations are completed based on the electronic recordings of supervision sessions and written reflections of those sessions. The performance of applicants assessed and graded by the training providers systematically. After the applicants approved by the board, his/her name is added to the supervisors' lists which is declared by the Board of Australia. All supervisors should renew their approvals in every five years by completing at least one board-approved (minimum 6 hours) master class. If the supervisor becomes successful again,

his/her approval will be extended for another five years (Psychology Board of Australia, 2018).

Each country defines different regulations for their system. The commonly emphasized point in all of those regulations and standards is the importance of practical and academic education. All boards and associations in different countries emphasize the importance of practical education especially conducting psychotherapies under supervision.

2.2.2. Standards for Turkey

Although, TPA, some other associations and governmental agencies make lots of attempts to take the legal definition of the psychology profession throughout the development process, all those efforts have failed. Unfortunately, there are still no legal licensure regulations in order to work as a psychologist, counselor, or supervisor in Turkey. It means that there is no legal profession law.

TPA declared some legally non-binding regulations about the psychology profession in their ethics code. This code consisted of some regulations about occupation's general principles (competence, qualification, not being harmful, responsibility, honesty, respect to human rights, and nondiscrimination issues) and about clinical psychology specific ones (education requirements, psychotherapy, evaluation systems, and research). Based on ethical principles declared by TPA, training programs have the responsibility for helping psychologists to build the necessary skills and knowledge base for licensure and certification (Türk Psikologlar Derneği, 2004).

In the world, in the 1990s, TPA gave importance to become a member of international associations and to strengthen relations with international associations in order to track the developments in other countries (Türk Psikologlar Derneği, n.d.). TPA becomes a member of the International Union of Psychological Science (IUPsyS) in 1992. Then,

it becomes the member of the European Federation of Psychologists' Associations (EFPA) in 1993.

Attending international arena provides TPA a more holistic and broader perspective about the required standards and inadequacies in the current regulations. For instance, the Federation of European Psychological Association (EFPA) declared a two leveled-certification system called EuroPsy-T and TPA is the authorized organization for this certification process in Turkey. In order to get Specialist Certificate in Psychotherapy, psychologists should firstly have European Certificate in Psychotherapy (Türk Psikologlar Derneği, n.d.). Then minimum three years graduate education which is consisted of 400 hours of academic education about therapeutic methodology, 100 hours personal development activities (minimum 500 hours of practicing under supervision), 150 hours of supervision, and 16 European Credit Transfer and Accumulation System (ECTS) should have to be completed (Türk Psikologlar Derneği, 2011). Certainly, in Turkey, this certification process is not a mandatory regulation for psychology occupation. Even so, this provides a list of qualified psychologists and supervisors (Türk Psikologlar Derneği, 2015).

The importance of having the Profession Law which defines the standards and regulations of psychology profession should recognized by all governmental and civil organizations. The profession law could help psychologists to construct their professional identity. However, there is still no results or solutions for this problematic area. Examining the standards and regulations used in all over the world showed that conducting practical training under supervision is the most critical part in professional identity development.

CHAPTER 3

THEORETICAL BACKGROUND

In this part, the importance of supervision in psychology education will be explained in terms of professional identity development. After describing the professional identity notion and examining the related literature, the relation between the professional identity development process and discourses will be explained.

3.1. Professional Training: Supervision Process

In the 1980s, Mahoney raised three questions about the field of psychotherapy, such as is psychotherapy effective or not, when and why it is effective, and what should be the guidelines for training psychotherapists. Although it is known that the features related to the therapists contribute more to psychotherapy than any techniques (Wampold, 2001), psychotherapy research still has a traditional tendency to focus the content and process of therapy itself (Orlinsky et al., 2005). Supervision defined as the second important factor compared to working directly with clients. It promotes the professional development of psychotherapists (Orlinsky, Botermans, Rønnestad, & The SPR Collaborative Research Network, 2001). Rønnestad and Orlinsky (2005) conducted a comprehensive study which focuses on psychotherapists' experiences of their therapeutic work and professional development process, and the interrelation between them. According to results, it is found that supervision is founded as the most powerful experience in the practical-experiential learning process for novice students and trainee psychotherapists.

Supervision is a “mandatory” process in most psychotherapy training programs or there are some requisite supervision courses in other programs (Jr. Watkins & Wang,

2014, p. 198). The supervision is essential for fostering the active and reflective learning process during the education process (Parsons & Zhang, 2014). In an academic and supervisory relationship, supervisor psychologists are held responsible for providing timely and accurate feedback about both success and failures while evaluating actual performance and attendance to required activities of students and supervisees (Türk Psikologlar Derneği, 2004).

Supervision is defined in many ways by various research groups. The definitions differ from one another in terms of the discipline, approach, or training focus (Bernard & Goodyear, 2014). By National Health Service (NHS), clinical supervision is defined as "a formal relationship that aims to ensure safe practice for clients, to optimize client outcomes, and to promote greater insight about the development of therapeutic skills for the supervisees" (Turpin & Wheeler, 2011, p. 5). Besides, Bernard and Goodyear (2014, p. 9) defines supervision as "an intervention provided by a more senior member of a profession to a more junior colleague or colleagues who typically are members of that same profession." Milne (2007) conducted an empirical study in which the definitions of supervision are criticized based on four criteria such as (1) precision, (2) specification, (3) operationalization, and (4) corroboration. As a result, Milne (2007) suggested this definition:

the formal provision, by approved supervisors, of relationship-based education and training that is work-focused and which manages, supports, develops, and evaluates the work of colleague/s. The main methods that supervisors use are corrective feedback on supervisee's performance, teaching, and collaborative goal-setting. It, therefore, differs from related activities, such as mentoring and coaching, by incorporating an evaluative component. Supervision's objectives are "normative," "restorative," and "formative." These objectives could be measured by current instruments (p. 439).

Those definitions emphasized that supervision is a relationship. This supervision relationship is "evaluative and hierarchical, and it extends over time." This relationship also functions as an enhancing factor for more junior trainees. Supervision "monitors the quality of professional services offered and being a gatekeeper for a

particular profession the supervisee seeks to enter” (Bernard & Goodyear, 2014, p. 9). Supervision is a way of transferring the skills, knowledge, and attitudes to the next generations and supervisees. It also ensures that clients receive a high quality professional service while trainee supervisees work with them (Bernard & Goodyear, 2014).

Attending to supervision safeguards the welfare of the client and foster psychotherapists’ development (Parsons & Zhang, 2014). Supervision both assists the development and application of counseling skills and also encourages the development of the professional identity (Worthen & Mcneill, 1996). Supervision in psychotherapy training help the trainees to develop their professional identity and to gain basic therapeutic abilities (Ögren & Booëthius, 2014). Moreover, the supervision process after graduation focus on continuous professional development (Parsons & Zhang, 2014).

The practical part of clinical psychology included different parts such as supervisors, supervisees, supervisor of supervisors, and each part has complex role systems. This complex system consisted of expectations, earlier experiences, and some other factors that affect role identifications (Ögren & Booëthius, 2014). Admittedly, this complex mechanism affected by its’ all parts. Being the only supervisee or attending supervisions as a group is a well-known factor that affects the supervision relationship. In the individual format of supervision, which was the primary type of training in earlier years, has simpler way of working (Holloway, 1984).

On the other hand, group supervision has a more complex structure than individual supervision process (Ögren, Booëthius, & Sundin, 2014, p. 649). Group supervision can be described as;

the regular meetings of a group of supervisee with a designated supervisor or supervisors to monitor the quality of their work, and to further their

understanding of themselves as clinicians, of the clients with whom they work, and of service delivery in general (Bernard & Goodyear, 2014, p. 161).

In group supervision, the assistance of supervisors' feedback and interaction between the supervisor and supervisees, and between supervisees aid the supervisees to achieve those goals (Bernard & Goodyear, 2014). Group supervision also provides an area for peer consultation by taking group participants' evaluations and comments about each other's' psychotherapy processes. As a specific term, peer consultation defined as;

... a structured, supportive process in which trainees, in pairs or group, use their professional knowledge and relationship expertise to monitor practice and effectiveness on a regular basis for the purpose of improving specific counseling, conceptualization, and theoretical skills (Wilkerson, 2006, p. 62).

Group supervision has both advantages and disadvantages in its system. For instance, they make the hierarchical issues between supervisor and supervisees diminished while helping the novice supervisees to cope with their anxiety and emotional isolation problems by helping them to gain experience about supervision strategies (Nelson, 2014). Peer supervision helps to increase interdependency between supervisees, thus decrease dependency on supervisors, increase the responsibility of supervisees on assessing both their skills and those of their peers, structure their professional growth and helps them to develop self-confidence (Benshoff & Paisley, 1996).

On the other hand, transferences and projections can emerge toward the supervisor or between the other supervisees throughout the process. In group sessions, Gautier (2009) stated that sharing difficulties and shortcomings with both supervisor and other supervisees may be accompanied by feelings of shame. Moreover, sharing success in group supervision may result in competition and rivalry feelings (as cited in Ögren et al., 2014, p. 649). Nevertheless, how much supervisees exchanged their feelings and experiences, the supervision process becomes much more functional. Moreover, supervisees gain confidence in dealing with various clinical scenarios by attending these exchange processes (Jacobsson, Lindgren, & Hau, 2012; Wheeler & Richards,

2007). Studies working on different supervision models concluded that the group's dynamic and interactions should be the focus point whatever tradition and model are followed (Ögren et al., 2014; Ögren & Sundin, 2006).

3.2. Professional Identity Development and Current Literature Review

Identity construction often occurs during introduction when a person asks questions such as, “Which grade? Who is your supervisor? Who is your advisor? What is the topic that you worked on?”. Responses typically begin with I am or I am a... which indicate this is who I am. The identity construction process cannot be considered separately from socio-cultural or historical the contexts, because of identity created in those contexts (Erikson, 1968). The word identity has a variety of definitions, depending on the field of study. A simple definition of identity comes from Benwell and Stokoe (2006) defined identity as “who people are to each other” (p. 6).

Psychotherapist trainees attended both theoretical and practical training in order to form their professional identities (Klein et al., 2011). Tsuman-Caspi (2012), based on her dissertation' results, summarized psychotherapists' development in terms of trainees' identity formation process which based on coping various learning, professional, and developmental challenges, engagement in theory, and clinical experience. Studies on psychotherapists' professional development work primarily on the supervision process in academic education and practicing training periods (Hogan, 1964; Loganbill, Hardy, & Delworth, 1982).

Psychotherapy training is a developmental process for psychotherapists, Rønnestad, and Skovholt (2003) suggested six stages model for this process. The stages were described as “the lay helper, the beginning student, the advanced student, the novice professional, the experienced professional, and the senior professional.” In this model, the beginning phase of training is defined as trainees' internalization of concepts and techniques provided by trainers and imitation of trainers' working style and theoretical

orientations rigidly. Moreover, the post-training period comprises exploration of other possibilities, integration of new styles, and gradual development of an authentic working style (Rønnestad & Skovholt, 2003). Gold (2005) explain this follow in supervisors' footstep process as "the need to identify with and to be affiliated with an ancestral heroic figure or group of elders who prescribe and legitimize what we know and do" (p. 376). Moreover, this way of identity formation inevitably creates in and out-group effect, and all features belong to the out-group are demonized and devalued (Gold, 2005).

The supervisory relationship has bidirectional and constructive structure both for supervisors and supervisees; each part has been acting on the other throughout this process (Benson & Holloway, 2005). In reaching the personal therapeutic approach process, the novice psychotherapists moved from identification (adherence) to the intuitive integration (autonomy) based on some changing criteria such as legitimization, adherence, perceived efficacy, and congruence (Rihacek, Danelova, & Cermak, 2012). In 1953, Fleming (as cited in Tsuman-Caspi, 2012) focused on supervision as the primary environmental factors that affect the development process of students. The researcher suggested three types of learning based on the student's different experience levels as imitative learning, corrective learning, and creative learning. In imitative learning, novice students imitate their supervisors without much efforts for understanding the reasons for their actions. In corrective learning, students start to clarify their understanding and reach more accurate conceptualizations. As the last phase, in creative learning, students actively engage in both theoretical and practical part of the therapeutic process. All those learning processes help students to create and form their identity.

3.3. Discourse and Identity

Identity is a concept which avoids the essentialist connotations of personality and frequently used by social constructionist writers as a meaningful way of understanding

ourselves instead of using personality (Burr, 2003). Identity is an implicit concept. The identity which a person chooses or which was identified to a person means much more things for a person's purposes than the nature of the thing itself (Burr, 2003). Someone's identity constructed through discourses, especially which were culturally more available and someone's communications with other people. There are lots of factors which effects the construction of identity, such as age, gender, education level, income, occupation. For instance, a young, black, unemployed man is surrounded by various threads such as age, ethnicity, work, and masculinity (Burr, 2003). The meanings attributed to those features could be various and affected by the discourses available in that culture. In conclusion, it can be said that identities constructed from both inside roots and the social environment, people live in. Due to the need for being in a social construct and exists in it, the socially constructed parts of identities cannot be differentiated easily (Burr, 2003).

In light of that information, it can be suggested that although people claim no change in their internal constructions, the identity could change based on the change in their social environments. According to social constructivist epistemology rooted in relativistic ontology, everything people think of or talk about such as identities, selves, is constructed through language, manufactured out of discourses" (Burr, 2003, p. 105). In general sense, discourse could be defined as both the interactions occurred between people and the products of interactions itself (Sinclair, 2007). From the social constructivist view, people regarded as "users and manipulators of language and discourse for their own purposes" (Burr, 2003, p. 126). The performative and action-oriented nature of language can be used to excuse, validate, fend off criticism, or to maintain a credible stance. Discursive psychology focuses specifically on micro-social constructivism which emphasizes the ability of the person to negotiate subject positions within particular interactions and asks how people construct their subject positions by their discourses (Burr, 2003, p. 127; Willig, 2013, p. 344). The notion of subject positions expressed the process by which people's identities are produced (Burr, 2003).

CHAPTER 4

METHODOLOGY

4.1. The Reasons for Choosing Qualitative Study and Critical Discursive Psychology Approach

The current study aims to investigate the process of psychotherapists' professional identity development based on changing positions throughout the supervision training process. Critical discursive psychology methodology used to examine the change in trainers' discourses based on their changing positions (as supervisees and supervisors) in clinical psychology graduate education process. In particular, it is aimed to identify how supervisees' discourses change throughout their developmental training and how their identity construction process works. In other words, the aim is to understand the construction and reconstruction of identity via discourses. Identity construction, as a reciprocal process in interaction with others, would be evaluated via a person's discourses. Conducting interviews with participants about their education process would provide information about their identity construction process. CDP has very functional analytical tools for examining the trainers' identity construction process within the frame of personal and professional development.

Moreover, this research will provide explanations about identifying the discourses supervisees' used to construct their identity and observing the change in their discourses while constructing new subject positions according to their position throughout the supervision training process, from being novice supervisees to the experienced supervisors. In order to examine the changes throughout this training process, looking at trainers' discourses is a beneficial way. Examining the changing positions, aims, and discourses would provide information about the experienced

changes throughout all process. CDP also has very functional analytical tools for noticing and working these changes and maybe dilemmas.

4.1.1. The Ontology: Relativism

The psychology based on the positivist-empirical understanding of science. Ontology asks what can be known. Psychology is mainly based on a Newtonian ontology of natural sciences (Harré & Gillett, 1994). In this viewpoint, events can relate to each other in a cause-effect relationship. However, qualitative psychology differs from traditional psychology's ways of thinking, and from the conceptualizations it accepts. According to the relativist ontology of qualitative research, people understand the world around them with their ideas in their minds (Arkonaç, 2014). Relativists argue that “the only things we have access to are our various perceptions and representations of the world, and these cannot be judged against some assumed reality for their truthfulness or accuracy” (Burr, 2019, p. 125). It can be said that our representations do not have one-to-one or real counterparts to the beings in the external world.

In order to make sense of the irreplaceable gap between the real and the mental representations in us, we can talk about that gap and try to give explanations to it. Harré (1998) proposes to substitute space and time in realist ontology with “people sequence.” People do lots of doing via language and discourses, based on valid social rules of that society (Arkonaç, 2014). It means that the world is reconstructed every time through language. For this reason, the subject of the research should be the language, the act of speaking itself.

4.1.2. The Epistemology: Social Constructivist Approach

Epistemology, on the other hand, investigates “what information is and the limits of what can be known” and deals with how we can know. Epistemology determines “what and how much we know” within the boundaries of ontology (Arkonaç, 2014, p.

23). Beliefs and opinions could be seen as “manifestations of discourses, outcrops of representations of events” (Burr, 2003, p. 66). Psychological notions such as personality, attitude, skills, temperament, opinions, drives, and motives are presented in the discourse, as an effect of language, in social constructionism perspective (Burr, 2003, p. 105). Social constructionism rejected the paradigms of mainstream psychology and focused on the constructive force of language and discourse which provide new research line and methods (Burr, 2019).

After describing the connection between discourses, social structures, and practices, it can be understood that “discourse” means a lot more than just talk or even language (Burr, 2003, p. 64). The definition of discourse differs from micro to macro social constructionism perspective. Discourse can be described as “an instance of situated language use, which can occur as spoken interaction, written texts, or images” in micro-social constructionism (Burr, 2003, p. 63). Macro social constructionism “extended its focus of interest beyond the immediate context in which language is being used by a speaker or writer” (Burr, 2003, p. 126). Micro social constructionism emphasized “the freedom of the speaker”; while macro social constructionism emphasizes “the form of language which sets limits upon what someone can think or say and what someone can do or what can be done to someone” (Burr, 2003, p. 63).

Whether at the micro or macro level, social structuralism based on two fundamental principles. The first one is that what people do, publicly or privately is subjected to some normatively constrained assessments such as correct/incorrect, proper/improper, and so on (Harre & Langenhove, 1999). It means that there will always be a judgment point for each person, as long as people choose to live in a social structure. The second principle stated that what people mean for themselves and others is a product of lifelong interpersonal interactions on a very general ethnological frame (Harre & Langenhove, 1999). This principle also explains the construction of identity or self, also based on social interactions in a social structure.

In summary, in order to examine the identity construction process, it is obligatory to look at the environment, culture, and system that person lived. Moreover, the other people, which is defined as others, in the system has a significant effect on identity construction. Primarily, the name of “self” and “other” is constructed socially.

4.1.3. Approaches in Discursive Spectrum

People create themselves within the language. Every human baby is included in language with crying, smiling, babbling, or kicking mother’s uterus. The signs of language undoubtedly could vary; however, the need for language in order to communicate and construct themselves is inevitable (Arkonaç, 2014). As an old fashioned view, language acts as a neutral, transparent medium between the social actor and the world. Then, however, “action orientation of discourse” have been demonstrated by speech act theory, conversation analysis, and discourse analysis (Heritage, 1988, p. 168). Every “thing” people think of, talk about, or experience is constructed through language and communication. Identities people have, and the roles they take were manufactured out of discourses (Burr, 2003, p. 105). Discourse represented in any way portrays the objects as having a way different natures from the last (Burr, 2003).

Discourse produces a particular version of events, together with comprised meaning, metaphors, representations, images, stories, and statements (Burr, 2003). In light of this definition, it can be said that many alternative versions of events are potentially available through language. So different discourses are different ways of representing a specific event to the world (Burr, 2003). A manifestation of discourse could found in texts such as novels, newspapers, articles or letters; in speech such as conversations or interviews; in visual images such as magazine advertisements or films; in the meanings related to some specific clothes someone wears or their hairstyles. It means that anything which can be “read” for meaning can be a manifestation of one or more discourses (Arkonaç, 2014).

In the following part, three analysis in the discursive spectrum will be explained briefly, in order to provide an introduction for understanding CDP and its usage in the current study. Conversation Analysis (CA) and Discourse Analysis (DA) are selected as the introductive analysis in order to provide a base for CDP.

4.1.3.1. Conversation Analysis

By the social constructivist epistemology, it is needed to consider how and with what one's life makes sense in his / her natural environment for understanding human beings. Sacks (1984) suggested that speech is just the action itself instead of a means of reflecting mental processes and should be examined as an observable object. Conversation analysis is an analytical approach that is based on sociology and linguistics. It examines speeches in social interactions that occur in their natural environment (Arkonaç, 2014, p. 98). Conversation analysis looks at how people say what they say to each other at conversation. Sacks sought to create an analytical observation that did not occur under laboratory conditions, including a detailed analysis of the current interaction. Sacks (as cited in Drew, 2005; as cited in Wooffitt, 2001) was the first to research in this field, looking at the phone calls of consultants at the Center for the Scientific Study of Suicide. In the 1960s, Harvey Sacks, Emmanuel Schegloff, and Gail Jefferson conducted the first studies on speech analysis (as cited in Drew, 2005; as cited in Wooffitt, 2001). What the speech analyst has to do is to draw the interpretations of the speakers based on their theories of what the speakers are doing in the interaction between the people (Wooffitt, 2001).

In summary, speech analysis attempts to explain how the speakers have understood what they have done to each other and how they have maintained or interrupted each other's sequence to match what was said during the previous conversation (Arkonaç, 2014, p. 105). Turn takings in conversation, social action, sequential organization, and repair mechanisms are proposed as basic concepts and methods for the analysis process (Arkonaç, 2014). In this approach, speech is a social interaction that takes

place in a particular order, and it is not possible to examine it out of its natural environment. During the development process, television show programs or recorded therapy interviews, not observed in the natural environment were also examined in speech analysis. However, in order to achieve a natural flow, one has to be unaware of being registered, which has also created ethical problems.

4.1.3.2. Discourse Analysis

Discourse analysis is more than a method or analysis; it expresses a methodological stance towards knowledge. In this view, the action of the word is at the center of the analysis, and it tries to bring a perspective to the construction of meaning (Arkonaç, 2014, p. 125). While researching a topic, discourse analysis attempts to understand a concept that is constructed and reconstructed every time by talking, writing, and thinking about human interactions or anything that can be read as text (Wetherell & Potter, 1988). That way of researching a topic means that a person can both act in a racist attitude and defend equal humanitarian values in the same conversation because one can act according to the context in the flow of conversation (Jonathan Potter, 2010; Jonathon Potter & Wetherell, 1987; Margaret Wetherell & Potter, 1992). DA was legitimately presented to the psychology field in 1987 by Potter and Wetherell's study about New Zealander Europeans as a research method (Arkonaç, 2014).

Edley (2001) defined DA as an umbrella term for a wide variety of different analytic principles and practices. Under the umbrella of DA, approaches such as Discursive Psychology (DP), Critical Discursive Psychology (CDP), Foucauldian Discourse Analysis (FDA), and Critical Discourse Analysis (CDA) are included. Critical Discursive Psychology and Foucauldian Discourse Analysis used as the same concept in some sources (Arkonaç, 2014; Burr, 2003; Willig, 2013) but they differ in terms of their focus. Foucauldian Approach has interested in issues of identity, subjectivity, personal and social change, and power relations (Burr, 2003, p. 63). Foucault mentioned that discourses are practices which form the spoken objects (Foucault,

1972a, p. 49). Foucauldian discourse analysis emphasized that shared understanding, which was regulated by discourses informs our social practices. Foucault sees power as an effect of discourse instead of some form of possession, which someone has and other's do not have (Burr, 2003, p. 98). This process makes the relationship between discourse, knowledge, and power more obvious (Burr, 2003). In order to explain the Discursive Psychology side, Arkonaç (2014) states that

discursive psychology limits itself to how individuals manage their interactions in everyday conversations, while critical discursive psychology focuses on examining the ideological argumentations which construct the ways individuals management of those interactions and how those argumentations positioned the speaking subject in that interactions (p. 143).

At this point, it can be said that critical discursive psychology works by combining the techniques of discursive psychology with the assumptions of Foucauldian discourse analysis. Wetherell (1998) suggested that discursive psychology and critical discourse analysis are not opposed to each other and may even complete each other. In the same study, Wetherell (1998) also suggested that in order to understand social interaction, it is both necessary to work with discursive sources about interactions and to follow the meaning negotiations of individuals through interactions.

4.2. Critical Discursive Psychology Approach

Instead of early distinctions, Wetherell (1998) suggested that a relativist approach and critical realist approach do not have distinct; they together could provide a different viewpoint to examine discursive actions. This approach provides an opportunity to examine both the local and broader organization of talk via looking at socially and culturally rooted interpretative resources and how people use (Edley & Wetherell, 2001; Stevens & Harper, 2007; Wetherell, 1998; Wetherell & Edley, 1999).

This more critical form of DP aims to analyze normalization, naturalization process and examine “the reasons lie behind the hegemonic repertoires,” which means that “whose interests are best served by different formulations” (Foucault, 1972b; Mouffe, 1992; Shapiro, 1992). Edley (2001) describe CDP by differentiating it from all other methodologies and their imperatives. This version of discursive psychology (DP), suggested that all sequences embedded within some historical context (Margaret Wetherell, 1998). The culture people live in and the history they involved, provide a repertoire. Admittedly, there are some dominant or hegemonic (Gramsci, 1999) ways of understanding or constructing the world which is more available than others. However, this does not inhibit the variability of repertoire use. There is an infinite way of using those repertoires which come with the individual differences (Arkonaç, 2014).

Therefore, CDP examines both micro and macro levels in social actions as discourses. CDP tries to identify the used discursive strategies, to find rhetorical functions of discourses, and to reach broader accounts.

4.2.1. Three Key Psychoanalytical Concepts

A researcher would analyze how the talk organized in its context at that moment, what are the subject positions play in that social action, and what are the rhetorical consequences of that action via CDP (Edley & Wetherell, 2001). Three concepts which “lie at the heart of CDP” are interpretative repertoires, ideological dilemmas, and subject positions (Edley, 2001, p. 89).

4.2.1.1. Interpretative Repertoires

The notion of interpretative repertoires firstly appeared in the book of “Opening Pandora’s Box” (G. N. Gilbert & Mulkey, 1987, p. 39) were described as some systematic ways to construct formal and informal contexts from the full meaning potential of language data. They see the identification process of interpretative

repertoires as the first step to create meaning from the ordered variability of scientific discourse (Gilbert & Mulkay, 1987). This notion defined as “social representation” which means mental schemata or images used by people to make sense of the world and to communicate with each other, in Moscovici's studies (1982, 1984). Then, Potter and Wetherell (1987, p. 138) transferred interpretative repertoire to Social psychology and defined as “a lexicon or register of terms and metaphors drawn upon to characterize and evaluate actions and events.” Potter & Wetherell (1987) suggested that using such concepts discourse analysis can provide more integrative perspectives to make sense in social life by developing broader units than used by linguists or conversational analysts.

Edley (2001) defined interpretative repertoires as a way of speaking in a relatively coherent way about objects and events in the world. In terms of CDP, interpretative repertoires are "building blocks of speech" that speakers used to constructs their versions of cognitive processes and phenomena and linguistic resource dissemination that is used in the flow of everyday social interaction (Edley, 2001, p. 198).

In order to understand interpretative repertoires, firstly, there are some interconnected concepts which need to be examined such as function, construction, and variation. The function of discourses refers to the interpersonal functions such as explaining, excusing, or an ideological effect of the power on one group (Margaret Wetherell & Potter, 1988). Variation is a consequence of a function which means that identifying variation depends on looking at what function is being performed in a particular time and discourse. Finally, this “variability in function tells us that discourse is being used constructively” (Margaret Wetherell & Potter, 1988, p. 171). In all of these construction and reconstruction processes, there are some regularities throughout the discourses. “Inconsistencies and differences in discourse are differences between relatively internally consistent, bounded language units, called interpretative repertoires”(G. N. Gilbert & Mulkay, 1987; Jonathon Potter & Mulkay, 1985; Jonathon Potter & Reicher, 1987).

4.2.1.2. Subject Positions

Davies and Harré (1990) explained the positioning concept as an active mode in which people make an effort to locate themselves inside of discourses, constructed throughout social interactions. The social positions used to define roles based on activity sets, qualifications, and behavioral styles are independent of any individual, including occupational, religious, and recreational and kinship categories.

Some social constructionists define identity producing process as subject positions (Burr, 2003). Althusser suggested that ideologies “interpellates” or “hails” individuals as subjects, and make them listen as a particular type of person which make them that person (as cited in Burr, 2003, p. 11). Discourses address individuals as a particular kind of people, and people cannot avoid those representations of themselves or other features that discourses defined.

Parker (1992) claims that subject positions which someone talks from decided the possibilities and limitations on the action and speaking rights and suggest models for individuals or works. The available positions came with discourses, and they also provide a “structure of rights” about the possibilities and limitations on what we can or cannot act (Edley, 2001). Frosh, Phoenix, and Pattman (2003) see subject positions as dynamic identities which were constructed or guarded against, depending on the context. People continuously take up different positions every day, when they interact with other people based on their need at that moment and on that interaction. It can be said that positions are relational notions in which if one positioned as powerful in particular social interaction other positioned as powerless.

In that two-sided process, if one person takes up a specific position, it also identifies the reciprocal position of others in that interaction. Admittedly, these subject positions are not inevitable ones; people make choices between accepting or resisting them (Burr, 2003). The other side may accept or deny that predefined position. In

conclusion, a person may choose a specific position by using a particular discourse. Moreover, a person can also assign one to a specific position by explaining only his/her discourses.

4.2.1.3. Ideological Dilemmas

The notion of ideological dilemmas was first introduced by Billig et al. (1988). Billig et al. questioned that are the ideologies were integrated and coherent sets of ideas as natural and inevitable, which was suggested by Marxist ideology perspective. Billig et al. did not deny the Marxist approach; however, they suggested an additional kind of ideology which is called as “lived” ideologies. Lived ideologies represent the beliefs, values, and practices of a specific society or culture, and its common sense (Williams, 1965).

There are different subject positions in the same discourse; each of them can be used as a reason or as an excuse for the acts done or avoided. Billig et al. (1988) argued that lived ideologies are not at all coherent or integrated. Instead, they can be inconsistent, fragmented, or contradictory. It means that lived ideologies are, like meanings, constructed and reconstructed again, throughout the social interactions. This process provides lived ideologies a dilemmatic nature (Billig et al.), which also provide rich, variable, and flexible resources for everyday sense-making.

Finally, there is a need to clarify the similarities and differences between interpretative repertoires and ideological dilemmas, which are both language resources in social interactions. Interpretative repertoires are seen as “part of a culture’s commonsense,” while ideological dilemmas suggested that there are different ways of talking which can “develop together as opposing positions in an unfolding, historical and argumentative exchange (Edley, 2001, p. 204).

4.2.2. Objectivity, Replicability, and Generalizability Issues in Critical Discursive Psychology

I have explained the critical discursive psychology analysis with its main analytical concepts; however, the missing parts are about the differentiation on generally used criteria of traditional research methods. In this section, I will try to clarify these issues in terms of chosen relativist ontology, social constructivist epistemology, and discursive methodologies. Objectivity, replicability, reliability, generalizability, and validity are the central criteria in traditional research methods; however, taking the relativist epistemological viewpoint and social constructivist position recommended different viewpoints than positivist epistemology.

Objectivity is a form of positivist recommendation which aims to reveal the objective nature of the phenomena without bias and contamination of the researcher's involvement (Burr, 2003). Social constructivist perspective, however, suggested that objectivity is impossible because each of us recognizes the world from some perspective or another. Based on this epistemology, the process should be evaluated as a co-production between the researchers and the participants (Burr). The notion of reflexivity operated in this process, which will be explained detailed in later parts. The reciprocal process forces the researcher to observe his/her internal psychic structures and processes throughout the research process.

Replicability and reliability are closely related to statistical terms operating within a positivist approach. Reliability is also defined as the "requirement that the research findings are repeatable, and therefore, not simply a product of fleeting, localized events" (Burr, 2003, p. 158). Replicability and reliability are not the predefined aims for this perspective.

Moreover, generalizability and validity are also interrelated terms. Validity is defined as "the requirement that the scientist's description of the world matches what is really

there, independent of our ideas and talk about it” (Burr, 2003, p. 158). Social constructionist research, however, do not intend to identify the objective facts or claim the truth. On the contrary, there is no one way to describe the world, and reality is inseparable from the historical, personal, or cultural accounts (Burr, 2019). As a result, judging the quality of social constructivist works via those concepts is not appropriate.

CHAPTER 5

STUDY 1: LONGITUDINAL INTERVIEWS WITH TRAINEES: A TRANSITION FROM BEING SUPERVISEE TO SUPERVISOR

I have explained the critical discursive psychology analysis with its main analytical concepts and central research criteria, such as objectivity, replicability, reliability, generalizability, and validity for the current study. In this part, I will explain the research procedure for individual interviews.

5.1. Method

In the following parts, I will explain the setting of the individual interviews conducted through the current research process, procedures of interviews, data collection methods, transcription and extract choosing process, information about participants, and steps of conducting analysis.

5.1.1. Procedure

Before moving to the research procedure and details of the methods and analysis process. Firstly, giving information about the graduate education system and format of supervision in Middle East Technical University (METU) would provide a background for understanding the research settings.

In METU, there are two graduate programs for clinical psychology education as a master and a doctoral degree. Supervision process started in the first year of education, in addition to academic education. In the first semester of graduate education, students attended some academic courses about different theoretical schools, models, and

practical implications in clinical psychology. In the second semester, students started to do only first interviews (anamnesis interviews), under supervision, in a clinic, AYNA Clinical Psychology Support Unit, hinged on psychology department. These master-level students were supervised by doctoral students who continue their doctoral education. In the second year, students attended their practicum courses which were prerequisite ones in order to complete the master education. This practicum comprehended conducting therapy sessions with patients and attending group supervision sessions which were moderated by doctoral students. All students were evaluated in terms of their performance at the end of each semester, for two years. After completing these stages successfully, all students must have to prepare a master thesis. In order to get a master degree, a student must be successful in their thesis defense.

In the supervision system of the current department, supervisees are supervised by doctoral students and instructors based on their position in the graduate education process. Supervisors of master level trainers are doctoral students who have a master degree in clinical psychology. Students have received at least two years of supervision throughout their master education, which equals average to 250 hours. Moreover, doctoral-level supervisees are supervised by instructors who are working in the same university as an associate professor and professor. This supervision process approximately equals to 150 hours. At the end of the second year in doctoral education, all doctoral students attended the Qualification Exam. After completing this exam successfully, those students became eligible to become supervisors and started to provide supervision to the master-level students in the supervision system. This supervision providing process is also a practicum for doctoral-level students. This phase lasts in two terms, approximately 100 hours or more. Doctoral-level students may be a volunteer to provide supervision as volunteer supervisors, in further semesters.

5.1.2. Setting and Interviewing

After introducing the education system, in this part, I will describe the research setting and interviewing process. The current study is comprised of two interconnected studies, such as individual interviews and a focus group. The first study is also comprised of two parts. The first part of the study is interviewing three doctoral students when they are supervised by instructors. The second part is interviewing with them again when they become supervisors of master degree students. This design required approximately nine months' interval, which equals to two academic semesters, between two stages. In the first stage of the first study, each supervisee was interviewed about their professional identity development process and changing positions in supervision relationships. Each interview took about an hour. In the second part, the same students were interviewed again when they became supervisors of master degree students and completed the process.

Based on the analysis of the focus group, the interview structure of the second part of the first study was redesigned. In the second stage, each supervisor was interviewed again about their professional identity, changing positions in supervision relationships, and their experience of becoming a supervisor for about an hour. All interviews will be audiotaped and transcribed, while all personal information kept anonymous.

After data collection, each transcript was read several times to become familiar with the data as well as to identify the discourses. Parts of randomly selected transcripts were read by the research team which composed of experienced therapists, as auditors. Then, auditors and I met again in order to debate and reach consensus on the identified discursive strategies and functions of those discourses. Some other unclear situations or blurred decisions about the inquiries were discussed within the research team after the anonymity of transcripts is ensured.

5.1.3. Sampling Method and Participants

In order to help the readers to imagine the participant population and evaluate the participants' statements in a comprehensive frame, some of the data relevant information about participants will be provided. All three participants are training in the graduate clinical psychology program at METU, and they were selected via purposive sampling. This sampling technique is preferred because the current study tries to find answers about a specific group.

All trainers are in the same stage at the training process. There was a total of three participants, and they were interviewed two times; when they were supervisees and when they became supervisors. At the first time of study one, they were supervisees and supervised by instructors. Then they became supervisors and were interviewed again after their supervisory experiences. At the second time, they became supervisors and supervised master-level students for two terms. In the following paragraphs, I will describe each interviewee in a detailed manner.

Table 1. *F gvc krgf "Kplqt o cvkap'cdqw'Rct vtekr cpw'kp"vj g'Hkt w'Uwf {"*

Participant	A	B	C
Total Therapy Experience	250 hour	300 hour	250 hour
Supervision Sessions in Master Level	300 hour	350 hour	330 hour
Supervision Sessions in Doctoral Level	200 hour	160 hour	120 hour
Total Supervision Sessions	500 hour	500 hour	450 hour
Own Psychotherapy / Self-Analysis Process	Psychotherapy- 1,5 year	Psychotherapy- 2,5 year	Psychotherapy- 1,5 year

Participant A was a third-year doctoral student. She had approximately 500 hours of supervision and 250 hours of therapy experience. She had supervised by doctoral students for three terms, and it approximately equals to 300 hours of supervision, throughout master education. Moreover, she had supervised by instructors for two terms, which approximately equals to 200 hours, throughout doctoral education. She also had undergone her own therapy for a year and a half. She had interviewed for a second time, seven months when she had completed the supervisory responsibilities.

Participant B was a third-year doctoral student. She had approximately 500 hours of supervision and 300 hours of therapy experience. She had supervised by doctoral students for three terms, and it approximately equals to 350 hours of supervision, throughout master education. Moreover, she had supervised by instructors for a term which approximately equals to 160 hours, throughout doctoral education. She also had undergone her own therapy for about two and a half year. She had interviewed for a second time, seven months when she had completed the supervisory responsibilities.

Participant C was a third-year doctoral student. She had approximately 450 hours of supervision and 250 hours of therapy experience. She had supervised by doctoral students for three terms, and it approximately equals to 330 hours of supervision, throughout master education. Moreover, she had supervised by instructors for a term which approximately equals to 120 hours, throughout doctoral education. She also had undergone her own therapy for about a year and a half. She had interviewed for a second time, seven months when she had completed the supervisory responsibilities.

5.1.4. Data Collection

In data collection, acquaintance interviews method was used because I am also a part of the education system. A total of six individual interviews were conducted in the first study. The average length of individual interviews was approximately one hour. All interviews were conducted as non-directed, close, and fluid interactional

processes. In order to define a framework and provide guidance throughout the interview, there were just some initiating questions. As an introducing question, “What do you think about the sub-mechanisms of your supervision system?” used. Moreover, there were some probing questions like, “How do you experience being a supervisee in this supervision system?”. Questions did not vary from one to another interview; however, each participant reacted in a very idiosyncratic way, which also affects the flow of conversation.

Interviewing with the participants currently becomes the primary method for data gathering, especially in qualitative research. Interviewing is a very reciprocal process which consisted of the interviewer, interviewee, and the interaction between them. Some CDP researchers claimed to analyze “naturally occurring talk” for this approach (Cottier, 2011). In theoretical perspective, CDP does not limit; however, itself about working with only naturally occurring interaction. Instead, it suggested that the interview is also naturally occurring in which all positions of the interviewee and interviewer could be analyzed (Parker, 2015).

Cottier (2011, p. 52) defined interviewing as a “naturally collaborative work explores such issues as self-disclosure and prior relationship, and the role of the interviewers and interviewees.” The way of interviewing has changed throughout the developing trends. Using the interview data as topic helps to comprehend the co-construction process of discursive reality. This viewpoint emphasized the position of the interviewer, which will be evaluated in reflexivity.

Using acquaintance interviews helped to create more relaxing and close to naturally occurring talk. Although it was observed that using this type of interview provide rich analytic materials; there were still apparent effects of being in “interviewer” and “interviewee” role. Participants both expressed the effect of being familiar with me and the effects of positioning as an interviewee versus the researcher, between them and me. Being familiar and have been experiencing the same education process

claimed both facilitating and anxiety-evoking factors. On the other hand, conducting the meetings through the semi-structured interview frame is defined as a reassuring factor. These interviews provide an opportunity to see how each participant experiences the same supervision processes very differently from their colleagues.

5.2. Analysis of the Individual Interviews

In this part, information about the process of analysis the gathered data. Firstly, all transcription processes of individual interviews will be explained. Then reading the transcripts process and how coding proceeded will be explained in this part. As the final action about transcripts, choosing the right extracts process will be examined. Then, I will provide information about the trustworthiness of study and my reflexive position throughout the individual interview, in order to provide readers a base before reading the results.

5.2.1. Transcription and Extracting

Six interviews were transcribed fully with a total of 408.38 minutes for analysis. A compiled and modified version of Jefferson (2004) and Atkinson and Heritage' (1984) notation symbols were used in transcription. (See in Appendix 1). For the modified version, notations were selected based on theoretical and empirical needs of the current study. In the current study, language representations of actions that were done by participants were the primary interest. So, turn-takings, interruptions, pauses, overlapping utterances, and some similar aspects were transcribed with notations.

Instead of changing the participants' name, just letters were used to tag the participants, which continues alphabetically. It is claimed that using pseudonyms or replacement names would not be appropriate due to unintended inferences. Taylor (2010) stated that people could make assumptions about the participants based on his/her name. Moreover, the naming process also could reflect unintended and

indistinguishable biases of the researcher about the participants. For the current study, letters which were indicating the participants also used not to specify the gender of participants. Gender is a definitive factor for the selected participant population. In conclusion, using letters like Participant A. or Participant B., and calling all participants as she, prevents any possible biases, emerged on the researcher or the readers' side.

Some particular extracts selected from the transcripts in order to exemplify the analytical concepts worked on, and inferences emerged from interviews. The selection process was based on two specific factors. Firstly, given extracts should be able to express the researcher's point and interest to the readers. Secondly, the selected extracts should be usable without having to edit (Condor, 2006). This process ended with the selection of 46 extracts from all six individual interviews.

5.2.2. Reading and Coding

After the transcription process was completed and all the transcripts read again and again, in order to simplify the raw data and create more manageable one, coding process was started. The main aim of the coding process is defined by Jonathon Potter and Wetherell (1987) as:

... not to find results but to squeeze an unwieldy body of discourse into manageable chunks. It is an analytic preliminary preparing the way for a much more intensive study of the material culled through the selective coding process (p. 167).

There were some software products for coding, such as Atlas.ti, Maxqda, Rqda, and Nvivo; however, for the current study, the coding process was done via paper-pencil techniques due to the small size of the data. All transcripts were re-read, and coding inferences were defined. After personal inferences made, there were discussions in the

research team about those inferences, which also helps to work on reflexivity issues about the research and analysis process.

5.2.3. The trustworthiness of the Study

In this part, I will explain the trustworthiness issues for the current study. Accepting the relativist ontology and taking the social constructivist perspective determine the researcher's position. This position emphasizes the reflexivity of researchers. Burr (2003) defined reflexivity as:

when someone gives an account of an event, that account is simultaneously a description of the event and part of the event because of the constitutive nature of the talk. This open acknowledgment of the social construction of one's own account as a researcher undermines its potential claim to be the only possible truth, deriving from the greater knowledge and expertise of the researcher (p. 156).

Burr (2003) suggested that reflexivity helps the other researchers and readers to “explore the ways in which the researcher's own history and biography may have shaped the research” (p. 158). Moreover, the experiences and social location of the participants provide particular context to their accounts, so all those information should be acknowledged in the research process.

Reflexive bracketing, which depends on constructivism and relativist orientation, was selected as a method (Gearing, 2004). In briefly, bracketing refers to the researcher's “identification of vested interests, personal experience, cultural factors, assumptions, and hunches” which could have effects on ways of working with the data (Fischer, 2009, p. 583). Bracketing is defined as a means to demonstrate the validity of data collection, analysis, and discussion of the results processes (Ahern, 1999). In reflexive bracketing, the main focus is to make the researchers' personal values, background, and cultural effects transparent and apparent (Ahern, 1999). By investigating and bracketing those effects, the researcher aims to recognize and minimize the effects of

them (Cutcliffe, 2003; Mulhall, May, & Alexander, 1999). Clarifying personal motivation on the research topic, noting all emotions emerged during research, taking a reflexive diary, examining the blocks occurred in the research process and checking the analysis process after completing the research are some ways for reflexive bracketing (Ahern, 1999). All bracketed notes will be explained in the later parts, reflexively.

5.2.3.1. Reflexivity of the Researcher

Finlay (2008, p. 3) defined reflexivity as a “dialectical dance” in which prior knowledge is restricted and used to interrogate meanings. Throughout all analysis process, I have to need to explore my emotions, feelings, and vulnerabilities. As a participant-observer, I follow a process which helps me re-evaluate my experiences and understand the participants’ viewpoints while staying entirely within the relationship.

Wertz (2005) proposed that researchers’ understanding of their experience can enable them to enter and reflect more deeply upon the lived experience of others. For me, reflexivity is a process which began too many time earlier from this study, with my education process. Admittedly, my ability to examine reflexivity developed during reading, diary writing, and interviewing processes. Moreover, it evolves through reflexive diaries, reflexive interviews, and reflexive examination of my insider/outsider status in the current study.

Specific to this study, I, as a researcher, have experienced the same education system as the participants. This insider position, undoubtedly, affects the research process. So, I always observe my thoughts and feelings while interviewing with the participants, reading the transcriptions, coding the data, and analyzing the data. I find myself on an insider position at times interviewees talk from familiar positions. They emphasized the shared experiences and emotions about the occurrences. On the other hand, I

sometimes position myself as an outsider because I have completed my supervision process, and I have very little interaction with juniors. However, approximately one week before second time interviews, I have started to provide supervision, and this positioned participants and me again on the same side. It provides an opportunity to see some similarities and differences my and their experiences of providing supervisions.

Interviewing again with the same participants for the second time, create some familiarity between interviewees and me. This familiarity and trustable environment made interviewees more open to talking about their experiences. I also as a researcher feel more comfortable to interview with them in the second time meeting.

After completing interviewing with the participants for the first time, I have started to analyze the data. I thought that most of the data about professional identity development are gathered via the first interviews, so I do not expect to gather much new information form the second interviews. However, I recognize that providing supervision and experiencing supervisor role opened a new phase for professional identity development when I was in second time interviews.

5.3. Results of Individual Interviews

The results of the current study examined through the two main psychoanalytic focus of interests such as interpretative repertoires and subject positions. Ideological dilemmas; however, is not the focus of the current study, there is not any attempt to analyze ideological dilemmas in daa.

The current study questioned psychotherapists' professional identity development via their discursive practices throughout their education process, especially in the supervision context. Generally, the analysis focuses on training psychotherapists' discourses by highlighting the changes seen in their discourses based on their developing roles. Critical discursive psychology used to examine supervisees' and

supervisors' discourses, which were based on their changing roles in clinical psychology graduate-education program. This research aims to identify the discourses that supervisees' used to construct their identity and to observe the change in their discourses while constructing new subject positions according to their stage in the supervision training process, from novice supervisees to experienced supervisors.

The analysis process and data collection process progressed together. The inferences evolved and changed much more data gained. The naming of repertoires and subject positions have changed with second time interviews. At the first time, interviews participants focus on their supervisee role and their professional identity development as a student and novice psychotherapist. Moreover, in the second time interviews, the participants focus on their supervisor role, supervisees' development process, and their separation/individuation process as experienced psychotherapists.

5.3.1. First Interviews with Trainees as Supervisees

Participants in the first time interviews are doctoral students who are supervised by instructors. They became supervisors, the following semester after first time interviews. All three participants are at the same level in their training process. During the interview, all participants were asked to evaluate their all supervision process until that date, which consisted both their master-level and doctoral-level supervision process. While they were describing their professional development process of supervision, six interpretative repertoires emerged, which were named as recognition, organization culture, rivalry, trust, setting standards, and investments on personal and professional identities. Moreover, they talk about four different subject positions namely as an identical vs. critical, competitor, authentic, and familiar.

5.3.1.1. Interpretative Repetories: Neither Novice Nor Experienced Trainee

Psychotherapists explained that their professional identity developed throughout a staged process. The relationship between psychotherapists and their supervisors reminded the relationship between adolescent and parents (Allen, 2008; Peacock, 2011). Participants, especially when they were novice supervisees, expressed their need to be recognized and accepted by their supervisors who were seen as an authority and higher status figures. Surely, there were some concrete factors, such as years of experience or affiliation. Their explanations on that hierarchy issues, however, do not include those concrete factors. Instead, their explanations are based on their attributions about the supervisor role. Throughout that developmental process, participants stated that they compare their features and positions with the other trainees both in inner and outer groups. They have claimed both their rivalry feelings about their colleagues and also their need to trust those colleagues who are siblings in the same parent.

At further stages of the process, psychotherapists started to gain experienced. They started to define some standards on how supervisors, supervision systems, and all related mechanisms should be at further development phases. Participants stated that they had developed an intrinsic right and wrongs about all sub-mechanisms of the supervision system. Psychotherapists also stated that they searched for creating their way of doing psychotherapy when they gain experience throughout supervision process. All participants expressed that they were started to differentiate from their supervisors and create their style from the combination of all taken feedbacks, gathered theoretical knowledge, and specific personal characteristics they had.

Based on participants' interviews, six distinctive interpretative repertoires appeared in common circulation. In other words, there are six different ways of talking about the professional identity development process such as "recognition," "organization culture," "rivalry," "trust," "setting standards" and "investments on personal and

professional identities” repertoire. Psychotherapists’ need for recognition and acceptance by their supervisors or instructors was discussed in recognition repertoire. In organization culture repertoire, psychotherapists talked about the hierarchical positioning between them and their supervisors or instructors while explaining their recognition need.

Moreover, the competence between psychotherapists which emerged throughout their developmental process was reviewed in rivalry repertoire. Participants stated their need to trust on other supervisees in their group while developing their professional identity, in trust repertoire. In standard setting repertoire, participants defined their rights and wrongs about the supervision system, which were emerged as they gain experience in a supervision system. Finally, all participants describe their differentiation from supervisors and individuation process in investments on personal and professional identities repertoire.

5.3.1.1.1. Recognition Repertoire

Therapists talk mainly about the relationship between them and their supervisors, in recognition repertoire. In this process, therapists establish a relationship with the supervisor like the one between the child and the caregiver. Participants reported their need for imitating their supervisors’ therapeutic styles in terms of their behaviors, mimics, and sayings. In the following example, participant B. stated the importance of being accepted by the supervisor, especially in her early times in supervision process.

Extract 1

24. B: ((süpervizörün destekleyici ve rahatlatıcı açıklamalarını kast ederek)) o mesela bana çok iyi gelmişti o dönemde [. . .] özellikle süpervizörlerin kabul edici yaklaşımı 1: işte hata yaptığımı hissettiğimde ilerleyemediğimi hissettiğimde 11 o yaklaşımın bana çok iyi geldiğini hatırlıyorum

Extract 1-ENG

24. B: ((refer to the supportive and soothing instructions of supervisor)) this style was very good for me at that phase [. . .] especially the admitter position of supervisors 1: I have remembered that this accepting approach sweetened up me 1: when I feel that I am making a mistake when I feel that I cannot move forward

Moreover, they also stated the need to be recognized and identified as proper working and motivated supervisees by their supervisors. All those reports stated in interviews show that to what extent this nurturing and improving the supervision process is important for psychotherapist candidates. During the interviews, the participants expressed their needs for this recognition process in many different ways. In some interviews, it has expressed as the willingness to be seen and accepted by their supervisors. For instance, some participants stated that they sometimes tried to imitate their supervisors in psychotherapy sessions with their patients. On the other hand, this imitating need was also explained as a way of getting acceptance, which could result in experienced difficulties if requirements do not meet. In the given extract, participant C. reported that she advantaged from her supervisor's more didactic and directive style, especially when she was a novice in supervision process.

Extract 2

34. C: ((süpervizyonda terapi seanslarını anlatmaya dair)) =hani böyle her şeyi anlatma ihtiyacı hani o

35. G: ayrıntılı uzun

36. C: aynen ya süpervizör bir onu da görsün ve hani şey onun üzerinden hani nasıl kendimi daha geliştirebilirim falan gibi bir istek vardı [. . .] ama ilk başta ((uzun anlatıp daha geniş geri bildirim almak)) çok yardımcı ve şey geldi bana 1: hem kurtarıcı hem de bir de bana çok yani feedback açısından da çok yardımcı oldu geribildirimler açısından m:: bazı fark etmediğim şeyleri yavaş yavaş fark etmemi sağladı

Extract 2 - ENG

34. C: ((talking about telling psychotherapy sessions in supervisions)) =you know that the need to tell everything like that

35. G: detailed and long

36. C: exactly just like a desire for making supervisor to see that and behold over that there is a wish about how can I improve myself or something else [. . .] but at first they ((telling the sessions in a detailed manner and taking more feedback)) were very helpful to me i:: they were both savior and also very in other words back indications were very helpful in terms of feedback m:: those made me realize things that I did not realize before slowly

5.3.1.1.2. Organization Culture Repertoire

Following the previous repertoire, participants stated they are novice trainers in a well-established system, in organization culture repertoire. All participants revealed that they perceive a hierarchical structure between them and their supervisors, in terms of experience and knowledge their supervisors got. Although they reported that there is not any specific statement or behavior about hierarchy, they have a common perception about a hierarchical structure. Moreover, it is compatible with the organizational culture which was imposed by all the parts of the graduate training system.

Extract 3

347. A: evet evet ((süpervizörün karşısındaki)) konumlanışım farklı-farklılaşmış

348. G: hıhı=

349. A: =işte onu çok net görüyorum çünkü o zamanlar böyle bir soruyu ((süpervizörün kaygılarını sorgulayan bir soruyu)) sorabileceğim(.)i (.) herhalde tahayyül edemezdim

350. G: hıhı

351. A: e: sorulur mu ki böyle bir şey (.) çünkü şey otoriteydi galiba benim için süpervizör [. . .] e: bende işte JUNİOR (.) ALTTA e: ne derse itaat [. . .] bunu görüyorum (.) ama şimdi konumlanışım çok başka süpervisee olarak da çok başkaydı bu (.) dönem bu yıl [. . .]

Extract 3 - ENG

347. A: yes yes ((by supervisor)) my positioning is different- differentiated

348. G: hıhı=

349. A: =I can understand it very clearly because I could not imagine (.) that I can ask (.) a question like that ((refer to asking questions about supervisors' worries))

350. G: hıhı

351. A: e: is it possible to ask something like that (.) because she the supervisor was the authority for me [. . .] e: I am also JUNIOR (.) LOWER LEVEL e: the obedience of what she says [. . .] I see that (.) but now my positioning is very different as a supervisee in this (.) term also this year [. . .]

In the given extract below, participant A. positioned herself and her supervisor in a hierarchical system in which she is junior, and her supervisors are the experienced ones. All supervisees stated that they perceive a hierarchical system, even there is no direct message about it. For instance, novice trainers recognized all supervisors, lecturers, and upper-level students as more experienced and superior than them. Participants recognized those experienced figures in the system as an authority. This perception undoubtedly affected by the participants' perceptions about their position. In the following extract, participant A. clarify a point about the effect of being a doctoral-level supervisor or instructor supervisor in hierarchical attributions to supervisors. She stated that she did not have to recognize her instructor supervisor as a coercive authority even she also had an instructor role.

Extract 4

357. A: ((hoca süpervizörlerden bahsederek)) =geri bildirim alabildiğim geri bildirimlerimi daha rahat verdiğim hoca olmasına rağmen karşımdakini (.) hiçbir şekilde otorite figürü olarak hani otorite evet oradaki tanımlanmış bir otorite ama OTORİTER BİR YAPI hissetmediğim bir noktadaydım (.) hani şu zamana kadar değişen şey o oldu eskiden süpervizör benim için otorite iken OTORİTER BİR OTORİTE İKEN şimdi otorite ama feedback alabilen verebilen sorgulayıp sorgulanabilen bir otorite

Extract 4 - ENG

357. A: ((referring to the instructor supervisors)) =the one that I can take feedback give feedback more easily although she was an instructor I never see the other (.) her authority figure certainly yes she was an identified authority but I was in a position that I do not feel any AUTHORATIVE STYLE (.) that was the changing thing till now formerly supervisors were AUTHORATIVE AUTHORITIES now authority but the one who can take and receive feedback or who questions and can be questioned

Moreover, participants described a gradual hierarchy between and within supervisees and supervisors based on their experience level. The meaning of no direct message but the perception of hierarchy was analyzed, and it is seen that repertoire emerged from organization' non-verbal communication cues. In the following extract, participant C. exemplified the gradual hierarchical system in her mind about supervisees, doctoral-level supervisors, and instructor supervisors. She stated that she observed this hierarchical difference and gradual categorical construct in terms of her transference issues

Extract 5

81. C: e: bunlar ama tabi şey de var (.) yani hani sanırım e: bu yani süpervizyon alan ve süpervizyon veren hoca (.) yani süpervizyon alanlar ve süpervizyon veren hocalar arasında haini ayrı bir şey gibi oluyor (.) e: katman gibi oluyor şey süpervizyon veren şeyler

82. G: hm:

83. C: =doktoralı süpervizörler (.) o yüzden hani hem böyle şey hm: tam akran değil (.) ama çok böyle çok eşit bir seviyede de değil yani birçok (.) nasıl anlatayım fazla bir hiyerarşik bir ilişki de yok

84. G: hm:

85. C: daha belli düzeyde. [. . .] yani hocalarla olan belki daha m: o m: aktarımlar mesela ben kendimden düşünüyorum çok şey çıkmazdı herhalde yani hocaya (.) hocalarla bazı konularda çok ters düştüğüm zaman o ters düşmeyi orada belli edişimle belki işte önceki ((doktora öğrencilerinin süpervize ettiği)) süpervizyonlarımdaki belli edişim arasında fark olur muhtemelen

Extract 5 - ENG

81. C: e: that is all sure there is one more thing (.) I guess e: these become (.) e: layer between supervisees and instructors (.) so between the trainees who take supervision and the instructor supervisors who receive supervision

82. G: hm:

83. C: =the ones are doctoral level supervisors (.) so they are (.) m:: not precisely like cohort (.) but not in the very much equal position so lots of (.) I do not know how can I describe there is also no strict hierarchical relationship

84. G: hm:

85. C: in a more stable level [. . .] it means the relationship with the instructors may be more m:: that is m:: for instance transferences when I think about my situation there were not much transferences to instructors (.) probably there

would be a difference between the way of expressing some conflicting points in interactions with instructors and in former supervisions ((with doctoral-level supervisors))

5.3.1.1.3. Rivalry Repertoire

The participants emphasized the importance of their interactions with their colleagues while describing their professional identity development processes throughout the supervision process. Participants reported that they compared themselves with other supervisees, and this comparison resembled the siblings' relationship. In the following extract, participant A. positioned herself as a junior in terms of her experience level, and she also reported that being cohort do not provide an equal level for their group.

Extract 6

240. A: dolayısıyla yine bir şey farkı vardı (.) e:: tecrübe farkı vardı ben onların yanına geldiğimde de (.) hani böyle bir şey vardı çok bir akrandık (.) diyemem hani dönem olarak birlikteydik evet dönemdaşımdı onlar fakat e::: seans sayısı ve işte görülen hastalar itibariyle aslında ben orda ım: junior konumundaydım=

Extract 6 - ENG

240. A: hence again there was a difference (.) e:: when we position in the same group there was still a difference in terms of experience (.) you know there was such a thing I could not say that we are peers (.) you know yes we are together in the same group yes we are cohorts with the but ım: I was actually in a junior position E:: in terms of number of sessions and the patients seen at work=

Besides, the effect of group supervision the preferred system in METU and organization culture, which promoted the rivalry was reported in interviews. In group supervision, there are two predefined roles as the supervisees and the supervisors. Supervisees do not have a chance to select the other supervisees who will be in the same supervision group; they are determined based on available time options. All participants reported that they have to trust other supervisees in a group while they are competing with other supervisees. The importance of being a cohort in supervision

group is emphasized by participant B., in the following extract. Besides, she also stated that different levels of supervisees differed from each other in terms their worries and agendas which result in lack of harmony in supervision atmosphere.

Extract 7

112. B: [. . .] çünkü ((farklı dönemden öğrencilerin katılımı süpervizyon grubunu kast ederek)) grup karışık ve kaygılarımız çok farklıydı gündemlerimiz çok farklıydı ama bir taraftan da akran olarak düşünülüyorduk e: öyle olunca ben açıkça söylemek gerekirse bazen sıkılabiliyordum süpervizyonlarda da akran toplantılarında da

Extract 7 - ENG

112. B: [. . .] because ((refer to the supervision group which comprised of different level of trainees)) the supervision group is mixed one and our worries were very different our agendas were so different but we were also recognized as peers e:: when it is the case to be honest I could sometimes get bored either in supervision sessions or in peer meetings

In addition to the interaction between the supervisees, participants stated that the interactions between supervisees and supervisors affected the group process. It has been stated that establishment of a closer relationship between one of the supervisee and supervisor or such a perception creates a strong sense of competition between other supervisees in a group and makes it difficult to establish a trusted environment within the group. Participants stated that this competitive environment surely makes it difficult to establish trustworthy relationships; however, it also motivates supervisees to work further. This competitive environment was imposed via the grading system in supervision training and organization culture in which supervisees involved. Examining the extracts from interviews showed that this repertoire emerged in all participants' interview, which may affirm the organization culture's effect.

5.3.1.1.4. Trust Repertoire

In a current system used METU is group supervision in which participants attended supervisions with a group of supervisees. Trust repertoire emerged mostly related to this group supervision system. This system increases group interaction considerably. Supervisees attended supervisions as groups feel various positive and negative emotions such as competition, trust, anger against each other. These various feelings affect ways of interacting. In negative emotions dominated group interactions, participants reported difficulty in expressing themselves and providing feedback to other supervisees. In the given extract below, participant B. emphasized the essential effects of supervisors' and the dynamics between supervisors' group on supervisees' development in supervision sessions.

Extract 8

218. B: (5) yani grubun etkisinin çok olduğunu düşünüyorum (.) yani süpervizör grubunun da kendi içindeki dinamiklerinin ve o dinamikleri işte ne kadarını yansıtıp yansıtmadıklarının da çok etkili olduğunu düşünüyorum (.) ikinci dönem aldığım süpervizyonda gerçekten kendimle ilgili konulara zor da olsa dönemin sonlarına doğru rahatlıkla girip süpervizyondaki gündemi konuşamayacağımı düşündüğümüz şeyleri rahatlıkla konuşabildiğimiz bir noktaya gelmiştik [. . .]

Extract 8 - ENG

218. B: (5) so I thinks there is a huge group effect (.) that is to say I thinks that the dynamics of the supervision group within themselves and how much they reflect these dynamics or they do not reflect are very important (.) in the supervision process that I attended at the second semester we reach a point where we examine the topics really related to me through the last phases of the semester we talked about the things which we think that we cannot talk about in supervision agenda comfortably [. . .]

Besides, they choose not to report problematic circumstances about their psychotherapy process in order to avoid receiving negative feedback within the group, if there is not the trustable atmosphere. In a trustworthy group environment,

interactions between supervisees and their interactions with the supervisor provide a richer and more in-depth content to work. Trusting both other supervisees and supervisor in the group and contributes positively to the professional identity development process of the participants in many ways. Participant B. emphasized the importance of privacy issues through the supervision process. She especially mentioned the effects of privacy issues on supervisees' attitudes about sharing some struggles or some improvement points and giving feedback to each other.

Extract 9

392. B: ((akranlarına geri bildirim vermeyi kast ederek)) o geri bildirim verebilecek şeyimiz oluyor ya o sanırım (.) o grubun birbirini ne kadar tanıdığı ve ne kadar yakın olduğu değil de- grubun ne kadar e: gizlilik (.) gizil gruplaşmaların ne kadar az olduğu ile ilgili (.) yani tabii ki süpervizyonlar olabilir ve bu gruplar farklı farklı yerlerden insanlar hiç tanıımıyordur birbirini ama üç kişi birbirini tanıyorsa ve geliyorsa o süpervizyona ve iki üç kişi de ayrı bir yerden tanıyıp geliyorsa o (.) bir alt gruplaşma ister istemez olacaktır (.) o da güveni çok etkileyen bir şey (.) ve geribildirim de çok etkileyen bir şey olduğunu düşünüyorum [. . .]

Extract 9 - ENG

392. B: ((refer to giving feedback to their peers)) we have this comfort to give feedback I guess (.) it is not related to how much those trainees in group know each and how much they are close to each other- it is about how much the group e:: privacy (.) how much that hidden subgroupings these should be less (.) you know certainly there could be supervision groups and participants in these groups are people who do not know each other but if there are three people who know each other and if the other two or three people know each other from anywhere else this (.) will a subgroup unavoidably (.) this affects the trust very much (.) and I think this is also a significant factor affects the feedback process very much [. . .]

5.3.1.1.5. Setting Standards Repertoire

The participants stated that they were unfamiliar with all the sub-mechanisms at the beginning of their training process. For this reason, they were regarded all the supervisors, lecturers, and upper-level students as knowledgeable, experienced, and superior ones. The participants stated that they realized that the superior attribution to

supervisors, instructors were based on the perceptions of their position. Setting standards repertoire emerged while participants are explaining this process. Parallel with participants' progress in the training process, participants' attributions about their own and others' positions have changed.

Extract 10

78. B: [. . .] e: ((süpervizyonlarda)) çok zor konulara ve kendimizle ilgili şeylerle de yüzleşiyoruz (.) bunu yaparken de zorlanıyoruz gerçekten ama ı: bu konulara girme konusunda sıkıntı yok ama orada biraz daha toparlayıcı olup (.) süpervizyonda bunu ı: danışan için kullanabilme kısmı eksik kalmıştı evet taam bu bole bunu kabul edelim ama (.) bunlardan neler çıkartabiliriz ve bunu kendi yaptığımız seanslarda kendi danışanımızla nasıl kullanabiliriz kısmın eksik kaldığını düşünüyorum [. . .]

Extract 10 – ENG

78. B: [. . .] e: ((in supervision sessions)) we talked about very hard topics and confronted with ourselves (.) we really have difficulty in this process but ı: there is no problem about intervening in hard topics but there is need for a recovering approach (.) in supervision ı: the way of using this for coping with client was lack yes ok this is it we can accept this but (.) I think the part of what we can learn from there and how can we use this information in psychotherapy sessions with our clients was missing [. . .]

As the experience gained in the system, participants started to create their internal evaluation systems instead of assuming all predefined rules and mechanism are the only right ways. For example, in the given extract above, participant B. reported her standards about how a supervisor should evaluate the agendas in supervision sessions. This internal evaluation system is based entirely on participants' inferences about good or bad experiences in the system. With these inferences, participants set new and personal standards which differ from the predefined ones, for how the sub-mechanisms of the system should work. During the interviews, participants evaluate their past experiences via their standards' perspectives. In the following extract, participant C. exemplified to suggesting her standards about the working mechanisms of general meetings and some other sub-mechanisms of the system.

Extract 11

454. C: [. . .] mümkün olduğunda daha alt gruplarda çözülebiliyorsa çözümlenip (.) sonra hani çözülemediği durumda oraya ((genel kurulu kast ederek)) taşınması

455. G: hıhı=

456. C: =bana daha işlevselmiş gibi geliyor (.) öyle yani ben kafamda bu şekilde oturtuyorum ((gülerek)) genel kurulu ama ((karşılıklı gülme))

457. C: ama kime göre nasıldır ((gülerek))

Extract 11 - ENG

454. C: [. . .] solving in the small subgroups if possible (.) at that points when it can not be solved moving this agenda to ((refer to general meetings)) there

455. G: hıhı=

456. C: = I think it is more functional (.) yes I configure the general meetings ((laughings)) like that but ((laughings together))

457. C: I do not know others' standards ((laughings))

While describing the development process in the training system, the participants stated that they started to form their own identities and differentiated from their supervisors. From time to time, this transition process evolved from differentiating to progressing in the opposite direction of supervisors' way. In the following extract, participant A. summarizes the development process of professional identity which includes the development of personal identity and the individuation process via the support of supervisors and peers.

Extract 12

528. A: [. . .] o yüzden ((iç çekme)) profesyonel kimliğimin gelişimi eşittir bence kendi kişisel özelliklerimin de bir noktada (.) farkına varıp kendimi kabul etmemle çok çok gelişen bir şey ((profesyonel kimliği kastederek)) olduğunu düşünüyorum [. . .] hani a: hakaten bu bundan kaynaklanıo- o bağlantıları güçlendirdikçe

529. G: hıhı

530. A: o bağlantıları kurdukça (.) onları ele aldıkça ve tabii ki bunun yanında e: (.) süpervizörle grup arkadaşlarıyla bunları istişare ettikçe (.) süpervizyon- daha doğrusu profesyonel kimlik (.) o terapist kim(.)liği o şekilde oturuyor

Extract 12 – ENG

528. A: [. . .] for that reason ((deep breath)) I think actually my development of professional identity equals to development of my personal features (.) I think it ((professional identity)) develops very very much through my mindfulness and accepting my self [. . .] you know a:: really they are connected- this as much as strengthening those connections

529. G: hıhı

530. A: making those connections (.) working on those connections and surely e:: (.) consulting yo your supervisor your colleagues in group is also important (.) supervision- more precisely professional identity (.) this therapist iden(.)tity constructed in that way

5.3.1.1.6. Investments in Personal and Professional Identities Repertoire

Investments in Personal and Professional Identities Repertoire. The participants divided their investments in this development process into two main categories. The first one was the investment in their autonomy and professional identity development through the efforts on attending supervision sessions and conducting psychotherapy practices. In the second category, participants reported their investments on their personal identity development features via starting their own psychotherapy process or going through analysis. The participants also stated that investments on the second category have affected by both economic and spiritual readiness factors. Besides, it was also reported that personal and professional identity development process are interconnected and should be evaluated together.

Extract 13

((süpervizörü model alma hali ve bunun değişim sürecine konuşurken))

446. B: [. . .] kendimi tanıdıkça yada pratikte terapi yaptıkça ya da seanslara girdikçe gördüğüm şey (.) benim yapabileceğim şeyler var ve bir yapma tarzım var çalışma tarzım var (.) bunu fark ettikçe daha böyle bir o verilen feedback'i kendimle birleştirip yani bu benim tarzım bunu böyle çıkartabiliyorum gibi bir şeye dönüştü o

Extract 13 - ENG

((while talking about taking supervisors as models and its changing process))
446. B: [. . .] as much as I know about myself or do psychotherapy in practice or as much as conduct psychotherapy sessions I understand that (.) I can do somethings and I have a way of doing them a way of working (.) as much as I recognize that I started to combine given feedback with my ideas you know this converts into something like that it is my style I do it in this way

Extract 14

540. G: nasıl bir karardı o (.) yani ihtiyaca dair mi: biraz daha bu aşamada olması gerekiyor gibi bir şey olduğu için mi:
541. C: m: yani yoğunlukla ihtiyaca dair gibi geliyordu ama bunun ihtiyaca dair oluşu (.) şeylerle çok ortaya çıktı (.) yani aldığım [geri bildirimlerle] ortaya çıktı [. . .]
543. C: =daha böyle aslında e:: işte bu terap- ya kendi işte bu kendi eğitim sürecim yanı sıra hani paralel giden bir şeymiş gibi aslında (.) orada oluştu yani oradan gelen bir şeymiş gibi e: oradan ihtiyaçlar daha şekillendi gibi oldu

Extract 14 – ENG

540. G: how did you decide (.) you know it is a need: or do you think that it should be done at this phases of training
541. C: m: I mean I thought it is mostly about the need but the awareness of this need (.) emerged with the (.) you know the feedback I have received received via them [. . .]
543. C: in fact it really e:: this psychothe- yes my that it was something that actually improves parallel to my training process (.) emerged from there I mean that was come from there e: the needs constructed there

In the given extracts given above, both participant B. and C. explained their investments on professional and personal identity development processes. Both participants emphasized that conducting psychotherapy sessions, taking feedback in supervision, and starting their own psychotherapy process are inter correlated with each other, and all those activities help participants to improve themselves both personally and professionally.

5.3.1.2. Subject Positions: As a Psychotherapist, As a Supervisee, and What Is Next?

Throughout professional identity development, psychotherapists identify themselves from different subject positions. The participants position themselves with particular repertoires which they choose in the interviews. These positions sometimes emerge in the answers to the same questions and support each other. Sometimes, however, these positions differ from each other, and even there could be a conflict between them. These positions do not change only based on the content of the questions or answers. Also, positions of participants determined by attributions about the interviewer's position, expectations about the answers to the questions, and especially for groups by also other participants' positions

Based on participants' interviews, participants talk from four different subject positions. In other words, there are four different positions used by participants to describe their professional identity development process such as "identical vs. critical," "competitor," "filtering," and "familiar" subjects. Especially at early stages when they define themselves as novice psychotherapists, they expressed their need to be recognized. Participants describe their development process as progressive, which also affect participants' discourses. In identical vs. critical subject position, participants use recognition repertoire in order to describe the relationship between supervisees and supervisors, especially at early stages of the training process. Participants also talk from competitor subject position when they are explaining the relationship emerged between supervisees, especially by using rivalry repertoire. Moreover, participants explain their separation and individuation process in training system from filtering subject position. Finally, participants talk from familiar subject position to describe their familiar experiences about the system with other supervisees and the researcher.

5.3.1.2.1. Identical vs. Critical Position

The participants stated that they generally need to compare their ways of conducting psychotherapy sessions with their supervisor's styles, especially in the early stages of the supervision training process. These explanations come from identical vs. critical subject position. Participants sometimes define themselves in the position of a supervisee who tries to imitate their supervisor's style from time to time. In the following extract, participant C. stated that she imitates her supervisor in early phases of training because she needs a role model in order to prepare herself to psychotherapy sessions.

Extract 15

24. C: [. . .] m: mesela bir şeyi teorik olarak biliyorum ama ben bunu acaba nasıl seansta söyleyebilirim ve ya seansta ben bunun nasıl uygulamasını yapabilirim kısmında e: orda hani e süpervizörlerle olan belki uygulamalar role playler
25. G: him:
26. C: ve ya: onların cümleleri benim için çok önemli olmuştu (.) hatta ilk başlarda şeyi hatırlıyorum biraz böyle e: çok onların birebir cümlelerini işte
27. G: him:
28. C: onların söylediklerini birebir kullanmaya çalışıp zaman içerisinde [. . .]

Extract 15 - ENG

24. C: [. . .] m: for instance I know something theoretically but how I could say it in psychotherapy session or how I can apply my knowledge this part e: in supervision e the role play activities with supervisors
25. G: him:
26. C: or: the instructions of them ((supervisors)) were very important to me (.) even I remember that a little bit you know e: their wordings directly
27. G: him:
28. C: trying to use exactly the same wordings but in times [. . .]

The participants stated that they felt more insecure and inexperienced, especially at early stages of supervision training. In this process, they also perceived their supervisors and other upper-level supervisees as more experienced and as the knowing

person. As Davies and Harré (1990) point out that position always emerged from the interaction between a person and one another. Participants who perceive their supervisors as the knowing person often perceive themselves as the ones who are inexperienced and lower-level. Supervisees who are in this position, try to form an identity by imitating their supervisors. This imitation process is based on the assumption that the supervisors' words and behaviors are undoubtedly correct ones. The participants stated that they try to alleviate their anxiety level during the sessions by using precisely the same words or mimics of their supervisors'.

Moreover, they sometimes examine both their similarities and differences between them and their supervisors' styles. This examination process also can be considered as the first stages of the participants' efforts to establish their own professional identity. In the given example below, participant B. explain her conflict between obeying her supervisors' instructors and developing her own style which means a conflict between dependency and autonomy.

Extract 16

436. B: daha sonra bu tarz meselesi (.) sen bunu yapmak zorunda değilsin işte nerede söylemiştim bunu gibi bir şey deyince ((süpervizörü kastederek)) hakaten bu hiç gelmemiş aslında

437. G: hı:

438. B: ama işte orada benim bazı şeyleri okuyup hı: bu demek bunu yapmam gerekiyor gibi bir şey (.) yani biraz işte karşı tarafın isteğini (.) arzusunu okumaya çalışmak gibi bir şey

Extract 16 - ENG

436. B: after that supervisors say this is about your style (.) you do not have to do that it means when ((the supervisor)) she asks for when I said that really there was no appearing message actually

437. G: hı:

438. B: bu there is something about my wish to read the subtitles hı:: yes that is I should do this something like that (.) you know it is a bit like (.) trying the desire of the other side

5.3.1.2.2. Competitor Position

The comparison and imitation need do not emerge only between supervisees and supervisors. There are also rivalry utterances between supervisees which find a voice in competitor subject position. Participants talk from this position when they express their peer competition issues. Participants stated that these issues emerged from their wish to show their performances to supervisors in the supervision process. All participants emphasized the effect of being peer, which means beginning the training program at the same time, on the competition process. In the given extract below, participant A. expressed her rivalry feelings about her peers, but she reported that competing on numbers of psychotherapy or supervision session does not reflect the experience level.

Extract 17

469. A: [. . .] benim en son [. . .] süpervizyon alma imkânım oldu (.) kendi dönem arkadaşım

470. G: hıhı hıhı

471. A: ben o zamana kadar onları benden daha deneyimliler e::r:v hani: ve ben o açığı kapatmak için ço::k çalışmam lazım

472. G: him::

473. A: olarak görüyordum [. . .] ama o noktaya geldiğimde aslında gayet e:: hani benzer problemleri yaşabildiğimizi (.) e:: ne bileyim ba- benzer konularda zorlanabildiğimizi: hani deneyim- hani bu sayısal deneyimden bağımsız bir şey olduğunu [bunu] gördüğüm bir ortam oldu

474. G: [hıhı]

[. . .]

483. A: e: kendi kardeş rekabeti duygularımdan çıkan ((alaycı esprili ses tonu)) saçma sapan bir şey olduğunu fark etmiştim (.) ve onun hani sürecine gitmiştim kendi açımdan [. . .]

Extract 17 - ENG

469. A: [. . .] finally [. . .] I had a chance to be in the same supervision group (.) with my peer

470. G: hıhı hıhı

471. A: till that time I think that they were more experienced than me e::r:v you know: and I think that I have to work ver::y hard I order to meet the deficiency

472. G: hm::

473. A: I think like that [. . .] but at that point I recognize that e:: we have similar problems (.) e:: I would not know that we have sa- similar struggles: you know experience- you know I understand in that supervision group [this is] independent from quantitative experience level

474. G:

[hɦɦ]

[. . .]

483. A: e: my ideas were related to my sibling rivalry issues ((with taunting and humoristic sound)) I recognize that those ideas were nonsensical (.) I had a deep thinking process in terms of my perspective [. . .]

The effect of group supervision emerged mainly on comparing between in-group and out-group supervisees. In normal conditions, all in group supervisees are peers; however, there is some exceptional situation in which some supervisees attend group supervisions with lower or upper-level supervisees. This exceptional situation reported as the most exacerbating factor in the competition process. Supervisees who compare herself/himself with other upper-level supervisees feel inadequate. At the same time, supervisees who compare themselves with lower-level supervisees recognize their experience level and feel qualified.

Participants, while talking from competitor subject position, mentioned both the positive and negative effects of rivalry. Competing with other supervisees in or out-group provides supervisees motivation to be more successful than other supervisees. On the other hand, this process may negatively affect some supervisees and make them feel even more lagging. In the following example, participant B. evaluated both positive and negative effects of competency. She exemplified the positive effects of competency, and she stated that competing with each other make the trainees work harder and do better.

Extract 18

362. B: [. . .] bizim bölümde de çok bahsedilir işte rekabet işte kardeş rekabeti bir bu tarafı var ama bunun bir de iyi tarafı da var (.) iyi tarafında işte birbirimizi geliştirmek için pek çok konuda destek olabileceğimiz (.) işte bir şeyleri paylaşabileceğimiz çünkü ortak bir şeyden geçiyoruz ortak bir süreçten geçiyoruz

363. G: hıhı

364. B: zorlandığımız şeyler tüm danışanlarda farklı farklı şeyler çıksa da temelde benzer bir şeyler (.) işte kendimize dokunan kısımlardan çıktığı için işte daha destekleyici bir tarafta olabildik (.) her zaman bunu yapamadık her zaman hepimiz bu kadar destekleyici olamadık ya da bu kadar kolay kaldıramadık ama yine de orada akranların ve böyle bir iyi niyetli bir havanın hâkim olması çok faydalı oldu (.) im: negatif yanı da eğer akranların böyle bir niyeti yoksa işte başka bir şeyin sürdürüldüğü bir ortam varsa (.) işte o da negatif yanı oluyor çünkü ı:m yine bir rekabetten bahsedebiliriz [. . .] yani bir şekilde kötüye de kullanılabilir ya da iyi de değerlendirilebilir

Extract 18 - ENG

362. B: [. . .] in our department there is too much emphasis on competence you know sibling rivalry this is one side of the coin but there is also another good side (.) in good side we can support each other in order to improve each other (.) I mean we can share many things because we are experiencing the same process

363. G: hıhı

364. B: although there are different struggles for each client, these are still basically similar things (.) I mean these struggles emerged from the parts that means something to us so we can be supportive to each other (.) certainly we can not do it all the time we could not be supportive that much or we could not cope with easily but working with peers and working in the well-intentioned atmosphere in supervisions were still so much beneficial (.) im: the negative side is about that if the peers do not have intention like that I mean if something else is going on there (.) yes it is the negative side because ı:m we can talk about competency again [. . .] I mean that it can be exploited in some ways or can be used well

5.3.1.2.3. Filtering Position

As supervisees gain experience in supervision system express how much they differ from their supervisors. The differentiation process could be referred to as the most significant steps in constructing their professional identity development process. All

those discourses find a voice in a filtering subject position. Supervisees get to experience throughout their training and start to feel more genuine. With those developments, their anxiety level decreased, and concerning this, their need to imitate decreased. In the following extract, participant C. summarized her individuation process with started from using her supervisors' instructions and improving through her personal style.

Extract 19

131. C: [. . .] ama zaman içerisinde işte e: ku- hani belki de onları ((süpervizörün önerilerini kast ederek)) kullana kullana neyin bana uygun olduğunu

132. G: hı:

133. C: neyin olmadığını işte e: hangi danışanda neyin nasıl çalıştığını biraz daha anlayınca

134. G: hı

135. C: onlar biraz daha benim deneyimimle de şekillenen şeyler oldu

136. G: hı::

137. C: ve yavaş yavaş biraz daha hani öznelleşti

Extract 19 - ENG

131. C: [. . .] but through the training process you know e:: use- well maybe using them provide me an opportunity to find what is appropriate for me

132. G: hı:

133. C: what is not appropriate I mean e: as much as understanding what works best in which client

134. G: hı

135. C: these standards were constructed via my experience level

136. G: hı::

137. C: and in time they became more subjective gradually

Participants reported that they construct their professional identity step by step through their journey of becoming a psychotherapist. Becoming more authentic requires to construct some original and subject-based qualifications which work on psychotherapy and supervision sessions. Participants evaluate all of their experiences as good, bad, effective, or sometimes coercive. All those experiences help the participant to define what should or should not be included their ways of doing

psychotherapy and their therapeutic styles. Participants also stated that they started to recognize more differences between their and their supervisors' styles when they gain more experience. Their observations could be related to their changing focus from their anxiety and becoming good psychotherapist to becoming a qualified psychotherapist and combining their personal and professional identity. In the given extract below, participant B. reported her complaints about her supervisor's intervention on her personal style, and she stated that she asked for more respect to her process of constructing her therapeutic style.

Extract 20

120. B: [. . .] ama bir taraftan da süpervizörümün tarzı ile benim çalıştığım tarz arasında baya ciddi bir fark olmuştu [. . .] orada sanırım hissettiğim şey biraz daha: benim tarzım var buna saygı duyulmasını istiyorum (.) benim bir tarzım oluştu ı:: ve bu tarzım bu kadar çok değiştirilebilir olması ya da bu kadar kolay değiştirilebilir olması ya da öyle düşünülmesi

121. G: hm

122. B: hoşuma gitmiyor [. . .]

Extract 20 - ENG

120. B: [. . .] but on the other hand there was a considerable difference between the style of my supervisor and the style I worked with [. . .] I think at that point I feel that: I have a style and I want it to be respected (.) I have come up with my subjective style ı:: and the thoughts or beliefs that my style is so much modifiable or easily modifiable one

121. G: hm

122. B: I do not like that thought [. . .]

5.3.1.2.4. Familiar Position

The last subject position emerged as a result of the researcher's insider and researcher position. As a researcher, I have also experienced this supervision system both as supervisee and supervisor. On the other hand, because I have completed all process, I am in a little bit outsider position. This positioning issues inevitably affects participants' discourses in various ways, and those effects reported from familiar

subject position. Participants usually refer to the insider position while describing some obstacles and problematic issues about their supervision process. It can be seen as a way of alleviating their anxiety level about reporting relatively negative experiences.

Extract 21

656. C: [. . .] evet (.) yani çoklu roller açısından öyle olabilir (.) hani tanımak falan açısından biraz [daha rahatlık(.)] ama işte aynı sistem olması açısından biraz daha böyle konuşurken gene de neyse çok fazla o konuya girmeyeyim

657. G: [hıhı]
(karşılıklı gülme sesleri)

658. C: çok detay vermeyeyim

659. G: [x kişisi olarak kalsın] o kişiler diye

660. C: [evet x kişisi olarak kalsın] ((gülme sesleri)) gibi bir şey oldu herhalde öyle oldu yani

Extract 21 - ENG

656. C: [. . .] yes (.) you know it can be examined in terms of multiple roles (.) it [is comforting] in terms of being familiar but in terms of working in the same I think that I should abstain from going into some topics too much

657. G: [hıhı]
(laughing together)

658. C: avoid giving much detail

659. G: [calling as person x] people should be named

660. C: [yes I think that I should call them as person x] ((laughing sounds)) something like that I think that is what happens

In the given extract above, participant C. reported her anxiety about giving names of the people that she talked about because she thinks that as a researcher I could know that person even that people can be my friend. Besides, she reported that idea makes her a little bit anxious, so she abstained from giving the names of people. Participants specifically reported that experiencing the same system provides more convenience to them while describing their experiences and the system itself. On the other hand, the undesired effects of familiarity emerged on interviews. The participants reported that they refrained from sharing some problematic personal experiences, thinking that if the researcher knew that person if this person was a friend of the researcher.

As a researcher, I interview with the students whom I did not supervise; however, inevitably, my peers supervise them. At the end of their interviews, participants express their anxiety experiences throughout the interview, which also shows that their anxiety level decreased enough to talk about that experience. As in the given extract before, participant B. reported her anxiety about the familiarity of researcher to the mentioned people; however, she also stated that her anxiety alleviated through the interview. She reported that she was accustomed to the multiple roles and this familiarity issues in system, so she also adapted quickly in the interview.

Extract 22

605. B: [. . .] e: işte orada benim bahsettiğim süpervizör (.) işte isim vermesem bile (.) ya da o grup senin de tanıdığın insanlar (.) daha ilişkide bulunduğun insanlar var arasında (.) o yüzden başta bir [şey oluyor]

606. G: [hıhı]

607. B: (2) gerilme (.) bir adaptasyon olması gerekiyor (.) işte ne kadarını bahsedeyim ne kadarına [girmeyeyim (.)] girmemeliyim gibi (.) ama daha sonra yani bunu o kadar sık yaşıyoruz ki (.) bir dönem gerekmiyor yani adapte olup uyum sağlamak için

608. G [hım:]

((gülme sesleri))

609. B: işte birkaç dakika sonra anlatmaya başlıyorum herşeyi

Extract 22 - ENG

605. B: [. . .] e: you know the supervisor that I mentioned there (.) I mean even I did not give the name (.) or the group there are people that you know (.) you are meeting some of them usually (.) so it created [a feeling at first]

606. G: [hıhı]

607. B: (2) a tension (.) there is a need for adaptation process (.) I mean how much I should talk about or how much [I will not talk (.)] I should not talk (.) but later you know we have lots of experiences like that (.) I do not need an academic term for adaptation and compliance

608. G [hım:]

((laughing sounds))

609. B: I mean I start to tell everything just a few minutes later

5.3.2. Second Individual Interviews with Trainees as Supervisors

The second time interviews were conducted with the same participants who were also interviewed in the first time individual interviews. They became supervisors throughout the research process. They have provided supervision to the master-level students for two academic semesters. The second interviews were done approximately six months later than they have completed their supervision processes. The inferences are mostly the same as the first interviews. They focused; however, on their supervisor role, supervisees' development process, and their separation/individuation process, much more. It is observed that participants are more experienced and self-confident in the second interviews. Moreover, they understand the research question and aims of the current research more comprehensively and clearly. These differences show that the training system used in METU, fit to the psychotherapists' identity development process properly.

As a result, some new repertoires emerged, and participants have talked from new subject positions. Power issues, rivalry, setting standards, investments on personal and professional identities, and familiar experiences and support repertoires emerged throughout second time interviews. Moreover, they have talked from four different subject positions such as identical vs. critical, outsider, acknowledging the borders, and questioning the perceived efficacy subject positions.

5.3.2.1. Interpretative Repertoires: Experience of Becoming Supervisor

Participants use different repertoires in order to describe their development process throughout their being supervisor experience. The previously emerged repertoires in the first interview changed a little bit based on the focus topics. Admittedly, some repertoires emerged more frequently and more easily in interviews via cultural and environmental effects. As a result, some repertoires such as rivalry, setting standards, and investments on personal and professional identities repertoires emerged with the

same content. There are some structural and contextual changes in organizational culture and trust repertoires. On the other hand, power issues and familiar experiences and support repertoires are new ones that emerged in the second interviews.

5.3.2.1.1. Power Issues Repertoire

Participants worked as supervisors for two academic semesters in the training system in which they participated as supervisees before. In the first interviews, participants mentioned their attributions on supervisors as authority figures, and they define the relationship between them and their supervisors as hierarchical. Becoming supervisors, as mentioned earlier, perceived as an upper hierarchical position. It makes participants expect more respect and some authoritative power when they become supervisors. While participants are describing these experiences and power-related issues throughout supervision processes, power issues repertoire emerged. In the extract given below, participant A. exemplified an anecdote between her and her supervisee. It can be seen that participant A. expects some priorities about her needs and her styles, based on the power that she gained as becoming a supervisor.

Extract 23

267. A: [. . .] ha- ha:: en:: sinir olduğum lafta “ben onu analizimde ele alıyorum”

268. G: hm:

269. A: bir gün birine dedim ki analizin beni ilgilendirmez (.) benim burada ele almaya ihtiyacım var ve ben bunu ele alıcam (.)

270. G: hm::

271. A: is:ter hoş bir: sada: ile ele alırsız [bunu]

272. G: [hıhı]

273. A: istiyorsan sen ipucunu vermezsin (.) ben KAZIR bulurum [senin] analiz sürecinle ben burada işim yok

274. G: [hm:]

hı

275. A: burayı aksatan bir şey varsa ((masaya vurma sesi)) ben bunu ele alırım (.) tarzım bu yapacak bir şey yok tabi ben ele almıştım sonra

Extract 23 – ENG

267. A: [. . .] ha- ha:: the saying:: that makes me very angry is that “I am working on it in my psychoanalysis process”

268. G: hm:

269. A: once I have said that it is not my concern to one of supervisee (.) I need to discuss it here and I will do it (.)

270. G: hm::

271. A: whether: we discuss: it in a gentle: [way]

272. G: [hıhı]

273. A: if you do not give a clue (.) I will find it FORCIBLY I have [nothing] to do with you psychoanalysis process here

274. G: [hm:] hı

275. A: but if there is something that disrupts the supervision ((the noise of beating on the table)) I discuss it (.) it is my style I cannot change it certainly I have discussed it later

Due to some changes in the training system, all three participants stated that their supervision process when they were supervisees, were different from the current supervision process. They express that the system they experience as supervisors is different. In the new system, they were reported that they supervised a group of supervisees with one another supervisor at the same time, for one academic semester. This process affects all participants in various ways. The participants focused on the conflict between their expectations about becoming a supervisor and their current experiences. In the following two extracts participant B. describes the differences in the new supervision system in terms of authoritative power. She reflects her regret about not being able to have the power that she expected to gain by becoming a supervisor.

Extract 24

((kendi süpervizyon aldığı sistemden farklı bir sistemde süpervizyon vermesini açıklarken))

22. B: [. . .] hem (.) sürecin kendisi farklı oluyor yani (.) ı işte iki- ikili süpervizörler olarak başladık (.) hem o farklı oldu (.) hem koltuk ikiye bölünmüş oldu (.) oradaki otorite ikiye bölünmüş oldu (.) bir taraftan (.) o-nun bir farkı var [. . .]

Extract 24 - ENG

((describing that she provides supervision in a different system that she had experienced as a supervisee))

22. B: [. . .] both (.) you know the process is different (.) like this two- we started as paired supervisors (.) firstly that is different (.) and the chair is divided into two (.) so the authority also divided into two (.) so this is different [. . .]

Extract 25

((süpervizyon sürecinde en işlevsel/uygun olmayan an sorusuna cevaben))

163. B: [. . .] e:: mesela ikinci dönem yaptığım süpervizyonla ilgili o koltuğa daha sağlam (.) oturmuş olmayı [dilerdim] e: ya da belki şimdi aynı dönem< hani belki şimdi şu halimle o süpervizyonu versem daha sağlam oturabilirdim (.) daha sağlam bir duruş (.) biraz daha [kendimden emin] biraz daha süpervizör kimliğini e:: ya da süpervizör gömleğini biraz daha üzerine yakışacak şekilde giyebilen (.) bir şeyim olabilirdi [. . .]

164. G: [()] [him:] him: peki orada daha sağlam oturmak ne demek

165. B: [. . .] yani süpervizör tamamen hiyerarşik olarak üstte ve sadece o empoze eden bir şey değil belki (.) bir geliş (.) geliş gidişte var yani karşılıklı bir şey de var ama (.) ama orada hani bir< süpervizörün bir süpervizör konumu var bu ona süpervizör konumunun verdiği ı: deneyimin verdiği bir şey ben onu orada ne kadar alabildim (.) bana o ne kadar verildi ben ne kadar (.) ben ne kadar aldım onu ya da ne kadar aldığımı hissettim bunlar hep soru işareti [. . .]

Extract 25 – ENG

((while answering the question of the most functional/ inappropriate experience in supervision process))

163. B: [. . .] e:: for instance in the second semester I wish have sat (.) in that chair ((referring to the supervision position)) more [trustfully] e: or maybe you know in the same semester< you know if I provide supervision now with my current mindset I would sit more stable (.) a more confident attitude (.) more [self-confident] I would be someone who can carry the supervisor identity e:: or supervisor title (.) more worthily

164. G: [()] [him:] him: well who do you mean by having more confident attitude as supervisor

165. B: [. . .] I mean the supervisor does not entirely have a hierarchically higher position and maybe s/he is not the one who impose everything (.) there is taking and receiving process I mean it is a reciprocal thing but (.) I mean there is a position< a supervisor position this is provided by that position ı:: provided by experience level how much I can have those provided position (.)

how much it is provided to me how much I (.) how much I have or I feel that I have the things provided by that position those left as question marks [. . .]

Participants talked about their right and wrongs about becoming a supervisor and responsibilities of supervisors that were inferred from their previous supervision experiences. However, their inferences and expectations do not fit their current experiences, and this makes them uncomfortable. This new supervisor position comes with some responsibility and power issues which changes from each one participant to another.

5.3.2.1.2. Rivalry Repertoire

Both in the first and second-time interviews, all participants mentioned their intrinsic motivations to race with their colleagues in the training system, in rivalry repertoire. In the second time interviews, participants also describe their competition with other supervisors. Participants stated that they observe much more things to get information for comparing themselves with their colleagues, especially when they manage the same supervision group with another colleague. Supervising together the same group provides more information about each supervisor's ways of becoming a supervisor and conduction supervision sessions, and that eases to make comparisons. In the following two extracts, both participant A. and participant C. reported that they compare their own qualifications with the other supervisor in a group. Working in the same room makes comparing themselves inevitably.

Extract 26

69. G: baya orjinal bir sistem olmuş

70. A: neyse:: nasıl geçti diye soracak olursan açıkçası ben im:: başlarken şeyi düşündüm bir tık hani şimdi ı::: who is the leader hani kim yapıcak nasıl olucak vesaire şimdi benim kişisel olarak da benim hani lead etme özelliğim var bir tık otoriter bir tarafım da var Z. de böyle daha naif bir yapısı var diyim nasıl dengeleriz diye bir endişe etmişim [. . .]

Extract 26 - ENG

69. G: this is an original system

70. A: whatever:: if you ask how was it for me actually I m:: at first I think a little bit you know now ı::: who is the leader I mean who will do it how it will be so an so now I have an attitude to lead as a personal feature I have an authoritative side my friend Z. has more naive approach how can I say I was worried about how we can balance it [. . .]

Extract 27

73. G: [. . .] ((iki süpervizör birlikte çalışma üzerine konuşurken)) bu sefer değişiyor işte (.) orası iki kişi o nasıldı sizin için

74. C: [. . .] e:: şimdi direk bir arkadaşını kendi akran süpervizörlüğünü de görüyorsun [o esnada] normalde o- (.) aslında o gruba özgü olan [bir şey (.)] benim direk şahit olmayacağım bir şey baktığım zaman şimdi ona da şahit oluyorsun onu da görüyorsun (.) görüyorum niye senle konuşuyorsam ((gülerek)) onu da görüyorum e::: yani orada tabi şey de oluyor yani hani hemen biraz böyle kendini karşılaştırma şeyine de gidiyor[sun (.) mesela] iyi bir şey yapınca ay: ne güzel aklına geldi mesela benim aklıma gelir miydi böyle bir şey mesela bir dahakine bende böyle [bir şeyi bir yerden] gidebilirim gibi düşünebiliyorsun ya da bir şey olunca böyle bazen ay: aslında şöyle bir noktada var: (.) aklına geliyor mu onun [falan gibi] bişiy geçiyor aklından

Extract 27 - ENG

73. G: [. . .] ((talking about working as paired supervisors)) this time it changes (.) how did you experience being two supervisors in there

74. C: [. . .] e:: now you directly observe the supervisory of you friend you peer [at that moment] in normal condition this- (.) private to that [group(.)] it is not something that I can witness now you are witnessing observing that (.) I am observing I do not why I said as you ((laughing)) I see that e::: I mean in that position it emerged you know for instance you started to [compare yourself] it s/he does a good intervention I think ay: s/he did a great job would I can think like that ok next time I would behave like [in a similar situation] you think that or in some situations you think ay: actually there is one more point (.) for instance I wonder if it [comes to] his/her mind

Moreover, they also compare their abilities to conduct supervision group with their previous supervisors' styles. It shows that participants' experiences when they were supervisees provide a basis for their supervisory styles. So, participants compare their performances and experiences with this base. In the following extract example,

participant B. present her previous supervisors' qualifications in order to explain her position as a supervisor.

Extract 28

((kendi süpervizörlüğü ile kendi süpervizörlerini kıyaslarken))

165. B: yani e:: benim süpervizyon aldığım dönemde benim süpervizörlerim de (.) benim okuyup merak edip araştırdığım tüm teorileri bilmiyorlardı (.) ı:: ya da her teoriyi benden iyi bilmiyorlardı benden daha iyi bildikleri şeyler muhakkak ki vardı [. . .]

Extract 28 - ENG

((while comparing her supervisory style with her supervisors' supervisory styles))

165. B: I mean e:: in that terms that I was a supervisee in supervision system certainly my supervisors also (.) do not know all theories that I read or search curiously (.) ı:: or they do not know much more things in each theory than me surely there were somethings that they know better than me [. . .]

5.3.2.1.3. Setting Standards Repertoire

Participants' evaluations about working systems in the training program based on their rights and wrongs, which developed parallel with their development in the training process. In the second interviews, participants evaluate how should a supervisor work and what are the duties and authorities of supervisors. Besides, participant introduce their standards for supervisee role. Their experiences when they were supervisees, provide a base for all evaluations about the roles in the training system. For example, they coded the experiences which were good, supporting, and instructive as rights; while some other compelling and ineffective experiences were coded as wrongs. In the following two extracts, participant A. and participant C. declare their standards about supervisors' duties. Participant A. emphasize the importance of supervisors' qualification level, while participant C. claimed the importance of more directive feedback provided by the supervisor, especially working novice trainees.

Extract 29

398. A: [. . .] ama benim süpervizyondan beklentim alırken de böyleydi hem bu- hem de işte bunu yaparken tabi teoriyle desteklediğimiz pratiğini yani terapö- terapist olma pratiğine baktığımız ama bir taraftan da tabi benim beklentim de şey de vardı kişisel süreçleri ele alma ama bunu gerçekten alabilecek adamın ele almasıydı

399. G: hm::

400. A: e: çünkü ö:yle bir şey getirir ki süpervizör aha sen de dağılırsın ikinizde dağılırsınız au(.) yani gücün varsa ele alacağın birşeydir bu aslında bakacak olursan herkesin de yapmaması gereken [bir şey] gibi geliyor bana ((nefes sesi))

Extract 29 - ENG

398. A: [. . .] my expectations from supervision when I am a supervisee and when I am a supervisor- were similar that is it- we have supported the practical knowledge with our theoretical background I mean thera- we focus on being psychotherapist practice but on the other hand I expect from supervision that personal issues should be evaluated in supervision process by the supervisors who can do it worthily

399. G: hm::

400. A: e: because supervisors bring some topic aha you cannot handle and both of you confused au(.) I mean it should be something that you address if you have the power to do it in fact it seems to me that something that everyone should not do

Extract 30

38. C: [. . .] ama yani hani bir kişiyi bir danışanın karşısına oturtuyorsan biraz böyle (.) onu destekleyecek somut bir şeylerin elinde olmasını önemli buluyorum ben (.) [. . .] bunun içinde biraz öyle yardıma ihtiyaçları olduğunu düşünüyorum yani daha somut (.) bir şey olduğunda nasıl cümle kuracaklarına dair bir fikirlerinin olduğu (.) işte bunun amacının mantığının ne olduğuna dair biraz fikirlerinin olduğu bir şeyi: yani öyle bir yol gösterici bir şeyi faydalı buluyorum

Extract 30 - ENG

38. C: [. . .] but if you position a supervisee in front of the client as psychotherapist (.) I find it important providing something concrete to support supervisee (.) [. . .] for this reason I think they need some help I mean more concrete (.) they should have ideas about how to react and form their sentences (.) ideas about what is the aim and logic behind interventions: you know I find providing directive instructions useful

Participants describe the process of constructing their standards as part of their individuation and identity development processes. Psychotherapists who get more experienced and become self-confident prefer to define their standards instead of acquiescing the predefined standards.

Extract 31

((gelişim sürecine dair kendi standartlarını sunarken))

181. C: [. . .] AMA bir yerden: sonra şey yapmak gerekiyor bence kişisel olarak yani o bakış açısını aldıktan sonra hani gerçekten kendine [bakıp ben be] istiyorumu doğru gitmek lazımmiş gibi geliyor çünkü hani e: şey nasıl anlatayım arzuların ayrışması iyi bir şey

Extract 31- ENG

((while talking about her standards of development process))

181. C: [. . .] BUT at one: point I think after learning the others' viewpoints as a personal way [by looking myself] I should examine and proceed on what really I want it is needed because you know e: well how can I tell separation of desires is a something good

Extract 32

149. B: [. . .] ve hani şey de düşünüyorum doğruyu söylemek gerekirse (.) bizim mesleğimizi (.) ya da herkesin herkesin psikoterapist olamayacağını (.) hepimiz nasıl pilot olamıyorsak (.) ya da nasıl öğretmen olamıyorsak herkesin psikoterapist olamayacağını düşünüyorum [. . .]

Extract 32 - ENG

149. B: [. . .] and in all fairness I think that (.) our profession (.) or everyone everyone could not be a psychotherapist (.) how we cannot all be pilots (.) or how we cannot be teachers I think not everyone can be a psychotherapist [. . .]

In extract 31, participant C. declared her rule to individuate and split her desires from the desires of idealized figures. Moreover, Participant B. emphasize that this training process is not a guaranteed one to complete as a psychotherapist. In order to become a psychotherapist, she has some internal standards more than just completing the education and training process. In the given extracts above, it can be seen that both

participant C. and participant B. mentioned the plans and last phases of development processes.

5.3.2.1.4. Investments in Personal and Professional Identities Repertoire

The importance of investing both on personal and professional identity development process expressed in the first interviews via the effects on participants' therapeutic abilities. In second interviews, participants report that making investments on personal identity started by their own psychotherapy and psychoanalysis processes. These processes have a significant and definite effect on their supervisory style, which is a significant part of their professional identity development process. Participants also stated that their therapeutic abilities are directly correlated with their supervisory abilities. Their own psychotherapy experiences and training processes as supervisees help the participants to create their supervisory styles as supervisors. In the following example, participant B. stated that her own psychotherapy process functioned as a tool in order to understand her struggles in the supervisory relationship. Continuing her own psychotherapy process is explained as the main support point to make sense of her experiences as a supervisor.

Extract 33

91. G:[. . .] ben nasıl bir süpervizör olucam işte yani oralarıyla ilgili duygularını nasıl değiştirdi

92. B: e: eğer kendi sürecime o sırada devam etmiyor olsaydım

93. G: hıhı:

94. B: ı:: herhalde baya yıpratıcı bir şey olurdu psikolojik açıdan da ı ama ı:bu bir şekilde kendi terapi sürecim (.) de bunu ele almam ve oradan aslında hani: pek çok şey anlamlanıyor (.) ya orada olan şey sadece (.) o kişilerle ilgili bir tarafı var (.) bir de benim iç dünyamda benim [. . .] hani yetişkin olmak ile ilgili bir şey var e: o takdir almakla [ilgili belki] bir şey yapıyorum ilk defa yapıyorum ve benim hocalarımın o takdir ya da onayı (.) ya da e: aslında belki de kabul ettiğimiz- yaptığımız şeyin e: o kabul görmeyle ilgili bir şey vardı gerçekten ortaya bir şey çıkartmak bazı süreçleri götürmekle bir şey vardı [. . .]

Extract 33 - ENG

91. G:[. . .] about being a what type of supervisor you know how it changed your emotions about there

92. B: e: if I had not continued my own psychotherapy process

93. G: hıhı:

94. B: ı:: it would have been really backbreaking thing in psychological perspective ı:: but ı: in this way discussing it in (.) my own psychotherapy process and actually lots of things gain meaning in that process (.) the process experienced there is not just (.) there is a side related to those people (.) and also it is related my inner world mine [. . .] it is something to being adult e:: maybe related to [being appreciated] I am doing something doing it for the first time and this appreciation or recognition from my instructors (.) or e: maybe acceptance of our- performance my performance e: in fact there was something about being recognized breaking new ground improving something [. . .]

Providing supervision, which is an internship for doctoral students, is also can be called as an investment in professional identity. For instance, participant C. define her first alone supervision experience as a chance to develop professionally. She expressed her trust both on herself and the system in which qualified supervisors developed.

Extract 34

114. C: ((ikinci dönem tek başına süpervizyon verme deneyimini değerlendirirken)) [. . .] öyle bir noktada şeyi biliyordum gene bizim hani zorlanabileceğimiz noktalar gelecek bu sefer mesela direk bunu şeffaf bir şekilde gözlemleyecek kimse de yok (.) ama gene de şey hissediyordum sanırım bu da benim baş edeceğim ve sonrasında beni geliştirecek bir şey (.) yani çok fazla da sanırım o şeyi: ter(.)cih etmedim yani hani bir akranım daha olsaydı da yanımda gibi bir şey (.) [. . .] e: yani bu program böyle yeterlilikte insanlar yetiştirebiliyor neden biz: zaten bunu [yapamayalım ki] gibi bir şey (.) çünkü hani öyle olunca sanki böyle daha kişisel bir yere [atıf (.)] olucakmış gibi (.) bir yerden de

Extract 34 – ENG

114. C: ((telling her experience of providing supervision alone in the second semester)) [. . .] at that point I know that there will be some struggles for me and this time there won't be anyone to observe it clearly (.) even so I guess I think that is the thing I cope with and it will help my improvement (.) so I do not pre(.)fer other option not at all you know a wish to have a peer with me in supervision (.) [. . .] e: so this system can raised trainees as qualified ones so

something like that comes to my mind why we cannot do it (.) because if I think like that that it will be just a personal attribution(.)

5.3.2.1.5. Familiar Experiences and Support Repertoire

Experiencing more or less the same process is an ensuring factor for students, especially for the novice ones. All experiences gathered on supervisee and supervisor role create an information pool for all trainers. In the second interviews, participants stated that their approaches as supervisors rooted in their experiences as supervisees. The following extract is a little bit long one; however, it was chosen specifically. Participant C. explained the effect of having similar experiences with supervisee on a supervisory relationship very clearly and comprehensively.

Extract 35

((süpervizör olarak staj yaptığı dönemi değerlendirirken))

32. C: hıhı hıhı öyle yani şey de var aynı aslında hani kendi terapistlik sürecini de çok değerlendirerek de (.) bir yandan yapıyorsun yani hani mesela kişi zorlanabiliyor bazı geri bildirim almamak konusunda ve ya daha yavaş olabiliyor hani ya da tera- sen süpervizör olarak hani ben daha şey yapabiliyorum e:: biraz daha hani daha net görünce ((coşkulu bir sesle)) hani bir an önce o geri bildirim vereyim de istiyorum (.) bir an önce hani ona da yardımcı olsun o yorum vesaire ama aslında bir hız da var orada yani onun kendine uygun bir hızı var nasıl benimde geçmişte bazen (.) bazı şeyleri defalarca duyupta sonradan hı: bir anda böyle bir tak ettiyse (.) banada onun öyle bir hızı var diyip hani biraz böyle o hıza da izin vermeye çalışıyorum falan hani o yüzden böyle bir ikili süreç de işliyor yani hani e:: hem onların bir paralel süreci var (.) hem de benim e:: kendim hani hem süpervizör(.)üm o esnada hem de geçmişte de süpervizyon alan kişiydim hani onu da bir hatırlıyorum onunla ilişkili e:: bir şey de var (.) yani bir o esnada bir yerine koymaya [çalışma durumu] da var o yüzden o da etkili oluyor=

33. G: [hım]

=dolayısıyla empatik de davranmanı aslında: getiren [bir şey gibi] anlatıyorsun

34. C: [hıhı] evet evet yani ((gülerek)) sen de o yoldan geçtiğin için şey oluyor hani bende o yoldan geçtiğimi düşününce böyle bir ı: bazı noktalarda karşı tarafta nasıl bakıyor olabilir nasıl hissediyor olabilir (.) o an işte nasıl bir şey yaşıyor olabilir biraz daha anlamaya çalışıyordum (.) e:: tabi bunu orada sorarak vesaire de

yapıyorum yani hani bu e:: şey kendimde o zamanlardan geçtiğimi düşünmem hani şeye yardımcı oluyordu benimde o süreci sormama hani o orada ne yaşıyor o ne hissetti hani böyle direk e:: sadece süpervizör olarak ((gülerek)) oraya inmişim de daha öncesi yokmuş gibi e:: bir sorgulamadan ziyade ona da yardımcı oluyordu bence keyifliydi yani

Extract 35 - ENG

((evaluating the supervision process as supervisor))

32. C: hıhı like that in fact you know you are doing it (.) by evaluating your experiences as psychotherapist trainee I mean for instance a trainee has some difficulty in taking feedback or improve slowly or you know thera- you as a supervisor I mean I can behave e:: because I can observe them clearly ((with enthusiastic voice)) I want to give that feedback as soon as possible (.) you know I want to help her/him with that feedback so and so but in fact there is a pace issue I mean a trainee has his/her own pace appropriate to his/her it is like my experience in past (.) I heard something again and again but afterward hı: I understand it in an instant (.) I try to let the trainee follow his/her pace by remembering the fact that s/he has a pace like mine so this is a two sided process e::: both trainees have a parallel process (.) both I e:: I am both super(.)visor at that moment and I was a supervisee earlier and I remember my experiences e:: it is something related to this (.) I mean I tried put myself in [their place] so this effects the supervision process=

33. G: [hım]

=so you reported [that process] makes you more empathetic to the supervisees

34. C: [hıhı] yes yes I mean ((laughing)) because you have the similar experiences and this lead me to think about ı::: at some points how the trainees think feel depending on the idea of having similar experiences (.) I tried to understand how s/he experiences that moment (.) e: surely I also ask the supervisees about their feelings you know e:: well thinking about my experiences as supervisee lead me to question the supervisees how they experience how they feel directly e: not like I was a supervisor all the time or there is nothing before my supervisory role e:: it was not an investigation my approach help them in my opinion it was a delighted process

Having familiar experiences especially talked in the peer support frame. Participant C. expressed the importance of their peers' support for both supervisee and supervisor roles. Generally, peer support essentially emphasized by the participants through all interviews. This much emphasis would be evaluated as specific to the selected participant combination, which means that cohort effect. In the following extract,

participant B. reported that taking peer support helps her to differentiate the reasons of struggles whether it is related to her, supervisees or the system.

Extract 36

64. B: [. . .] bir kere bizim kendi aramızda akran ı: süperviz-süpervizyonlarımız (.) o konuda bir şey oldu (.) yani gerçekten bende mi sıkıntı var yoksa burada birşeyler dönüyor mu (.) noluyor e: ba- belli ölçülerde benzer şeyleri başkalarından da duyduğunda ha demek ki hani bir e kohortla ilgili o şeyle ilgili de bir şey var ya da sistemle ilgili de e:: o biraz rahatlattı: ondan sonra biraz aksiyon alabildim [. . .]

Extract 36 - ENG

64. B: [. . .] firstly the super- peer ı:: our within group supervisions (.) help at that point (.) I mean it makes us think whether it is me, my problems or is something going on there in supervisions (.) what is happening e:: fi- when you hear the similar complaints from other supervisors ha ok it means that there is some problem about that cohort or about the system e:: that makes make relax: then I started to take some actions [. . .]

In second interviews, they especially stated that they met with their peers to discuss their adaptation process and struggles on it, when they experience the new supervision system in the first semester. Participants look for the similarities and differences between the old and the new version of the supervision system while regulating their behaviors to their supervisees.

5.3.2.2. Subject Positions: As a Supervisor and Once Upon a Time a Supervisee

Participants talk more confidently and describe a more active position for themselves in the second interviews. They talk from different subject positions in the second interviews in order to describe and defend their discourses. There are some subject positions which were familiar from the first interviews; however, there are also newly emerging subject positions come with the supervisor role. Besides, there is one subject position which could specific to the selected participant group as a cohort. Identical and critical subject position is the one that we are familiar via the results of first

interviews. People talk from this position while describing development process from novice supervisees to experienced supervisors. Moreover, acknowledging the border and questioning the perceived efficacy subjects are the new ones that we met in the second interviews. These positions emerged as a consequence of the participants' status in the training process.

Finally, outsider subject position is the one that could be specific to the selected participant population. As a result of experiencing the new supervision system and thoughts on belonging issues, this position emerged in the discourses of participants, in the second interviews. In conclusion, a participant talked from four different subject positions such as identical vs. critical, outsider, acknowledging the borders, and questioning the perceived efficacy subject positions, throughout the second interviews.

5.3.2.2.1. Identical vs. Critical Subject Position

The participants talked about their experiences as supervisors are similar to their experiences as supervisees. They inspired from their supervisors' styles while constructing their style and regulating their behaviors to their supervisees. However, they also complained about the differences in the supervision which complicates the modeling process. They also expected that their supervisees take them as a model like they do. This critical subject position was rooted in their standards which based on their good or bad experiences when they were supervisees. As a result, it can be said that this critical subject especially shows up when participants use power issues and setting standard repertoires. In the given extract below, participant B. expressed her surprise when she recognizes that she behave like her supervisor when she struggles with a problematic supervisory relationship. Moreover, she also compared her style as style supervisee with her supervisee's style, in order to differentiate herself from the "malign" supervisee.

Extract 37

171. B: [. . .] e: o işte biz ne kadar (.) biriyle ne ka- çok ciddi bir şey yaşadığımda mesela orada ↑neler çok [benzeşiyor] mesela çok eleştirdiğim bir süpervizörümün konumuna (.) ben bu çok ciddi sıkıntı yaşadığım süperviseeimle o kadar (.) o şeyde [hissettim ki:] ben tabi hiçbir zaman hani şey tabi karakter olarak karşılaştırdığımda uslubumu o kadar bozmadım (.) hani [o kadar malign (.) arkadan konuşup] başka yerleri harekete geçirici bir şeyim olmamıştı ama (.) içsel olarak giden (.) ve gelen mesajlarla o hani kişinin duruşunu (.) o süpervizörün duruşunu (.) o şeyde [alıverdim] [. . .]

Extract 37 - ENG

171. B: [. . .] e: at that point we experience (.) with a supervisee how mu- when I had a severe experience for instance in there I recognize ↑what are the [similarities] for instance in a position my supervisor whom I criticize too much (.) I feel [very similarly:] with a supervisee whom I have serious difficulties (.) surely I have always watched my language I did not use that much bad language (.) that much malign (.) I was not a backbiter I did not try to provoke other sub mechanisms but (.) but in that experience I take (.) the style of that supervisor as model immediately [. . .]

They criticize their supervisees, other supervisors, and other sub mechanisms of the system when they encounter with differences. This spectrum from identification to criticism also can be seen as the participants' efforts to establish their own professional identity. The participants have a more self-confident attitude in the second interviews than in the first interviews. In the process of getting experience, their perception about other supervisors and upper-level figures changes, and they question the hierarchical structure much more. They have a more personal and idiosyncratic viewpoint to all issues experienced in the training system.

Extract 38

241. A: [. . .] soru sormuyordu bir gün bir seans dinledim (.) on sekiz dakika terapist konuşmamış on sekiz dakika- akışını bozmak istemedim dedi (.) ulan sen analiz mi yapıyorsun neyin akışını bozmak istemedin sen (.) sen yapıyorsun adam neler: anlatıyor (.) sonra geriye dönüyor soru soruyor diyor ki danışan " ben onu dememiştin ki" hadi:: hani YA::Nİ neler neler G. ya
242. G: hı:: yani odağı da orada danışanda değil aslında=
243. A: =YO:K canım danışan zinhar (.) orada KİM [. . .]

[. . .]

245. A: [. . .]ondan sonra geliyor "bu danışan drop out oldu" e olur olur adamla ilgilenmedin ki (.) buyrun diye seansa mı başlanır ya ((gülme sesleri)) buyurun diodu ya kızım niye buyurun diosun

Extract 38 – ENG

241. A: [. . .] I have listened one of her psychotherapy records she did not ask questions (.) a therapist have not talked for eighteen minutes exactly eighteen minutes- she said that "I do not want disrupt the patient's speech" (.) buster are you conducting analysis process what did you abstained from disturbing (.) what you are doing and what the patient is telling is different (.) then she asks questions about the previous speech of patient and the patient stated that "I did not said anything like that" come on the:n you know I me::an what not G.

242. G: hi:: you mean that the supervisee does not focus on the client actually=

243. A: =NO:: never ever s/he does not care about the PATIENT [. . .]

[. . .]

245. A: [. . .] then the supervisee came with an issue she reported that "that client dropped out the psychotherapy process" e yes the client can do this because s/he is right as a psychotherapist you did not take care of the client in a good manner (.) go ahead is this an appropriate phrase for starting the psychotherapy session ((laughing)) the supervisee said go ahead o I asked why you say go ahead

In the given extract above, participant A. criticize the ways of her supervisees' conducting psychotherapy sessions. She stated that supervisees do not have some basic qualifications in order to conduct psychotherapy sessions. As a critical subject, participants also examine the developmental process of their supervisees by comparing their own experiences. Some of the participants, even stated that they found their supervisees as unqualified and inadequate in terms of some therapeutic abilities.

5.3.2.2.2. An Acknowledging the Borders Position

In accordance with the previous sayings, this position emerged when participants get experienced and construct their psychotherapeutic and supervisory styles. The more personal viewpoint the participant gets, there is much more need to clarify their personal boundaries. This need to define their therapeutic style was also expressed in

the first interviews; however, the focus is on the supervisory style, in the second interviews. Participants usually reported that they construct an idiosyncratic way to conduct psychotherapy and supervision sessions.

Moreover, they also stated that their psychotherapeutic and supervisory styles are very dependent on each other. In the following extract, participant A. reported the similarities in her therapeutic style as psychotherapist and supervisory style as a supervisor.

Extract 39

290. G: [. . .] peki işte yani bir ayağımı söylemiş olduk yani senin süpervizörlük tarzını oluşturan neler var yani hani şimdi bir tanesini hakketen sana iyi gelen şeyler üzerinden oluşturduğunu söyledin [ya:ni (.)]

291. A: [terapist olarak] tarzım

292. G: hıh

293. A: yani dedim ya ben hani yüzleştiren bir te- dedim ya danışanlarıma da şeyimdir ben hani e: hani tarzım bu [. . .]

[. . .]

298. A: netimdir kurallarım vardır benim ve süpervizörlük tarzıma tabi bu da yansıdı ki [. . .] dolayısıyla benim teoriden de ziyade öncelikle karşı tarafı anlamak (.) dinlemek onunla bir ilişkilene yaşamak (.) süpervizyonda da buna çok dikkat ediyordum hani (.) o kişi ile dinamiğim nasıl (.) nasıl olacak (.) nedir (.) bunun ihtiyacı ne teori ikinci planda

Extract 39 - ENG

290. G: [. . .] ok we had talked about one factor what are others factors that construct your supervisory style I mean you told that you constructed your style based on your beneficial experiences when you were [supervisees]

291. A: [my therapeutic style] based on it

292. G: hıh

293. A: I mean I have said that I am a confronting psychothe- I have told that to my clients I am a little bit e: it is my style [. . .]

[. . .]

298. A: I am very clear on my rules and surely it has reflections on supervisory style [. . .] therefore my style based on understanding the client before working on theoretical knowledge constructing the relationship between client and me (.) I also paid attention to this topic in my supervisions (.) how the dynamics work between the client and me (.) how it will be (.) what is it (.) what the client need so theory become secondary importance

In the supervision process, participants stated that they have to defend themselves and their self-boundaries to the supervisees and instructors. They try to define their self-boundaries in supervision sessions as authority and power figures who directs the sessions and help the supervisees to create their own ways.

Extract 40

147. A: [. . .] en zorlandığım süpervisee idi [diyebilirim bu kişi için]

148. G: [hım:]

149. A: ya hakaten zorlandım kendi terapi sürecimde de hatta o zamanlar ele aldım süpkareye götürdüm (.) a süpkarede de ara form olmakla suçlandım ve doğru ele alamamakla suçlandım

150. G:hım::

151. A: velhasıl e: peki dedim tamam belki de ben- hakaten doğru ele alamıyorumdur (.) fit etmemişimdir ama hakaten süpervizyon vermenin keyfinin üzerine isot döken bir şeydi bu deneyimdi açıkçası

Extract 40 - ENG

147. A: [. . .] I can say that that supervisee was [the hardest one]

148. G: [hım:]

149. A: I really struggled even at that times I have discussed it in my own psychotherapy process I have mentioned it in supervision of supervisions meeting (.) I was blamed as being an intermediate form and not being able manage the process correctly

150. G:hım::

151. A: in brief e: ok I said maybe really I could not manage in a right way (.) maybe I did not fit that supervision group but in fact it was really a deteriorating experience for providing supervision

Moreover, participants talk about their position and need to defend their borders in supervision evaluation meetings which help up with other supervisors and instructors. In the given extract above, participant A. reported that she needs to defend her style in the supervision of supervisors' meeting in which she also criticized about not behaving in the right way.

5.3.2.2.3. Outsider Position

As mentioned earlier, the outsider subject position is the one that could be specific to the selected participant population. They are the group who firstly experience the new supervision system, so they reported difficulties on belonging issues in the second interviews. All participants stated that they become the only supervisors in a new system, so they encounter some struggles adapting to the system. Participant A. define her position with “an intermediate form” metaphor which could not belong to any specific class.

Extract 41

41. G: işte çok böyle bir spesifik olarak sorum yok sana ama hani hakkaten nasıl bir süreci o (.) o görüşmeden sonraki (.) süpervizyonun- süpervizyon [sürecin]

42. A: [şimdi: (.)] ah aslına bakacak olursan biraz böyle m:: ara form gibi hissettiğim bir dönemdi [. . .]

Extract 41 - ENG

41. G: there I do not have any specific question but could you describe your training process as supervisor (.) after the first interview we have conducted (.) your supervision- supervision [process]

42. A: [well: (.)] ah actually it is something m:: it was a term that makes me feel like an intermediate form [. . .]

Directing the supervision sessions with another supervisor is a new and odd experience for all participants, and it evokes lots of different emotions and thoughts such as rivalry feelings, trust issues, and professional identity development process. Inevitably, each participant experience this position in a very idiosyncratic way and at different levels. In the following extract, participant C. stated that defining this new supervision as a one-off practice reinforces her feelings about being an outsider.

Extract 42

80. C: [. . .] e ama çok şeyin anlamı yok bende yani hani bu:

81. G: niye böyle yapıldı=

82. C: =niye iki (.) ikimiz birden [ordaydık (.)] e: yani diğer gruplarda böyle değilken niye bizde böyleydi hani bunun bir amacı varsa da neydi [. . .] yeni bir sürece başlanıp yeni bir şey deniyor olabilirler hani onla da ilişkili olabilir (.) ama sadece bizim döneme özgü bir şey ise de (.) o da işte şey oluyor o dışlanmış hissini destekleyen bir şey oluyor

Extract 42 - ENG

80. C: [. . .] e I cannot make sense of that system this:

81. G: about the reasons=

82. C: =yes why two (.) we were in session [as paired (.)] e: this system did not apply to other groups why this system applied to us so if there is an aim I cannot understand it what is it [. . .] the regulators may have been trying a new method by starting a term that supervision system could be related to it (.) but if it specifically applied only to our cohort (.) it is something that strengthens the feeling of being outsider

Moreover, all participants stated that they could not belong to their university or the new institutions they started to work due to their personal reasons. The struggles they face with result in some discourses belong to outsider subject. The transition phase for their lives which contains completing their training process and constructing their lives in different areas makes them wavering. In the given extract below, participant B. reported her struggles about belonging to a specific institution or a place in a very comprehensive and metaphorical way.

Extract 43

102. B: [. . .] ama şeyde yani askıdaydık her an yani bir sürece başlıyoruz ne kadar daha [burdayız (.)] çağırılacak mıyız: bir de orada ilişkiler çok gergin (.) çok şey işliyor ya:ni yani bu- buranın [şimdiki iş yerimin] işte rektörlük şey işte yönetimi ile ilgili "ne işiniz var orada niye orada doktora yapıyorsunuz" gibi (.) bir taraftan orada hissettiğimiz şey ne işiniz var burada (.) ((gülerek))

103. G: [hı::] [hı hıhı] ((gülme sesleri))

104. B: niye buradasınız madem bu şeyi kabul etmiyorsunuz gibi ya bu açıkça verilen bir mesaj değildi (.) belki bizim ald- benim aldığım bir mesajdı ya:ni belki mesaj verilmiyordu bile ama bir şekilde hani her şey değişince birden bire (.) hani ı: hani eve giriyorsun tatilden sonra tüm eşyalar değişmiş ve burası

senin evin deniyor mesela (.) ama her şey yabancı onun gibi hissettiğim yani [. . .]

Extract 43 - ENG

102. B: [. . .] but we always were pending we are starting a phase but how much we are [here(.)] will we called out: and the new intuition the relationships are very tense (.) process is working in this manner I mean: he- here the [place I am working now] about the rectorship administrators have a manner like they were asking “what are you doing there why you are continuing your education there” (.) on the hand in here there is an approach like asking “ what are you doing here” (.) ((laughing))

103. G: [hı:::] [hı
hıhı] ((laughing))

104. B: “why are you here if you do not accept this system” this is not a direct message given to us (.) maybe we tak- I take it I me:an maybe the message had not even given but is some way when everything changes suddenly (.) I mean ı: I mean like you are entering your home after a vacation and you realized that all stuff changed and you are told that this is your home (.) but everything has changed that is it I feel like that [. . .]

5.3.2.2.4. Questioning the Perceived Efficacy Position

Professional identity development as a proceeding continuum, there is a phase which is close to the finish line. By completing all the theoretical and practical courses, attending and successfully completing all internships both in supervisee and supervisor role, trainees come to close to the finish line.

At this point, an inquiry process started with the effect of separation anxiety and individuation motivation. All qualifications that they have provided an experience level for trainees. In extract 44, participant C. explained the effects of her education process on her feelings of qualified. She also uses this qualification status in order to give evidence and support for her individuation and differentiation process. She reported that she started to explore her desires with this separation process.

Extract 44

169. C: [. . .] idealize ettiğimiz insanlar var hocalarımız her zaman için hep öyle oluyor bizim için (.) ama belli bir noktadan da hani çok idealize kalınca da bu sefer kimin arzusu ve isteği üzerinden hareket ediyorum sorusu oluşuyor hani şuan biraz o ayrışmayla hani kendime dönme noktası (.) benim için iyi oldu ya:ni (.) şey düşündüm yani ben o kadar eğitim aldım o kadar okuduğum şey o kadar biriktirdiğim şey ve deneyimim var yani bunlar benim için önemli ve anlamlı (.) e: o yüzden ben (.) bunlar üzerine bir şey yapıcım yani [. . .] çünkü o kadar yıllık emeğim var yani hani o lisansa artık başlayalı artık kaç X yılından beridir OKUYORUZ yani ((gülüşme sesleri))

Extract 44 - ENG

169. C: [. . .] there are some people our instructors that we idealized them they are always idealized figures for us (.) but after some milestone if they are still idealized figures a question emerges I am moving on according to whose desires you know I am now in that phase of separation and turning to myself (.) so I me:an it was good for me (.) I recognize that I have well educated I have lots of readings I gathered lots of information and I have experiences I mean all of them are important and meaningful for me (.) e: for this reason I (.) will work with them [. . .] because I have years of labor you know I have started my undergraduate education in X I mean we have been STUDYING from that year ((laughing))

Extract 45

42. C: [. . .] o yüzden açıkçası biraz şey de oldu yani biz o- (.) bilmiyorum yani ben onu hissettim e: hocalardan e biraz tedirginlikler vardı biz onlara nasıl süpervizör oluca:z (.) [konusunda]

43. G: [. . .] [hım:: o gruba nasıl] olucaksınız gibi

[. . .]

45. G: neydi seni tereddüt ettiren yani onların o kaygısı olduğuna dair ikna eden

46. C: ↑yani arada: ı: belki hani hareketler o şekilde olmasa da [bazı söylemler vardı] ı: onlar biraz hani ı:: şöyle düşündüm (.) ve onun sonunda ((gülerek)) ne hissettim söyliyim yani şu ana kadar aldığım bir eğitim var ve ben bununla kendimi belli bir donanımda [hissetmeye çabalıyorum yani]

[. . .] benim hani o zamana kadar aldığım bir eğitim var ve onunla hani tam işte ben işte bu somut şey de oradan geliyor tam benim artık hani son dayanağım ve ben bunun üzerine bir şeyler [inşa edicem] derken pat diye hani o değersiz olup başka bir şeyin daha değerli olması insanı (.) ((İç çekme sesi))

47. G: [hım:] [hı::m::] hı::

48. C: nasıl hissettim orada yani e: bir kere yetersiz hissettim yani hani yani daha doğrusu öyle hissetmedim de yani yetersiz hissedeceğim bir ortamın sanki böyle bir ayağımın altından çekiliyor gibi bir şeydi [. . .]

Extract 45 - ENG

42. C: [. . .] for that reason actually there is something you know we this- (.) I am not sure but I feel like e: there was some doubts e in instructors' side about how we can provide supervision to (.) [those supervisees]

43. G: [. . .] [hm:: how would you do] to that group of supervisees

[. . .]

45. G: what did convince you about the idea that instructors have doubts

46. C: ↑I mean sometimes: ı: maybe there was no apparent behavior but there are [some discourses] ı: they make me you know ı:: I feel that (.) and finally ((laughing)) I think that I am [trying to feel] as a qualified person based on my education

[. . .] I completed an education process and I want to use it it is exactly that and this concreteness messages emerged from there now this is my last resource and when I was trying [to construct] something on that basis I mean it is evaluated as worthless and some other things become valuable suddenly (.) ((deeply breath))

47. G: [hm:]

[hı::m::] hı::

48. C: when I look how I feel there e: firstly I feel inadequate I mean actually I did not feel exactly like that you know the atmosphere make me feel like I am losing my solid base like it was taken [. . .]

Although all participants have proofs about the qualifications they have; it is observed that they still need outside approval. Self-approval for their efficacy seems not enough to conceive the participant and make them feel qualified. As can be seen in the given extract above, participant C. explained the effect of her supervisors' discourses and nonverbal messages on her feeling of qualification, though she reported she has the goods. As a result, any negative or noncommittal feedbacks make them questioning their perceived efficacy as supervisors. However, participant B. describe her evaluation process of becoming psychotherapist and supervisor in which she accepts herself as much as she can do, after working hard to develop in all positions.

Extract 46

171. B: [. . .] e o- o yüzden e belkide en işte önemli şeyi (.) farkındalığı [süpervizör olarak da] perfect değil (.) [good enough] bazen hatta good enough bile olamadığınız zamanlarda ((gülerek)) bugünlük de bu kadar arkadaşlar diyip (.) burada tıkanıyoruz diyebilmek

Extract 46 - ENG

171. B: [. . .] e that- for that reason e: maybe the most important thing (.) awareness [not being perfect] also as a supervisor (.) [good enough] also there could be times when we cannot even be good enough ((laughing)) being able to say that is all for today (.) we come to the deadlock

5.4. Discussion: Developing a More Holistic Perspective

In the current study, participants were selected among the trainees in clinical psychology education at METU. To collect more than monochronic information about professional identity development, the trainees were interviewed two times, first as novice trainees and second as supervisors. The analysis section presents the results separately to more clearly describe each round of interviews. However, in this section, all the results are discussed together in a more comprehensive manner. The effects of the participants' changing roles in the system as supervisees and supervisors and all the factors affecting their professional identity development processes were observed in their discourses in the individual interviews. The analysis revealed some similar repertoires emerged in both the first and the second interviews. However, in the second interviews, the participants' discourses included some new repertoires, and the participants talked from new subject positions different than those chosen in the first interviews. Based on the result of the analysis, eight distinctive interpretative repertoires appeared in individual interviews such as "recognition," "organization culture," "rivalry," "trust," setting standards," "investments in personal and professional identity," "power issues," and familiar experiences and support" repertoires. Besides, participants talk from seven different and sometimes interrelated subject positions through all individual interviews such as "identical vs. critical,"

“competitor, ”outsider,” “filtering,” “familiar,” “acknowledging the border,” and “questioning the perceived efficacy.”

As supervisees, the participants reported a need to be recognized and identified as motivated and working properly by their supervisors. The participants’ discourses in the interviews showed the extent to which nurturing and improving the supervision process was essential to the psychotherapist candidates. Supervisors’ style and feedback were essential factors in providing an appropriate supervisory environment for developing qualified psychotherapists. Similarly, Bernstein and Lecompte (1979) defined feedback as the purpose and most basic activity of supervision therefore, feedback plays a crucial role in supervision (Bernard & Goodyear, 2014; Bernstein & Lecompte, 1979; Borders & Brown, 2005). Jacobsson et al. (2012) also claimed that supervisors’ supportive attitudes help supervisees gain self-confidence. Those results showed that supervisors’ feedback makes supervision useful for trainees and helps them confidently develop their professional identity.

Regarding supervisees’ attitudes toward their relationship with supervisors, an apparent change occurred from the first to the second round of interviews. In the first interviews, the participants were much more dependent on their supervisors and stated that they were still in a middle phase of the development process. In the second interviews, however, they were much more self-confident and asked for the power attributed to their supervisors they believed they also deserved. Similarly, developmental supervision models suggest that novice trainees are more dependent on their supervisors and seek their approval and support more than their colleagues (Loganbill et al., 1982; Rønnestad & Skovholt, 2003; Rønnestad & Skovholt, 1993; Stoltenberg, 1981). For instance, the Integrated Developmental Model (IDM) has four levels of developmental changes in supervisees and supervisors (Stoltenberg & McNeill, 2010). Supervisees at level one depend on their supervisors, seek directive guidance from them. So, they also have greater concerns about supervisors’ evaluations on their performances (Stoltenberg & McNeill, 2010). Additionally, it has

been reported that novice trainees need more structured and didactic supervision interventions (Aladağ & Bektaş, 2009; Birk, 1972; Skovholt & Ronnestad, 1992; Worthington, 2006; Worthington & Roehlke, 1979; Yogev & Pion, 1984). This need for more structured supervision intervention was reflected in participants' discourses as the imitation of the supervisors' styles and language. All the participants stated that they took their supervisors as models and used the same words and nonverbal cues in psychotherapy sessions.

Moreover, novice supervisees internalize their supervisors' perspectives as a template until they develop their own mature perspectives and create an idiosyncratic internal supervisor (Casement, 2014; M. C. Gilbert & Evans, 2000). In the second interviews, the participants reported that their experiences as supervisees and their supervisors' styles during that phase significantly influenced their later supervisory styles. A supervision model developed by Rodenhauser (1994) suggests that if supervisors were contended in their own supervision process, they take their previous supervisors as role models and emulate their styles. In the second interviews, participants reported that they avoided some specific behaviors they found ineffective or harmful as supervisees. On the third level of Stoltenberg and McNeill's (2010) IDM, supervisees are more autonomous, motivated to create their therapist identity, and differentiated from their supervisors, resulting in criticism of their supervisors' styles and supervision system. In the participants' discourses, critical analysis of their supervisors and decisions to eliminate some features from their supervisory styles could be seen as signs of the trainees' development.

It can be said that supervisees' need for recognition from supervisors and dependence on supervisors' feedback emerges from the hierarchical nature of supervisor. Supervision is defined as an intervention service provided by senior members to junior members of the same profession, which creates a natural hierarchical structure of supervisees and supervisors (Bernard & Goodyear, 2014; Peacock, 2011). In the first interviews, the participants reported that they saw their supervisors as experts and

positioned themselves as lower-level inexperienced trainees in the system. It has been claimed that supervisors' styles initially determine the supervisory alliance due to the hierarchical nature of supervision (Riggs & Bretz, 2006). Aligning with previously mentioned findings, the participants became supervisors talked about some power issues in the second interviews. The participants' discourses showed that they perceived themselves as holding experienced, higher-level positions in their supervisory relationships. Conformably to the results of the current study, Peacock (2011) found that supervisee trainees reported power issues with their supervisors. The participants stated that they expected to hold upper-level hierarchical positions, similar to how they perceived their supervisors as supervisees. However, the new supervision system did not meet their expectations about this powerful, authoritative position.

The expectations about being a supervisor were constructed on the experiences gathered as supervisees in the same system. It means that, in a supervision group, supervisors and supervisees were trained in the same system. In terms of the developmental process, Jr. Watkins (1995b) stated that supervisee and supervisor development resembles each other's process. Training in the same system and having much or less similar experiences were reported as a facilitative factor in providing a more familiar and empathetic supervisory environment both for supervisees and supervisors. Besides, Peacock (2011) suggested that if there are some parallel stages between supervisee and supervisor development, this will help supervisors to anticipate the supervisees' experiences and conflicts. In the second interviews, participants reported that they take advantage of training in the same system while working on understanding their supervisees as the system provides that they can relate to their supervision experiences as supervisees.

However, specific to the current participant combination, they did not provide supervision in the same system that they took part in as supervisees during the first semester. Participants reported some inconsistencies between their experiences and the current features of the supervisor role in the new system. In the second time they

were interviews, participants stated that this new supervision system was used for only one semester, so this one-off administration made them feel like an outsider in their education system. Furthermore, participants reported that they had difficulty in adapting to the new system and creating an alliance with supervisees. Similarly, Peacock (2011) reported that having multiple supervisory relationships through the course of training may result in disruption on the attachment relationship between supervisees and supervisors. Certainly, it should be noted that the new supervision system is not the absolute reason for those reported difficulties. Participants also stated that there were some personal reasons which made feel like an outsider such as being about to complete the training, moving to different cities, and working at new institutions.

During the first semester, although the current participant combination provided supervision in a new system they experienced much or less the same training system with their supervisees. So this similarity still have effects on participants. In the first interviews, participants talked about some effects of group supervision model such as providing familiarity to the other colleagues' experiences, chances to learn from their colleagues' experiences, a supportive and safe environment. The development process of supervisees resembles the development process of adolescents. For instance, Allen (2008) suggested that if adolescents securely attach to the parent in a two-way dynamic, they communicate more effectively and clearly. Surely, facilitative interventions throughout supervision sessions may also help the trainees to feel in a secure environment, to reduce their anxiety level, to express themselves easily, and to evaluate their developmental processes in depth (Loganbill et al., 1982; Stoltenberg, 2005). Scaife (2001) also stated that supervisees have confidence issues with respect to supervision environment, they may have difficulty sharing negative emotions and problematic experiences because of fear of negative supervisory feedback. In the current study, participants, of course, recognized the importance of sharing difficulties in supervision sessions and taking feedback about them, and they prefer to consult their supervisor and supervision group.

Besides, taking supervision with a group of supervisee may result in competition. A competitor position can be observed in supervisees' discourses through their interactions. Participants had some empathic, trustful, respectful, and competitive discourses as well. Cohort supervisees and supervisors reported more rivalry issues between them and it resembles the sibling rivalry. In the same way with recognition repertoire, Jacobsson et al. (2012) suggested that all novice students desire to be "someone who has the right answer." Subsequently, this desire naturally results in some rivalry issues between trainees, which also can be defined as an enhancing factor for trainees' development. Also, Lipovsky (1988) defined the process of clinical training as "professional adolescence" (p. 606). This notion explains the trainees' need and motivation to present a competent self. In the first interviews, the rivalry issues between colleague supervisees can be seen in their discourses. Competing with each other has both positive and negative consequences for trainees. For instance, participants reported that competitor position helps them to improve, however, some competitive trainees may also abstain from expressing their difficulties and taking feedback from experienced trainees. As well as, the rivalry, issues can be seen in participants' discourses in the second time they interviewed as supervisors. The participants mentioned about the significant effects of providing supervision to the same group with another supervision in terms of rivalry issues. The participants reported the new system provides an undesired transparency about each supervisor's supervisory style, and this transparency may result in more comparisons between trainees.

Each participant has her idiosyncratic way to cope with rivalry issues. The more trainees feel experienced, the more they criticize the system. In terms of trainees, criticizing predefined regulations results in efforts for setting their own standards. The Integrated Developmental Model (IDM) suggested that supervisees more differentiate from their supervisors, criticize their supervisor's styles or supervision system, when they gain more experience (Stoltenberg and McNeill, 2010). Besides, Peacock (2011)

stated that a valid supervisory style might help supervisees to evaluate the quality of their supervisory styles and to define their standards in the transition phase of becoming supervisor. Similarly, it can be seen in the discourses of participants through the second time interviews. In the current study, participants reported some conflicting points between their own standards and the implementations which were used in the system. Indeed, it should be noted that participants were interviewed for the first time at the middle phase of their training, and for the second time at the last phase of their training process. For trainees, constructing their standards issues could related to having ability to develop more reliable and stable professional identity.

Moreover, developmental perspective suggests that adolescent development and trainee development processes resemble each other. For instance, adolescents re-evaluate their parents more objectively with higher cognitive ability and emotional freedom when their dependency decreases (Allen, 2008). Similarly, both supervisees and supervisors evaluate their supervisory experiences more comprehensively as they develop. Throughout the developmental process, the more they criticize their supervisors' styles, the more autonomous they become. The participants talked about their individuation process from the filtering subject position. They reported some idiosyncratic features of their therapeutic or supervisory styles. However, there is some doubt about differentiation and autonomy especially when participants feel anxious about a new situation. This process could be seen as a transition phase between dependency and autonomy for the trainees. Correspondingly, Allen (2008) suggested that adolescents have a conflict between staying in the safe dependent attachments and exploring the independence. Moreover, this conflict is mostly regulated by their parents (Allen, 2008). Similarly, this type of conflict between dependence and autonomy can be observed in both supervisee and supervisor development (Stoltenberg, Bailey, Cruzan, Hart, & Ukuku, 2014). In the current study, participants reported that supervision should both encourage them to take remarkable new steps and share the difficulties that they faced in trials. Also, the participants gave the responsibility of providing a safe environment to the supervisors.

All those criticizing, setting standards, and becoming autonomous processes help trainees to individuate and to form a positive supervisory relationship (Peacock, 2011). Experiencing each developmental process would help trainees to define the borders of their professional identity. In the current study, participants inspired from their supervisors' and colleagues' while constructing their own supervisory styles. However, there is no one to one match between any of them. Similarly, supervisees are expected to have an awareness of their strengths and weaknesses to feel secure in their therapist role, and to acknowledge the borders of their "therapist identity" in the final level of IDM (Stoltenberg & McNeill, 2010). In the second interviews, participants stated that the borders of their identity were excided via some interventions without their consent. Some of the participants complained about not being able to separate their own borders from other colleagues' ones, mainly referring to the new supervision model which was used in the first semester.

Through the developmental process, all struggles and conflicts resulted in an inquiry process about whether the trainees are qualified as psychotherapists and supervisors, or not. Participants reported that becoming a qualified psychotherapist and supervisor is not only their responsibility. Withal, Riggs and Bretz (2006) stated that responding to the supervisees' needs, providing safe supervision environment for them, controlling the balance in supervision sessions, and encouraging supervisees about becoming autonomous are controlled by supervisors. Participants acknowledge that they have a qualified education. However, they still questions their self efficacy. Larson (1998) defined self-efficacy as the belief of the trainees about conducting an effective and productive session in the near future. Although participants know deep inside that they were qualified, they reported that they seek for external approval and feedback from their supervisors. Also, Styczynski (1980) reported that the supervisory process includes four parties such as clients, supervisees, supervisors in training, and supervisors of supervisors contrary to the general knowledge (as cited in Pelling, 2008). In accordance with this finding, it is reported that supervisors' some discourses and nonverbal behaviors effect the supervisor trainees' inquiry process of being

qualified, in the second interviews. So, the interactions between supervisor trainees and the instructor supervisors are important for understanding the professional identity development comprehensively (Pelling, 2008).

The investments which were done in training process do not contain only the effort on professional identity development. Admittedly, receiving supervision is an essential factor that has an apparent effect on supervisee's development process from both professional and personal perspective. In the same manner, Jacobsson et al. (2012) claimed that supervisees need to express their feelings in supervision sessions via the supervisors' support. Starting their own psychotherapy process is also a very supportive factor for trainees. Besides, Inskipp and Proctor (1994) define three functions of supervision as formative, normative, and restorative (as cited in Peacock, 2011). The restorative functions are about working on the effects of supervision and psychotherapy sessions which include emotional effects. In order to work on those effects more profoundly and effectively, starting their own psychotherapy process is defined as an essential step for trainees (Inskipp & Proctor, as cited in Peacock, 2011). Similarly, Jacobsson et al. (2012) reported that personal development should not be evaluated separately from professional development process. In Turkey, Bilican and Soygüt (2015) worked with 88 psychiatrist and counseling psychologists. In that study, the participants reported that receiving psychotherapy is highly essential for their profession. However, the researchers also found that 43% of participants never received psychotherapy. In the current study, all participants have started their own psychotherapy process and they have been continuing for averagely one and a half year. Moreover, participants reported that undergoing their own psychotherapy helps them both to improve therapeutic abilities and supervisory styles. Participants also stated that they advantaged from their own psychotherapy process for coping with difficulties emerged both in the supervision process and their personal lives. Moreover, psychotherapists's own psychotherapy processes aim to improve professional efficacy of psychotherapist, to help them understanding themselves deeply, to elaborate the emotional and mental functioning of psychotherapist, and to

provide more complete understanding about personal dynamics between therapist and patient by placing the therapists in the role of the client (Norcross, 2005; Norcross, Strausser-Kirtland, & Missar, 1988).

Conducting individual interviews provided information about participants' personal ways of experiencing the training process. Besides, interviewing two times with the same participants in the milestones of their professional identity development process. It provides longitudinal observation data for the current study. Although some inferences were made about the professional identity development of psychotherapist based on the gathered data, it should be noted that the results are specific to the current features of participants. Consequently, the inferences can be speculated with a different combination of participants.

CHAPTER 6

STUDY 2: NOVICE PSYCHOTHERAPISTS AND EXPERIENCED SUPERVISORS IN FOCUS GROUP

I have explained the research process of individual interviews until now. In this part, I will explain the research procedure for the focus group, which differs from individual interviews' procedure.

6.1. Method

In the following parts, I will explain the setting of the focus group conducted as the final interview in the current research process. Procedures of an interview, data collection method, transcription, and extract choosing processes, information about participants, and steps of conducting analysis will be explained.

6.1.1. Procedure

In the procedure part of individual interviews, I have provided information about the graduate education system and format of supervision in Middle East Technical University (METU) in order to explain the background of the research settings.

Besides the previous information, I will mention about the different schools in clinical graduate-education. At the time the current study conducted, there were two different supervision groups. It means that there were two options for applicants to select, in terms of instructors and supervisors. In order to reach representable population, I have selected participants based on this information.

6.1.2. Setting and Interviewing

As mentioned earlier, this research is comprised of two interconnected studies. After explaining the first study; in this part, I will describe the research setting and interviewing process of the second study. The second study comprised of one focus group. Focus group held with four participants. Three of them were doctoral students. Two of them were supervisees of instructors. One of them was supervisor of master degree students. The other one participant was an alumni. Each supervisee and supervisor pairs were chosen from previously defined two different schools. These participants met to talk about their supervision processes and professional identity development processes via the moderation of me, as the researcher. It takes for approximately 100 minutes. In this focus group, the supervisors and the supervisees were selected from participants who do not have any supervision relationship with each other till that time.

Based on the analysis of the focus group, the second part of the first study's interview structure was redesigned. All interviews will be audiotaped and transcribed, while all personal information kept anonymous. After data collection, each transcript was read several times to become familiar with the data as well as to identify the discourses. Two instructors who work in different universities as an assistant professor, read the transcripts. Those instructors were also old-graduates of METU; however, they are not familiar with the current system and the participants. After their analysis process, those instructors and I met again in order to debate on salient turn takings, functions of the identified discursive strategies, and the interactions between participants.

6.1.3. Sampling Method and Participants

In order to help the readers to comprehend the group dynamics and evaluate the participants' statements in a comprehensive frame, some of the data relevant information about participants were provided. There are four participants in the focus

group. Participant F. and participant D. are supervisees, while participant E. and participant H. are supervisors. Three of them are still training in METU; however, one of them was graduated, experienced psychologist. They were selected via purposive sampling. This sampling technique is preferred because the current study tries to find answers about a specific group. As mentioned earlier, there were two different schools and two different supervision groups in the training process. Based on this information, each supervisee and supervisor pairs were selected from each school. Participant F., and participant H. come from one school, and participant E. and participant D. come from the other school. All trainers are in the different stages of the training process. In order to prevent the effect of the supervisory relationship, there is not any supervision relationship between participants until now. After starting the focus group conversation; however, I have learned that there was a supervision relationship between two supervisors. One of the supervisors, participant E., was supervised by the other graduated participant, participant H. approximately five years ago. In the following paragraphs, I will describe each participant in a detailed manner.

Table 2. *F gxc krgf 'k hqt o cvkq' Cdqw'Rct vkr cpv'k'j'g'Ugeqpf 'Uwf {*

Participant	D	E	F	H
Total Therapy Experience	220 hours	450 hours	50 hours	1000 hours
Supervision Sessions in Master Level	300 hours	300 hours	70 hours	200 hours
Supervision Sessions in Doctoral Level	150 hours	200 hours	30 hours	170 hours
Total Supervision Sessions	450 hours	500 hours	100 hours	370 hours
Own Psychotherapy / Self-Analysis Process	Self-Analysis 4 years	Psychotherapy- 3,5 years	-	Psychotherapy- 3 years

Participant F. was a second-year master student. She had approximately 100 hours of supervision and 50 hours of therapy experience. She had supervised by doctoral students for two terms, and it approximately equals to 70 hours of supervision. Moreover, she had supervised by instructors from the beginning of the new term, and it approximately equals 30 hours of supervision throughout master education. She had not yet started her own therapy process at the time interview held. After the interview; however, she reported that she started to undergone her own therapy process.

Participant E. was a supervisor and a fifth-year doctoral student. She also has an administrative duty in the department. She is much more familiar with participant H, D., and me, from her education process. She had approximately 500 hours of supervision and 450 hours of therapy experience. She had supervised by doctoral students for two terms, and it approximately equals to 300 hours of supervision, throughout master education. Moreover, she had supervised by instructors for the remaining terms, which approximately equals to 200 hours, throughout doctoral education. She provided supervision as a supervisor for about five terms. She also had undergone her own therapy for about three and a half years.

Participant D. was a first-year doctoral student. She is much more familiar with participant E. and me, from both her education process and AYNA. She had approximately 450 hours of supervision and 220 hours of therapy experience. She had supervised by doctoral students for two terms, and it approximately equals to 300 hours of supervision, throughout master education. Moreover, she had supervised by instructors for two terms, which approximately equals to 150 hours. She also had undergone her own therapy for about four years.

Participant H. was a supervisor who has graduated with a doctoral degree two years ago. She is much more familiar with participant E. and me, from her education process. She had approximately 370 hours of supervision and 1000 hours of total therapy experience, including both her education process and the term after her graduation.

She had supervised by doctoral students for two terms, and it approximately equals to 200 hours of supervision, throughout master education. Moreover, she had supervised by instructors for two terms, which approximately equals to 170 hours, throughout doctoral education. She provided supervision as a supervisor for about two terms. She also had undergone her own therapy for about three years.

6.1.4. Data Collection

One focus group were conducted. The average length of the focus group approximately took 100 minutes. In data collection of the focus group, the acquaintance interview method was partially used. Although I am also a part of the education system, I did not know the novice students. One of the participants, participant E., arrives late to the focus group. It may have affected the interaction and power issues through the group conversation flow. Focus group was conducted as non-directed, close, and fluid interactional process. In order to define a framework and provide guidance throughout the interview, there were just some initiating questions. As an introducing question, “What do you think about the sub-mechanisms of your supervision system?” used.

Moreover, there were some probing questions like “How do you experience being a supervisee or supervisor in this supervision system?”. Each participant reacted in very idiosyncratic ways to the same questions. Conducting the meeting through the semi-structured interview frame allows us to get more valuable information. It means that each participant experiences this very differently from other participants. Moreover, the interaction between the participants also affect the ways of answering throughout the interview.

As mentioned earlier, conducting an interview and using interview transcripts as data becomes the primary method in qualitative research. There are some speculations about using and analyzing only “naturally occurring talk” (Cottier, 2011). CDP does not limit; however, itself about working with only naturally occurring interactions.

Even, it is suggested that the interview is also naturally occurring in which all positions of the interviewee and interviewer could be analyzed (Parker, 2015). Especially using focus group data would help to comprehend the co-construction process of discursive reality. This discursive reality and dynamics are constructed and co-constructed again with the interactions between participants in the group. Moreover, detailed analysis of interviews showed that such an analysis of enclosed interaction around the agenda of social researcher could be applied to a focus group technique. Puchta and Potter (2002) suggested that it is possible to use these group effect to discover what participants are thinking via focus group method.

Gathering together acquaintance participants would help to create more relaxing and close to naturally occurring talk. Especially in the focus group, there were apparent differences between close and distant acquaintances in terms of the length of individual talk, taking the floor motivations, and willingness to interact. These differences were based on both being acquaintances to each other and me, as the researcher. Although this observation implied that using this type of interview provides rich analytic materials; there were still clear effects of being in “interviewer” and “interviewee” role, in focus group. I, as a researcher and moderator, was identified as an authority figure. I think about the effects of these attributions and analyze them in researcher reflexivity part.

6.2. Analysis of the Focus Group

In this part, information about the process of analysis the gathered data. Firstly, the transcription processes of the focus group will be explained. Then reading the transcripts processes and how coding proceeded will be explained in this part. As the final action about transcript, choosing the right extracts process will be examined. Then, I will provide information about my reflexive position throughout focus group, in order to provide readers a base before reading the results. In this part, any further

information about trustworthiness will not be provided because it was explained in the analysis part of the first study.

6.2.1. Transcription and Extracting

Focus group was transcribed fully with a total of 102.25 minutes for analysis. A compiled and modified version of Jefferson (2004) and Atkinson and Heritage' (1984) notation symbols were used in transcription, like the one used in individual interviews. (See in Appendix 1). For the modified version, notations were selected based on theoretical and empirical needs of the current study. In the focus group, language representations of actions, which means that what was done by participants via their discourses were the primary interests. So, turn-takings, interruptions, pauses, overlapping utterances, and some similar aspects were transcribed with notations.

As mentioned earlier, just letters, which continues alphabetically, were used to tag the participants in order to prevent both unintended inferences (Taylor, 2010) by readers and indistinguishable biases of the researcher about the participants' names or pseudo names. Gender is a definitive factor for the selected participant population. Using letter helps not to specify the gender of participants. In conclusion, by using letters like Participant D. or Participant E., and naming all participants as she, it is aimed to prevent any possible biases, emerged on the researcher or the readers' side.

In order to exemplify the interpretative repertoires and subject positions, and examine how they function in interactions, some particular extracts selected from the transcript. These extracts were aimed to express the researcher's point and interest to the readers. Moreover, those extracts were selected to be used without any need to edit (Condor, 2006). As a result of the selection process, 34 extracts were used from the focus group's transcript.

6.2.2. Reading and Coding

After the transcription process was completed, the same reading and coding process, which were used in individual interviews were conducted in the focus group. The previous inferences and results were used as a template in the focus group. All transcripts were re-read, and coding inferences were defined. All new inferences were compared with the previous results.

Moreover, the focus group differed from individual interviews in terms of examination phases. In individual interviews, only the discourses of the interviewee and the interaction between the interviewee and the researcher were examined to reach out the analytical concepts. In the focus group; however, all interactions within-participant group and between each participant and the researcher should be examined, in addition to each participant' discourses. At the same time, I am analyzing the focus group data; two previously mentioned instructors analyze the focus group's transcript. Then, we met together to discuss all those inferences about discourses, and interactions emerged throughout the interview process. This meeting and discussion processes also help me to work on reflexivity issues about the analysis process and my position in the research setting.

6.2.3. Reflexivity of the Researcher

In this part, any recurrent information will not be provided in order to avoid boring readers. I will try to explain my reflexive in the focus group, in reflexivity part. Throughout the focus group, I found myself in an insider position at times interviewees talk from familiar positions. They emphasized the shared experiences and emotions about the occurrences. On the other hand, I sometimes positioned myself as an outsider because I have very little interaction with newcomers and juniors. In general, I was a moderator who tried to balance the level of participation of each participant. However, I sometimes felt like I was one of the participants in the group.

In the focus group, I was in a moderator position, which also provided me an authoritative power. On the other hand, I had recognized that interrupting me is harder for participants than interrupting each other. I think this could also be related to my moderator role in the focus group. Moreover, I have worked in AYNA for about year as secretary approximately two years ago, which provides an opportunity to meet up most of the novice and senior students. So, I am not much familiar with the newcomers. After meeting up with auditors about the analysis of the focus group, I have recognized the effect of being familiar to me in participants' attitudes. For example, participant F. was the one who was less familiar to me, and she was timider than the other participants.

Moreover, I have recognized that at some points through the group conversations, I get more involved in the interactions between group participants. I sometimes declare my thoughts, I provide support to the participants, or I react to some discourses, just like I am one of the participants in the interviews and focus group. Feeling like a participant more than an interviewer makes me feel uncomfortable. I feel that I am crossing the line of being moderator and interviewer, and just gaining a position at one side which also interrupted the unbiased moderator position. For instance, in the focus group, some discourses and maybe some of my nonverbal behaviors positioned me in the experienced supervisor participants' side. So, this created distance between me and novice supervisee participants combining with the effect of authoritative position comes with moderator role. When I examine those moments that I reacted like participant, I figure out that I have reacted to some vehement topics in interactions. Mostly those topics were related to my experiences which were struggles me while I was a supervisee or a supervisor.

As a research question, I am examining whether trainers grow up in this system as a psychotherapist and how they do, in an informal manner. I want to mention about the interaction between my advisor and me. At one of the final meetings, she examines the results, and she stated that "so, we are raising them," which is also the answer to

the research at all. Reflexivity made me open both to my own and participants' experience. Admittedly, having a reflexive perspective helps for understandings of my practices to some degree; however, there is still blurred areas.

In general, conducting such a study which also contains me takes me to a journey. I was curious about the others' experiences in the same process, then I feel alone in some experiences, and finally, I feel eager to have a more profound understanding of professional identity development process. This journey does not aim to reach the finish line, and it is about just being on the road. Following the discourses of all participants, it can be said that education process can be completed; however, professional identity has a life-long development process in interaction with the personal development process.

6.3. Results of the Focus Group: We Are Trainees, They Are Trainers, and You Are a Researcher

The results of the focus group examined through the two main psychoanalytic focus of interests such as interpretative repertoires and subject positions. The focus group aims to confront previously examined roles in individual interviews and to examine the interaction occurred between those roles. In addition to looking at professional identity development from an individual perspective as a longitudinal process, it is aimed to examine the interaction between supervisee and supervisor roles emerged throughout the education process in the supervision context. Generally, the analysis focuses on what the participants do each other by using which discourses, which means focusing on interactions between participants. The effect of being supervisee or supervisor is observed in their discourses while constructing their subject positions concerning other participants.

Participants who were supervisees and supervisors discuss together their education process. Although there are currently predefined roles, the supervisors talk about their

supervisee roles throughout the group conversations. Mainly, they explain their education training as a gradual development process both for their personal self and professional self. The effect of their roles especially became observable when they talk about experience level and expectations from the sub-mechanisms of the education system. Based on participants' interviews, four distinctive interpretative repertoires appeared in common circulation. In other words, there are four different discursive themes such as "power issues," "relation," "rivalry," and "growth" repertoire. In order to provide a comprehensive reading, all emerging subject positions will be examined under the interpretative repertoires.

6.3.1. Power Issues Repertoire

Participants, firstly, describe themselves to other participants in the group before moving to discuss the main topic. These descriptions mainly based on experience levels and their roles in the system. Power relations is one of the ways of discussing their educational process and professional or personal identity development. In doing so, they attempt to identify "who they are" in this education system and this group based on their roles and positions. This repertoire provides participants different positions such as active, passive, right seeking, and well-behaved children.

Being in an active or passive subject is the primary interaction factor in group discussions. This positions appeared firstly in turn takings. Some participants take the floor more self-confident way, while some of them are timider than others. For instance, in the following extract, both participant D. and participant F. are supervisees. Participant D. is more confident to take the floor and deciding in turn takings than participant F. In the opening of the group, participant D. answer the researcher's first question and then decide to stop. She, however, stated that she would talk again after other participants. In that interaction, participant H. waits for others' introductions before entering the interaction by discriminating herself from supervisees.

Extract 47

26. D: hm:: a: yani nasıl tanımlanmıştan belki başlayabilirim:: ben ya:ni e: (.) hani tabi bir tanımı yok ama< hani benim yaşantıladığım şekliyle şey gibi< [. . .]
34. D: [. . .] işte süpervizyonlarda hem kendini tanıdığın hem hastayla iletişim kurmayı ı:: nasıl hem becereceğini hem nasıl ele alacağını öğrendiğin bir süreç gibi ee ben devam ↓etsem mi< önce biraz söz vereyim sonra edeyim gelen şeylerde VAR DA ((gülüşmeler))

Extract 47 - ENG

26. D: hm:: a: I mean:: maybe I can start:: how it was described I mean: you know e:(.) there is no description of course but< you know I experienced it like< [. . .]
34. D: [. . .] like the supervisions are like the processes in which you learn how to discuss and deal both ı:: the process of knowing yourself and communicating with the patient e: should I continue↓ or< let's first give the word to others then I continue THERE ARE things coming ((laughings))

Extract 48

203. D: yani ben mesela, ya süpervizyon- süpervizyonların şey kısmından çok hoşlanıyorum hani kendimle ilgili de ı:: (.) yani bağlantı kurabildiğim noktalar hani paylaşım yapabildiğim [. . .] hani paylaşabildiğim de kendimle ilgili bir yerlere gidebildiğinde bir de hani kendimle ilgili bir meraktan başlamıştım yani klinik psikolojiye zaten m:: o hoşuma gidiyor: ama a::h yani süpervizörün beklentisine göre mi şekilleniyor:r (5) ı:::h tam öyle demiyim de (.) sanki sınırı (.) daha çok süper[vizör koyuyor]=
204. G: [hımm]
205. D: =orada hani kuralı: (.) sınırı: (.) nasıl hani gideceğini çünkü süpervizörlerde mesela başta hani e: şey ı:: konuşuluyor hani ı:m:: burada işte şu- hani kendinizle ilgili mesela a::h ya kendi tarzlarıyla ilgili söyleyenler oluyor işte burada

Extract 48 - ENG

203. D: I mean I for example I like supervision – the part of supervisions you know that is related to myself ı:: (.) I mean the points that I can make connections I mean I can share [. . .] I mean in supervisions I share things I can work on topics related myself and you know I started to work on clinical psychology just because of a curiosity related to myself m:: I like: that but a::h I mean does it shaped: by the supervisor's expectations (5) ı:::h I cannot say

it exactly like that (.) seems like usually the supervisor (.) [draws the boundary(.)]=

204. G:

[hım:]

205. D: =in there you know the rule: (.) the boundary: (.) I mean how it works because supervisors for example in the beginning you know e: well ı:: you know it is talked ı:m:: in here that – I mean related to yourself a::h there are also some supervisors who explain their own ways

Being active or passive is not a strict position; it changes throughout the education process. Moreover, this change can be observed in the discourses of participants throughout the group conversation flow. In the abovementioned extract, participant D. explain their relationship with her supervisor. Throughout her discourse, she recognizes that her position is changing in the same discourse. Firstly, she is an active participant who is working on her priorities and preferences; then, she talks from a passive position who adapt to the preferences of the supervisor.

Taking the turn from the talking the participant, especially in the first minutes of the group conversation, effected being in a similar hierarchical position. There is such group support for the participants who came from the same roles. For instance, participant F. take the turn from participant D. after she allowed. As supervisees, they are more unified and supportive for each other in the first phases of the group conversation. Participant F. starts by explaining her passive position when she first enters the system. Moreover, her doubtfulness emerged after answering the question. She asks about her answer is adequate, and tries to get approval from the researcher who is also a supervisor and authoritative figure in the group conversation flow.

Extract 49

206. F: ((gülerek)) çok katıldım D.'ye (.) ilk süpervizyona başladığımda böyle bir şeyin içine bilmeden at- atılırsınız yani başkaları tarafından atılırsınız ve çırpahani böyle çırpınırsınız ya öyle bir şey oldu (.) öyle bir dönem oldu [. . .] belki tam bu soruya cevap oldu mu ↓bilmiyorum ama<

Extract 49 – ENG

206. F: ((laughing)) I agreed to S. (.) when I first started to the supervision it was like being thr- thrown into something I mean by someone else without knowing anything and flut- you know just like you flatter it was something like (.) that was a semester like that [. . .] I do not ↓know whether it is the answer for the question or not but<

The participants sometimes provide evidence that they seek for their rights, which based their intrinsically developed standards in order to prove their active position. In the group conversation, participants talk about the importance of confidentiality in group supervisions. They all emphasized that suspicion about confidentiality issues have adverse effects on supervisees' development processes. In the following extract, participant D., H., and E. express their standards and rules about confidentiality, which mainly based standards of supervisors' roles. Participant F. reacts after a long time that discussion continues, and she summarizes the importance of confidentiality. She agreed with the other participants; however, she chooses not to reflect her ideas and standards.

Extract 50

1055. D: =ya:ni terapi odası (.) nasıl gizli kalacak: diye söylüyorsak (.) süpervizyonda (.) söylenenin de gizli kalması ile ilgili bir (.) hani bunu söylemiyoruz: ama zaten orada bulunan: [hani kişilere< evet (.) (.)]

1056. H: [bence bunu söylemeye de ihtiyaç var ya: bence süpervizyon sistemine(.) yenilik olarak ne getirilebilir (.) hakaten bilgilendirilmiş onam gibi (.) ya:ni etik ilkelerimiz va:r ey:vallah (.) [hepimiz psikoloğuz ama: (.)]=

1057. E: [(.) aynen]

1058. H: =bu orada tekrar: bence süpervizörün bir sorumluluğu bu olmalı yani işte [gizlili::k]=

1059. D:[evet belki de söylenmeli]

Extract 50 - ENG

1055. D: =I me:an how we tell that (.)the therapy room will be confidential: (.) also the supervision (.)there is also rule about the confidentiality of the things talked in there (.) well we don't say it: but over there: [I mean people< yes (.) (.)]

1056. H: [I think there is a need to talk about that: in my opinion what could be suggested (.)] to the supervision

system as an improvement (.) surely like an informed consent (.) I me:an oke:y
we ha:ve ethical principles (.) [we are all psychologists but: (.)] =
1057. E: [(.) exactly]
1058. H: =I think this should be a responsibility of supervisors again: I mean
that [confidential::lity]=
1059. D: [yes maybe it should be told]

The general conclusion about being active or passive position is that it is affected by the predefined roles such as being supervisee or doctoral supervisor in the system. When we look at the general flow of group conversation, it can be said that participant H. and participant E. are more active and dominant than participant D. and participant F., in discourses. If we compare them individually, it can be said that participant E. is the most dominant and expert participant in the group in terms of her supervisor role and administrative duty.

The roles do not have any specific descriptions and contents; however, every participant has her description and standards about how a supervisee and a supervisor should be and behave. The following extract shows the discourse of participant E., in which she explained the difficulties she faces in her being supervisor experience. The participant explained her difficulties based on her expectations from and limits of a supervisor role.

Extract 51

897. E: [. . .] en büyük tehlike bu bence süpervizyonlarda (.) seni çok kötü niyetli okumaları: (.) yani sen onu eleştiriyorsun (.) hatasını (.) gözüne sokuyorsun işte: hep (.)onun hatasını arıyorsun gibi (.) algılıyorsa süpervisee değ:me haline (.) yani o işin içinden çıkamıyorsun zaten (.)

898. H: hıhı

899. E: >hani ben süpervizörken de en çok zorlandığım şeylerden biri< ya: ben sana kötü bir şey söylemiyorum: hani: sana eleştirerek bir şey de söylemiyorum: (.) ama süpervizyonun tanımı bu (.) bunları söylemezsem: (.) İYİ (.) süpervizyon alma o zaman git kendin yap ya:ni ↓terapiyi: gibi (.) beni de öfkeliendiren bir yerden:

Extract 51 - ENG

897. E: [. . .] the biggest danger is this in supervisions in my opinion (.) the supervisees' belief on you are ill intentioned (.) I mean beliefs like that you criticize her (.) like that you always rub his/her mistake to in her face: (.) if supervisee believes that you are rebuker (.) it becomes really hard (.) I mean you just cannot get rid of it (.)

898. H: hıhı

899. E: > you know when I was a supervisor one< of the things that really: struggled me I am not saying: something bad for you you know: I am not saying: anything which criticizes you (.) but this is the description of supervision (.) if I don't say these: (.) OKEY (.) then don't receive supervision go and do it yourself I me:an like ↓doing therapy: (.) this makes me angry:

Moreover, supervisee and supervisor roles come with their setting about hierarchic positions. In the following extract, participant H. mentioned about her supervision experience when she was a supervisee. She expressed her perception about the hierarchical position of supervisor and her assumptions about rights of supervisee role. As can be understood from participant H.'s discourses, supervisee role positioned as a lower side in the supervisory relationship.

Extract 52

47. H: [. . .] bir süpervizörüm sadece< ilk başladığımda sormuştu süpervizyonda "hani nasıl hissederdiniz" hani: "şimdi siz ister istemez bir şeyin içine (.) böyle düşmüş gibi oldunuz hani bireysel olsaydı daha mı farklı olurdu:." işte "grup olması sizi nasıl etkiliyo:r" ya da böyle tek tek sormuştu işte: odadakilere: "sen tanıyor muydun [önceden]" az önceki [diyalog gibi]=

48. F: [hım:]

49. D: [hım:]

51. H: =işte sen S.'yi biliyor muydun A.'yı biliyor muydun (.) [. . .] ↓ve bir şekilde onu en başta ele alınması daha böyle bir rahatlatan bir tarafı olmuştu

52. D: hı:: evet

53. H: öyle=

54. G: =bir tarafıyla onu hani dile de getirilebilir bir hale getiriyor yani

55. F: hıhı

56. H: ↑ya da senin orada öyle bir hakkın olduğunu sana şey yapıyor ya hani "senin böyle bir hakkın va:r: tamam buradasın ee bazı sorumluluklar için buradasın ama bundan rahatsızlık da duyabilirsin (.) [. . .]

Extract 52 - ENG

47. H: [. . .] one of my supervisor just< asked you know how do you feel when I first started supervision process “yes seems like that you fall into something (.) willingly or unwillingly” you know “if it was personal would it be more different:: and “how being in group affect:s you” or like she asked one by one yes to the people in room: “do you know him/her [before]” like the dialogue what just happened here

48. F: [him:]

49. D: him:

51. H: =well did you know S. did you know A. (.) [. . .] ↓and in some way handling this at the beginning had a more relieving effect

52. D: hı:: yes

53. H: like that=

54. G: =at one point it makes the things effable I mean

55. F: hıhı

56. H: ↑or in there she ((the supervisor)) implies that you had a right like that you know “you ha::ve a right like that ok you are here ee: you are here for some responsibilities but you also might be felt disturbed (.) [. . .]

There is a perception of the hierarchical construct in relationships, which also can be evaluated as organizational culture. Participant F. positioned doctoral students as upper level than her peers while describing a colleague supervision atmosphere. Moreover, she questioned other participants’ opinion about this topic because she feels sure about customs in organization culture.

Extract 53

1220. F: ↑ama ↑şey (.) böldüm şimdi konuşmayı ama (.) şu aklıma geldi hani: böyle çok eşit seviyede olduğunuz gibi: baştan hani yansıtınız (.) eğer hani: üst dönemler ve doktora öğrencileriyle bir hani akran (.) acaba eşit seviyede miyizdir (.) yani: o (.) olmuyor (.) hani “biz bir sınıf üstteyiz” gibi olabilir hani biz (.) “birazcık daha biliyoruz” (.) hani “sizin kaygılarınız neler onu ele [alalım]”=

1221. E: [hı:] hıhı

1222. F: =şeyinde gidiyo:r olabilir ya:ni

Extract 53 - ENG

1220. F: ↑but ↑well (.) I butted in the talk however (.) that came to my mind you know: you reflected that like you are in equal positions (.) what if you know: peer supervision with seniors and doctoral students (.) I wonder are we

in an equal position (.) I mean: that (.) does not work (.) you know it could be like “we are in an upper position” (.)“we know a bit more” (.) you know “what are your concerns let’s [discuss] that=

1221. E:

[hı:] hıhı

1222. F: =it could work like that

Based on this organization culture, supervisees, especially the novice ones prone to behave more passive and be well-behaved children in order to get approval and recognition. In one part of the group conversation, the researcher asks about how participants work on the feedback and recommendations through the supervision process. In the following extract, participant H. states that she does not care a lot, while participant F. expressed her effort to work on those feedbacks or recommendations. Participant F. is more novice than participant H.; this may result in a more passive position for her to get an approval of the supervisor who is superior in supervision relationship.

Extract 54

843.G: peki (.) bir taraftan da (.) bu süzgeç meselesinden bahsedince (.) o çok başta söylediğimiz şey de gelmeye başladı ya:ni işte (.) o süzgeçten geçmeyen: bazı şeyler var (.) hocadan ya da şeyden

[. . .]

848. G: [. . .] işte gelen geri bildirimlerden bazıları uyacak [bazıları uymayacak] daha hani onlara<]=

849.E:

[he

süpervizörden] gelen

850. G: =hehe süpervizörden gelenlerden

851. H: =bazılarını kabul ediyorsun (.) bazıılarını [etmiyorsun gibi mi]

852. G: [hıh] aynen [. . .]

853. H: bunu hocay(.)la spesifik konuşmuyoruz dimi (.) hocadan ya da ge=

854. G: =yok yok (.) genel olarak [. . .]

855. H: ya benim basitti galiba ya:: (.) seviyorsam alıyorum (.) sevmiyorsam< ((gülüşmeler))

856. H: >↑yorumun sen:de kalsın do:stum (.) bana lazım değil ((gülüşmeler))

[. . .]

868. F: ben hepsini alıp< (.) ı- kişiliğimize göre bence: ben hep:sini alıp uzun: uzun: işliyorum (.)

Extract 54 - ENG

843. G: ok (.) on the other hand (.) while talking about the filtering issues (.) the same thing I mean that we mentioned at the very beginning emerge again (.) there are somethings that does not pass from the filter (.) which were come either from instructors or others ((doctoral supervisors)) [. . .]
848. G: [. . .] well some of the feedbacks will fit: [some others will not] I mean more to them<
- 849.E: [he coming from] the supervisor=
850. G: =hehe coming from the supervisors
851. H: =is it like you accept some of them (.) and do not accept [some others]
852. G: [h1h] exactly [. . .]
853. H: we do not talk this specifically with instruct(.)tors do we (.) from the instructors or gen=
854. G: =yno no (.) in general [. . .]
855. H: well I guess my system was the easy one well:: (.) I accept ((feedback)) if I like (.) do not I do not< ((laughings))
856. H: >↑lets keep your comment to yourself du:de (.) I do not need it ((laughings)) [. . .]
868. F: I by accepting all of them< (.) ı- I think: it changes based on our personality I accept all:: of them and process them deep::ly (.)

Extract 55

930. D: [. . .] şimdi şeyi düşünüyorum (.) uymayan tarafları olduğun:da: nasıl oluyor: ben kendimi yapımdan kaynaklı böyle daha (.) hani süpervizör biliyo:rdur (.) işte bunu yapmaya çalışayım bakayım falan gibi gittim ama< (.) yani şeyi deneyimlemekle ilgili de bir fırsat bence (.) mesela bir tane (.) süpervizörün verdiği geri bildirimini direk uygulayınca (.) sonrasında aldığım şey (.) “sen niye gittin hemen uygu[ladın” oldu (.) çünkü ben aslında]=
931. E: [eve:t] h1h
932. D: =o benim uygulayacağım bir şey değildi o anda (.) hemen aldığım (.) ya niye hemen harekete geçtiği ile ilgili bir şey (.) mesela o da çok: hani: e- bir düşün:me sürecine sebep olmuştu bende [. . .]

Extract 55 - ENG

930. D: [. . .] now I think about the that (.) what happen:ed if there are some unfitt:ed things ((feedback)) because my nature I am like more (.) you know the supervisor kno:ws (.) I was like lets see lets try to do: this but< (.) I mean it is an opprtunity I thnik for experiencing the that (.) for example (.) when I

directly applied the feedback given by a supervisor (.) I take feedback like that (.) “why did you app[ly that immediately” (.) because I was actually] =

931. E: [ye:s] h1h

932. D: =this was not something I prefer to apply at that moment (.) just received (.) well it is related to why I immediately took action (.) for example that was you know: e- it resulted in a deep: thin:king process for me [. . .]

In the abovementioned extract, like in the previous one, participant D. expressed her experience about remaining passive and being a well-behaved child. In her experience, she stated that she goes after each suggestion made by the supervisor. The reason is her attributions about her passive position vis-a-vis the supervisor’s position.

6.3.2. Relation Repertoire

Participants use this repertoire when they are expressing their experiences throughout the supervision process as a gradually developing relationship. As mentioned before, in the current system, there are group supervisions in which there are two or more supervisees in the same group, and they are supervised by one (for one specific semester two) supervisor. They mentioned about the effect of attending group supervisions mainly based on trust, feeling belong to the group, familiar experiences, and support perspectives. Moreover, participants stated that their need for recognition and transferences-countertransferences issues emerged as the relationship between them, their colleagues, and supervisors develop. Relation repertoire is one of the ways of discussing their educational process and professional or personal identity development. This repertoire provides participants different positions such as familiar, as a group member, empathetic, and observational learner.

All participants presented them “as a group member” position while describing their supervision experiences. Being a member of a group has both advantages and some disadvantages which also affected the development of supervisees’ identity. In the given extract below, participant F. describes her experiences in first group supervision.

She expressed both positive and negative effect group supervision and being a member of a group, primarily based on the importance of trust.

Extract 56

35. F: [. . .] hani bu süreç içinde o süpervizörün hani ve o sadece süpervizör değil o ortamdaki diğer arkadaşların hani:: ortamdan da etkileniyorsunuz o hani process vardır ya o hani cohesiveness gibi hani< o da etkiliyor sizi yani ortam ne kadar rahatsa ne kadar kabul edici ise o za- o kadar rahat oluyorsunuz ve daha: kararlı ilerleyebiliyorsunuz ama hani daha< rahat edemediğiniz bir ortamsa o zaman daha kendinize döndüğünüz bir ortam oluyor belki tam bu soruya cevap oldu mu ↓bilmiyorum ama<

Extract 56 – ENG

35. F: [. . .] you know during this process that supervisor you know and it is not just a supervisor your other friends at that place ((supervision)) you know:: you are also effected by the environment that you know there is a process you know like cohesiveness well< that also affects you I mean as comfortable as the environment is, as acceptable as it is that ti- you feel comfortable that much and you can proceed with a more: determined attitude but you know if< you do not feel comfortable in that environment then this environment make you more introverted maybe is it the answer for the question ↓I do not know but<

Moreover, in extract 57, participant H. also talks about the effects of attending group supervisions and being a member of a specific group. Unlike participant F., participant H. suggests a more general and inclusive perspective for evaluation of being a member of a group. Participant H. reflects with her two-sided evaluation to the discourses of participant F., and asks participant F. to think over her discourses.

Extract 57

103. H: [. . .] m: grupça almak nasıl hissettiriyor işte: hiç (.) belki de hoşlanmadığın biri ile orada oluyorsun falan ama< gerçekten mesela süreç tamamlandığında hissettiğim şey hakkaten işte onun çok büyük bir anlamı yani: ne bileyim sevdiğimiz arkadaşlarımızla toplaşıp birbirimize: bir yerde< nasıl diyeyim ne diyeğimi de tam olarak toparlayamadım şu an ama (.) em:: onun böyle koruyucu bir şeyi oluyor kesinlikle ama< ee öbür türlü de hakkaten m:: nasıl ki işte e::: birbirimizden farklıyız yani her bir danışan da farklı şey getiriyor ve onların da bizde uyandırdığı belli duygular oluyor ya

yani mesela aynı odada da hakkaten mesela belki de o şeyi aşmak da::, ya da: o kişiyle bir arada olup onları paylaşabilmenin de bir öğre-tici bir tarafı var Ben mesela şimdi:-den doğru baktığımda iyi ki hani öyle bir şey olmamış diyorum yani [bilmiyorum sen düşünürsün ama]

Extract 57 - ENG

103. H: [. . .] m: how does it feel to take a group ((supervision)) here: (.) maybe you are in group with someone you really do not like but< really for example after the process was completed I feel that really that has a very important meaning I mean: I would not know getting together with friends we like to each other: in somewhere< how should I say I could not plan my speech right now but (.) em:: there is indeed that has a protective function but< e:: on the other hand really hm:: it is like e::: we are different from each other I mean also each client brings different agendas and they make us feel certain emotions well I mean for example in the same room really for example getting over this:: or: being able to share them by getting together with that person has an instruc-tive function I for example looking from-now I say that I am glad not experiencing something ((being in a group composed of just good friends)) like that I mean I don't know what you think about but

The participants expressed that as much as they feel secure in the group, they feel more comfortable to talk about their mistakes and getting feedback in order to fix them. Some of the participants also stated that trusting other supervisees is as much important as trusting to the supervisor. Participant E. complained about some supervisees in her supervision group who do not share a lot. Then, she expressed her struggle of being in the preselected group with some unreliable supervisees, maybe as an excuse. Participant E. reported that she regressed in groups like that in terms of working on some personal and therapeutically aspects in group supervisions which means obstacles in identity development process. It should be noted that participant H. supported participant E., by approving participant E. discourses and by sharing her own negative experience about trust issue.

Extract 58

1039. E: [. . .] ben de katılıyorum ama benim: açılabilmiş süpervizyon varken (.) mesela ya da aynı süpervizyonda: başka bir konudan bahsedebilirken (.) bazen bazı konularda o arkadaşların yanında konuşmak istemediğim

oluyordu (.) ama bu: 1: maalesef ki (.) atanma usulü süpervizyon aldığımız için bence (.) yani güvenmediğim insanlarla aynı gruplarda olabiliyordum zaman zaman (.) ↑güven:miyorum(.)

1040. H: evet=

1041. E: =yani hani tamam arkadaşım: (.) falan ama< (.) sadece dönem arkadaşım (.) ve 1 yıldır tanıyorum mesela: hani o- 5 6 yıldır tanıdıklarım da var ama (.) 1 yıldır tanıdığım da var içinde (.) öyle olunca ben bu insana güvenmiyorum yarın bir gün (.) e: işte gelip: bu bilgiyi bana karşı kullanmayacağını [bilmiyorum:]

1042. H: [hı:] hıhı

1043. E: =ki: hani (.) ki ben böyle hiç: az kişilik olarak çok şüpheli bir insan değilim: çok kolay güvenirim ama (.) süpervizyon da bu kaygıyı bir yerde yaşadığımı hatırlıyorum

1044. H: yo: bende öyle bir hayal kırıklığı yaşadım ya:ni çok: (.) özel bir bilgiyi getirip: sonra bunun kantinde bir malzeme olarak karşıma çıkması

Extract 58 - ENG

1039. E: [. . .] I also agreed but if there is a supervision that I can express myself (.) or for example in the same supervision: while I can talk about a specific topic (.) there could be times that I don't want to talk about some topics when there are some people ((supervisees)) (.) but this: 1: unfortunately (.) it is because of the method of the assigned supervision I think (.) I mean sometimes I can be in a same group with people whom I do not trust (.)↑I do not: trust (.)

1040. H: yes=

1041. E: = I mean ok s/he is my friend: (.) yes but< (.) just my peer (.) and I knew him/her just for a one year for instance: you know the- there are also people whom I knew for 5-6 years but (.) there are also people that I know only for a year (.) for that reason I do not trust that person in future (.) e: whether she will use this information against me or not [I don't know: that]

1042. H: [hı:] hıhı

1043. E: = you know (.) but like that I never: a little in terms of personalilty I am not: a sceptic type of person I trust very easily but (.) in supervision I remember that I had this anxiety at some points

1044. H: no: I also had a dissatisfaction like that I me:an (.) something like that expressing: a very: private information then hearing about those information in cafe that other people talk about

One of the main mediating factors in supervision relationship is transference and counter-transference. All participants in group declared that their transferences to the supervisors significantly effects their relation and its development. All positive and negative transferences surely provide new experiences while handling new obstacles.

In the two following extracts, while participant E. still suggesting two options about transference and countertransference issues, participant H. shares her transferences more clearly and confidently. This audacious attitude of participant H. led participant E. to express her ideas about the importance of transference in a more sincere manner.

Extract 59

612. E: ya:ni hani o yüzden (.) ister istemez o transfer oluyor (.) ilk başlayan için (.) hele bir de duygusal olarak (.) işte: çok onay alamadığı bir aileden geldiyse: işte desteğe ihtiyacı varsa: işte: yalnızsa (.) o transfer çok daha kolay gerçekleşiyor da (.) tabii bunda kişisel etkenler de var (.) ama tabi herkes de bunu oluşturmak zorunda değil (.) ha- bu transferi yapmadığı halde (.) bence profesyonel anlamda çok faydala(.):nan: olur (.) illa transfer olmak zorunda değil

Extract 59 – ENG

612. E: I mean you know because of that (.) willingly or unwillingly that transfer is made (.) for the novice one (.) especially also emotionally (.) if she came: from a family she could not get approval enough like that if she needs: support like that if she is alone (.) that transfer is made more easily but (.) of course there are (.) there are personal effects as well (.) but surely everyone does not have to make this (.) ha- although s/he did not make transfer (.) I think there are people who benefit(.):ed: a lot in professional way (.) this transfer does not have to be made

Extract 60

620. H: [. . .] bence belli bir seviyeden (.) bir şeyden so:nra (.) bir eşikten so:nra (.) benim için ne zamandı hatırlamıyorum (.) hakaten orası profesyonel ve (.) bu kadar (.) ((öksürük)) işte o duygusal şeyi (.) o:rv oraları sorguladım hani [bu kadar: o duygusal] anlamları yüklemek (.) nasıl bir şey (.) neydi falan gibi (.) bir de bizim sistemde bence hep anne baba ((transferi)) gibi ele alınıyor da bu: hep bir anne baba beklentisi (.) ya:ni süpervizör benim çoğu zama- anneannem de oldu<

621. E: [evet] evet (.) içimden aynısı geçti ((gülüşmeler))

622. H: dayımda: oldu (.) ablamda: oldu (.) böyle bir burada böyle deneyimleniyor (.) neyse işte (.) benim için özetle o (.) bir aktarım (.) karşı aktarım meselesi

Extract 60 - ENG

620. H: [. . .] I think after a certain level (.) after that point (.) after a threshold (.) I do not remember when it was for me (.) really there is a professional and (.) that much (.) ((cleaning throat)) that emotional side (.) or:rv I questioned those parts having those [emotional attributions that much:] you know (.) how does it work (.) like what is it (.) moreover in our system I think it is always considered as like mother father ((transfer)) this: is always expectations of mothers fathers (.) I mean for most of the time- the supervisor was< also my grandmother

621. E: [yes] yes (.) I think the same the thoughts in my mind ((laughings))

622. H: s/he ((the supervisor)) became my uncle: (.) s/he became also my elder sister: (.) like this that was experienced in there (.) whatever like that (.) in summary for me (.) that is a transference (.) countertransference issue

Attending supervisions as a group also provide supervisees a chance to observe other supervisees in order to get experience. This observational learning process helps all supervisees to get richer and more experiences. In the following extracts, participants expressed that being able to listen to more sessions and to observe the interaction between different patients, psychotherapists, and supervisors enrich their literature and boost their therapeutic abilities. In extract 61, participant D. started to talk about her learning style based on modeling other supervisees in the supervision group, and she is supported by other participants in the group by sharing their additional arguments. Moreover, in extract 62, participant H. and participant E. talk about that they take their supervisors as a model. Unlike participant D. participant H. and participant E. give an example from their levels, as supervisors.

Extract 61

120. D: hani tek kişi olsan o zaman ıı: ne bileyim bu örnek almada işte akranın orada hani onun da söylediğinden bazen mesela hoşuna giden bir şey oluyor (.) terapi de kullandığı bir şey var yani söylediği bir şey var bir bakış açısı var hani oradan da gidiyor YA da süpervizörün ona verdiği geri bildirim de bazen hani (.) çok kıymetli oluyor [hani o] tartışmayı mesela yine de öğrenmek için baya [hani şey] bir de aslında birden fazla vaka tartışmış oluyorsun ((gülerek)) yani her seferinde sadece kendininkini [duyacağına<]=

121. F: [hıhı]

[hıhı]

122. G:

[yani evet]

123. F =e:: bir çok hani kişinin de yani hem onu tanıyorsun hem de farklı hastaları tanıyorsun
124. H: ki etkileşimlerine şey yapıyorsun gözlemliyorsun

Extract 61 – ENG

120. D: you know if you were just one person then i:: I would not know there would be something that you like in your peers discourses in taking as an example (.) something they used in a therapy I mean there is something they said a perspective they provided you know it also flows over there OR sometimes the feedback that supervisor gave to her/him you know (.) could be so valueable [you know that] for example even learning that discussion is way more [you know that] also you would be able to discuss more than just one case ((laughing)) I mean instead of [hearing<] just yours everytime =
121. F: [hıhı] [hıhı]
122. G: [I mean yes]
123. F =e:: you know for a lot of people I mean you know both his/her and different other patients
124. H: also you can do that their intections you can observe them

Extract 62

529. H: yine süpervizörün müdahalesi hakkaten (.) o rol model şeyini veriyor [sana:]
530. G: [hım:]
531. H: hım burada (.) bu arkadaşımın meselede (.) işte onun (.) işte şu (.) davranışını şöyle yorumlamıştı falan (.) danışan da şuan aynıısını y- benim için mesela öyle bir örnek olmuştu o
532. E: hakkaten benim de ilk sü:- süpervizyon deneyimlerimden birinde bir süpervizyon grubu arkadaşlarımdan biriyle bir çatışmamız yoktu da (.) süpervizyon içinde bir şey olmuştu (.) oradaki süpervizörün ele alı(.)şı bana çok şey öğretti [. . .]

Extract 62 - ENG

529. H: again really the intervention of the supervisor (.) it provides the role model to [you:]
530. G: [hım:]
531. H: him in this point (.) in my issue with my friend (.) a behaviours (.) that belongs to my peer (.) ((the supervisor)) s/he interpreted in that way and such like (.) my client be- behaves in similar way so that provide an example for me
532. E: definitely in one of my first su- supervision experiences one of my friend in supervision group we do not have a certain conflict but (.) there was

a discussion (.) I learned a lot from (.) the way of how the supervisor handled that issue at that time [. . .]

On the other hand, experiencing approximately the same process and becoming a part of the same groups provide all supervisees familiar experiences. Having familiar experiences help supervisees to be empathetic to each other and support each other. Having familiar experiences have effects on both in-group relationships between supervisees and relationships between supervisees and supervisors. In the following extract, participant D. was talking about the difference between doctoral supervisors and instructor supervisors. She emphasized that doctoral supervisors have more or less similar experiences, which makes her feel familiar with doctoral supervisors much more.

Extract 63

735. D: ba(.)na: şey de: etkili gibi geliyor (.) doktora öğrencisi de hani: hm:: sonuçta bu aşamalardan (.) böyle yakın zamanda geçmiş bir kişi (.) e: hani: hem kendi deneyimi(.)ni yakın zamanda yaşamış olmanın etkisiyle: (.) hem sonuçta süpervizörken de bir tarz oluşturuyorsun (.) ve yeni bir şey şekilleniyor [. . .]

Extract 63 - ENG

735. D: I (.) think: this is also effective (.) eventually a doctoral student also experience these processes (.) s/he is a person who passed through these steps recently (.) e: you know: both the effect: of experiencing his/her own pro(.)cess more recently (.) and in the end you are creating a style when you become a supervisor (.) and something new has been shaping [. . .]

Moreover, in the given extract below, participant E. talking about her supervisor style in supervision sessions. She gives examples of what she does and what she avoids doing as a supervisor. She based her behavior in supervision sessions on her own experiences when she was supervisee. In conclusion, participant E. stated that she is empathetic to her supervisees because she also experienced the same periods much or less similar ways.

Extract 64

969. E: () ben bunu süpervizör olarak da şey söyleyebilirim (.) ben çok kaçınıyorum mesela bir [daha seans mutlaka] bu konuyu ele al [demekten:] ya da bunu böyle ele al demekten (.) yani bö:yle (.) direkt direkt (.) verip verip (.) işte bugün yarın bunu uygula [demekten (.)] çünkü o uygulandığı zaman işe yaramadığını kendi deneyimimden biliyorum [hakkaten] bunu böyle ele alabilir misin nasıl ele alabilirsin (.) biraz daha o kişi uygulamadıysa da: neden uygulayamadığı:yla (.) ilgili (.) şey yapmaya çalışıyorum (.) öbür türlü hakkaten: batırmak için yapıyorlar genelde (.) o olmuyor da içlerine sinmediği için doğru

Extract 64- ENG

969. E: () I can say that as a supervisor (.) for example I abstained very much instructing: something that work on that issue in [the next session] or [telling:] them to work on it in that way (.) I mean like:that (.) directly giving (.) directly giving (.) like [stating just (.)] apply this tomorrow because I know from my own experiences it [really] does not work when it is applied in that way ca:n you deal with in this way how can you deal with it (.) if one did not apply then: (.) I try to understand (.) why s/he did not applied (.) what is it a bit related (.) otherwise reall:y:: they are usually doing it to fail it (.) and it does not work because they cannot be satisfied with it and it is true

Finally, the supervisors who have experienced mostly similar experiences may be more empathetic to the supervisees, and they designate their supervisory styles based past similar experiences. The expectations of supervisees were exemplified in extract 63. In the following, the supervisors in a group, share their experience of becoming a supervisor. They specifically emphasize the impacts of their experiences during their being supervisee period. It was also suggested that working on the past experiences is supported by the instructors and system, in order to create a supervisory style.

Extract 65

643. H: =süpervizör olunca bir de şey de oluyorsun: ya mesela: (.) ba- sana oldu mu bilmiyorum da (.) böyle bir (.) sürekli benim bir geçmiş süpervizyon deneyimlerimi gözden ge[çirme halim: ondan] ondan sonra: bitmemiş meselelerim: (.) bitmemiş meseleleri tamamlama şe- [ihtiyacım (.)] öyle: öyle (.) bir (.) herhalde ↓oralardan ()

644. E: [kesinlikle] [evet]

645. G: him:

646. E: ya bize derste bile (.) süpervizyon verme dersinde bile (.) dersi veren hoca şey derdi (.) “kendi süpervizyon sürecinizden yola çıkarak oluşturun nasıl bir süpervizör olacağınızı”

Extract 65 - ENG

643. H: =when you become a supervisor you also feel like a: for instance: (.) m- I do not know if you feel like that but (.) it is like (.) there is always [a state: of reviewing] my past experiences and then: my unfinished businesses: (.) [my th- need (.)] to complete my unfinished businesses like that: in that way (.) a (.) I think it comes from those ↓areas (.)

644. E: [exactly]
[yes]

645. G: him:

646. E: even in the course (.) in the course of providing supervision (.) the instructor said to us (.) “decide how will your supervisory style be based upon your supervision process”

6.3.3. Rivalry Repertoire

Rivalry repertoire emerged throughout the group conversation flow when participants started to talk about subgroups in the system and the competitive atmosphere between them. As mentioned in the power issues repertoire, they first introduce themselves with opening statements which defines their experience levels and roles in the system. In this repertoire, participants talk from different subject positions such as a competitor, the expertise, and the novice.

Starting with their introduction styles, each participant attended rivalry at a specific level. In the given examples below, numbers of attended supervision groups used to provide rank order. It means that all participants accept that the higher number of supervision groups provide more practice and experience. It can be understood from the extract; participant H. differently tried to prove her seniority based on her experience level as years because she completed all the training process.

Extract 66

34. D: evet kesinlikle yani ilk dönemde hani kendimden hatırladığım şuan ben kaçınıcı süpervizyondayım (.) 123 4 dördüncü süpervizyon dönemim [. . .]

35. F: [. . .] ama süpervizyonlara dahil oldukça e:: dedi- S.' nin de dediği gibi hani iki tane süpervizörüm yani iki< üç tane süpervizörüm oldu< [. . .]
[. . .]

45. H: ben de böyle hafızamı tazelemeye çalışıyorum 5-6 sene öncesiydi:: ilk başladığımda ne hissediyordum gibi böyle

[. . .]

405. E: yani bu dönemden döneme değişiyor mesela (.) yani ben mesela bu dördüncü süpervizyonum bir beşinci de olacak gibi görünüyor ama [. . .]

Extract 66 - ENG

34. D: yes exactly I mean in the first semester you know I remember from my experiences now in which semester I am (.) 123 4 yes my fourth supervision semester [. . .]

35. F: [. . .] but she said the more attending in supervision processes e:: as S said you know I had two supervisors I mean two< three I have three supervisors < [. . .]
[. . .]

45. H: I also try to refresh my memory it was 5-6 years ago:: how I feel at the beginning like that

[. . .]

405. E: I mean it changes based on the semesters (.) I mean for instance this my fourth supervision there will be a fifth one it seems like that but [. . .]

In the interactions emerged between participants, the position of expertise and novice ones confronted. As an interesting point in the group conversation flow, participant D. talked about her experience before the first psychotherapy session. She shared her memory about that moment which includes interaction with me. She positioned herself novice and positioned me as a veteran. Moreover, she stated that my words in that conversation find a niche in her mind. It also gives a clue about her attributions to me as a researcher, an authority, or an experienced person, in the current group.

Extract 67

818. D: [. . .] benim ilk seans yapacağım: ve aynada ilk görüşme yapacağımda sen ((görüşmecekiye yönelik)) [vardın] şimdi şeyi düşünüyorum yani (.) or:ada

aslında deneyimli herkes o kadar kıymetli ki (.) ya bunlar bir şey biliyor falan diye

819. G: [hım]

((gülüşmeler))

820. E: gördüğüne yapışyorsun=

821. D: =evet (.) o gün şey demiştin sen ((görüşmeceye yönelik)) bana (.) ben oda ile ilgili bir şey sordum (.) sen de dedin ki “bu oda bir saat senin yönetiminde nasıl istiyorsan öyle” (.) diye bö:yle vay beh (.) filan

((gülüşmeler))

822. D: İYİH falan demiştim (.) hani mesela: o benim aklımda kaldı anlatabiliyor muyum

823. G: evet

824. D: yani o- o bilen konumuna atfettiğin şey orada çok ı:: yüklü yani

Extract 67 - ENG

818. D: [. . .] when I will have done my first session and my first meeting you ((referring to the interviewer)) [were] in AYNA now I think about it I mean (.) actually all experienced people are very much valuable in that situation (.) because there is a belief that those people know something

819. G: [hım]

((laughings))

820. E: you are sticking to all of them=

821. D: =yes (.) at that say you ((referring to the interviewer)) said to me (.) I asked a question about the threrapy room (.) and you said that “this room belongs to you for an hour so have it on your way” (.) just like that so: vauv yeah (.) and such like

((laughings))

822. D: GOOD: I said like that (.) you know: for instance that experience remain in my mind do I make myself clear

823. G: yes

824. D: I mean the- the meanings you attributed to the experienced position is vey ı::essential I mean

It seems that there is a sibling rivalry between participants both in individual and sub-group level. Participant F. stated that she is more eager to talk about her therapeutic experiences in supervision sessions and take feedbacks from her supervisors than her other colleagues in the same supervision group. Participant F. observed the other supervisees' attitudes to her eagerness in supervision. She expressed that other supervisees' surprised with the situation. The tone of participant F. was a little bit

superior which refers to the competition between supervisees in supervision group in order to be a good supervisee.

Extract 68

792. F: =bende: öyle bir (.) >lafınızı böldüm< (.) 1: şey düşünmüyorum hani (.) o hoca: (.) gibi değil de (.) ben de kişi bazında (.) yani ben biraz arkadaşlarımdan gözlemlediğim (.) kısımdan hani: böyle oluyor diyerek gittim ama (.) ben kendi adıma konuşacak olursam: (.) 1:: ilk süpervizyonumdu: ve her şeyimi (.) 1: her 1:: ben hocam bugün açabilir miyim şunu yanlış yaptımla gidiyordum falan: (.) herkes şaşırıp kalıyordu falan: [. . .]

Extract 68 - ENG

783. F: I also: (.) break on your conversation< 1: well I am thinking about you know (.) that does not depend on: (.) whether s/he is instructor or not (.) in my opinion it based on specifically the person (.) I mean my observations on my friends (.) you know: I am talking based on those observations but (.) if I speak for myself: (.) 1:: it was my first supervision: and for my all experiences in session (.) 1:: every 1:: it was like I tell and I said I did it wrong so today can I talk about (.) everybody was taken aback and such like: [. . .]

Like the previous one, the following extract reflects the rivalry issues between supervisee groups in terms of being junior and senior. The important point in that extract is the way of transferring this issue to the group. Participant E. and participant H. have shared discourse of another group. The other two participants in the focus group did not witness that issue. Participant E. and participant H. transferred the mentioned discourses by imitating the mentioned group's members in a theatric manner. The participants in the focus group have difficulty to talk about the issue of being senior or junior, and its effects on their interactions. Instead they prefer to use this extract, exemplified the competition between another group's members in terms of being cohort, junior or senior. Moreover, the focus group handles this dialogue with the help of laughing breaks.

Extract 69

1222. H: >↑şey gibi bir şey olmuştu ya<yine bö:yle alt üst birlikte akran yapmaları [gerekliyordu-]

1223. E: [ay: “biz akran] mıyız sizinle” muhabbeti (.) tama:m (.) hatırladım (.)tamam

((gülüşmeler))

1224. H: ()

1225. E: =(sesini incelterek) “biz akran değiliz ki:” diye

((gülüşmeler))

1226. G: oluyormuş öyle şeyler de demek ki

((gülüşmeler))

1227. H: çatışmalar olmuştu: evet (.) alt üst birlikte alınca

Extract 69 - ENG

1222. H: >↑there was something like that< again senior and juniors were have to do [peer supervision together-]

1223. E:[yeah: “are we really peers] with you” that issue (.) ok: (.) I remember (.) ok

((laughings))

1224. H: ()

1225. E: =(imitating those supervisee with thin voice)) they said like “but we are not peers:”

((laughings))

1226. G: so that means sometimes situations like that happen

((laughings))

1227. H: yes there were some conflicts (.) when they were positioned in the same supervision group as seniors and juniors

The following extract is an example of colleagues' rivalry and the attributed role of the supervisor in that competition. It can be said that supervisees compete in order to get the attention, approval, or recognition of the supervisor. It also shows that the supervisors are seen as limited resources, and the relationship between supervisee and supervisor resembles the relationship between the parent and the child. Surely, there are also some transference and countertransference issues between supervisees and supervisor which were evaluated before in relation repertoire. However, the essential point is that supervisee defines other supervisees in the same supervision group as rivals.

Extract 70

560. E: haklı olduğum bir yerde (.) süpervisee şey süpervizör (.) annem gibi (.) babam gibi davranmadı (.) ↓ikimize eşit mesafede [durdu] yani orada (.) akran rekabeti giriyor araya bence (.) o ebeveyn oluyo:r ve bakıyo:r işte hani: (.) bak beni mi savunacak (.) savunmayacak mı (.) hangimizin tarafını tutcak: (.) gibi bir yerden [. . .]

561. H, D: [hım:]

Extract 70 - ENG

560. E: in a situation that I am right (.) supervisee well supervisor (.) does not behave like my mother (.) not like my father (.) s/he ((referring to the supervisor)) [treats] ↓us equally at that situation (.) I think there was a sibling rivalry (.) s/he ((referring to the supervisor)) take the parent role: and examine that you know: (.) look if s/he will protect me (.) will not protect (.) s/he will take with which of us (.) I take a pespective like this [. . .]

561. H, D: [hım:]

The rivalry process between participants in the focus group is exemplified in their interactions. Having roles such as supervisee, supervisor, or assistant in the department are used as qualifications in the rivalry. There will not be provided any specific extract here, because the most explicit messages about these issues emerge in interactions. As mentioned many times before, supervisor participants are more dominant than the supervisees throughout all group conversation flow, based their roles. For instance, participant H. introduces herself as a supervisor, and she mentioned her supervision process with participant E., who is another supervisor in a focus group. By giving that information, participant H. gained an upper-level and dominant position in her competence with participants' in the focus group.

6.3.4. Growth Repertoire

This repertoire emerged in the late sections of the group conversation flow as a summarizing repertoire. Participants use this repertoire while expressing their development process of self and professional identity. Participants talk about their self-evaluations and take feedback about their development process. As summarizing

repertoire, participants observe their development in terms of their capabilities and styles through this repertoire. There are some conflicting subject positions emerged throughout their discourses, such as identical versus critical, qualified versus unqualified, individuated, and cannot determine personal borders. These changing positions reflect the participants' growth process beginning from their first day in education till that day.

Participants share their observations about development processes from developing a position. In the following extract, Participant H. stated that she observe her development in terms of her needs from the supervision process. She expressed her need for more didactic and focused interventions when she was a novice supervisee. Moreover, she mentioned that her focus change when she gets experienced, and she started to work on the relationship issues between her and supervisors such as transference issues.

Extract 71

809. H: ve böyle daha didaktik bir şeye de ihtiyacım oluyordu: (.) benim açıkçası (.) >napıcam ne edicem vesaire< (.) bi- step sonrası (.) işte hoca süpervizyonuna geçince artık bir şeyleri: bir süreci (.) en azından yönete(.)bilmeye dair daha (.) ım: tecrübeli oluyorsun (.) ve orada daha bö:yle sanki: (.) şey: gibi (.) ı:: bir dakika (.) ı:: işte burada (.) daha: didaktik bir şey değil de< işte kendimle ilgili bir şeyleri getirip götürme: işte aktarım

Extract 71 - ENG

809. H: and I needed something more didactic: (.) to tell the truth I need (.) >what I will do and so forth< (.) on- step further (.) well when I proceed to instructor supervision in terms somethings: the process (.) at least about being able to man(.)age (.) ım: you become more experienced (.) and at that point your are like: (.) well: like (.) ı:: aha wait a minute (.) ı:: well in here (.) it is not about more: didactic style< well expressing something related to me: well it is transference

As another example, participant D. evaluated her development process based on her style in supervision sessions. She emphasized the effect of constructing a filter which

can be accepted as a primary sign of authentic professional identity development process. She expressed that her behavior style in supervision sessions changed over time because she has developed the skills to select the essential points from her psychotherapy sessions. She thinks that there is a need for a certain level of expertise to be able to have the mentioned selection skills. She accepts this process is very significant proof for her development process.

Extract 72

814. D: tabi şey süzgeç: (.) ı:: geliştirmiş oluyorsun o zamana ((hoca süpervizyonuna geçme noktasına)) kadar (.) ya mesela bu dönem anlat(.)tığ(ı)mız haliyle (.) hani yüksek lisansta anlattığımız hali çok farklı yani (.) o bütün seansın ayrıntıları: ya da işte hepsini anlatma isteğinden ziyade (.) bir de hani hem: zaman olarak (.) anlatmak imkânımızın olduğu ı:: şey (.) kısıtlı (.) hem de zaten (.) yani o kadarını anlatma ihtiyacı (.) [yok yani] gibi (.) hani bi- bir hastayla ilgili mesela seansı anlatıp (.) işte diğer ikisi ile ilgili de (.) soru sorma gibi (.) e:: gittiği oluyo:r şeyle ilgili (.) bu tam hani (.) başlangıç dedin ya ((H.ye yönelik)) ya:ni başlangıç sürecinde her şeyi alayım onun söyleyeceği gibi [. . .]

815. G

[hı:]

Extract 72 - ENG

814. D: well it is filter: (.) ı:: you have constructed it till that time ((before proceeding to the instructor supervision)) (.) ah for instance the way we ex(.)pla(.)in in this term (.) is very different from the version of our master education process (.) that all details: of the session or more than just our wish to tell all of them (.) also you know both in terms of time (.) for telling the session ı:: well (.) it is limited (.) and it is also (.) I mean there is no need to tell that much now (.) like that [i mean no need] (.) you know ju- just telling a session about one patient (.) and for the two others (.) like just asking the question (.) e:: it proceed:s like that (.) it is exactly you know (.) just you said at early phases ((to the participant H.)) I me:an it is like taking all instructions that sh/he ((referring to the supervisor)) will give [. . .]

815. G

[hı:]

Participant F. is the complier one in the group. However, she also talked about her imaginations about her more experienced position. She said that she is more likely to have a conflict with her supervisors when she gets experienced. Moreover, she stated

that she might even be angry if she feels unnecessarily criticized, and her experience is ignored. This change in positioning from identical to the critical subject can be accepted as a sign of the development process.

Extract 73

861. F: evet evet (.) eğer hani bu terap- (.) benim kişiliğime ait bir şey olur(.)sa (.) düşünüyorum anlamında söyledim (.) eğer hani ben: bir şeyi doğ:ru yaptığıma inanıyorsam (.) mesela (.) böyle bir şeyi çok yaşamıyorum da<(.) hani (.) ı- ve orada bir çatıştıysak (.) ı- bence çok muhtemel böyle bir şey yaşamak (.) yani hani bir doktoraday(.)ken bir hocayla bu konuda çatışmak çok: daha muhtemel (.) çünkü o zaman çok daha (.) ya:ni ı:: H.'nin söylediği gibi çok da şey olmuyor ya:ni ben size [bağlı değilim ben hani:] uzun süredir yapıyorum bunu ya:ni bu kadar: (.) beni eleştirmenize ↓gerek ↓yo:k kısmına gidiyor galiba (.) birazcık daha (.) ((gülerek)) daha öfke çıkarabiliriz bence o noktada

Extract 73 - ENG

861. F: yes yes (.) if you know that the- (.) if belong to my persona(.)lity (.) I think about it that is the reason of my statements (.) if you know I: believe that I do it in a right way (.) for instance (.) I do not experience a situation like that but< (.) you know (.) ı- and if we have conflict in there (.) ı- I think it is so possible to experience such a situation (.) I mean you know it is more: possible to have conflict with instructor in doctor(.)ral education process (.) because at that level there is more (.) I me:an ı:: in compliance with participant H.'s statement it is not happening that much I me:an I do [not adhere to you you know:] I am doing it ((referring to psychotherapy)) for a long time I me:an (.) I think in a way that you do ↓not have to ↓criticize me that much I guess (.) a little bit (.) ((laughing)) in that point I think we can express more anger

Participants talk about the relationship between them and their supervisors, which firstly based on supervisees' needs. At early phases of the supervision process, supervisees reported that they need more informative feedback and more directive supervisory style which prepares them to the therapy sessions. As can be seen in the following extract, participant E. stated that she imitates her supervisor in her first psychotherapy sessions. Her identical subject position evolved throughout the development process. Moreover, participant E. and participant D. lay stress on

constructing their identity and own system by internalizing some parts of supervisors' styles.

Extract 74

929. D: da hazır işte olmadığın: bir şey belki ya da belki hani kişiliğine uymamış (.) ya: öyle çıkmayacak: o senden (.) yani o kendi hani sistemini oluştururken o- öyle o- o- ol- çıkamayacak bir şey [ya:ni gibi]

930. E: [işte ilk başta] i: im taklit [ediyorsun (.)] zamanla (.) içselleştirmeyi: (.) öğreniyorsun geri bildirimleri (.) ilk başta taklit ediyorsun hakkaten (.) benim bir süpervizörümün aynı cümlelerini kurduğumu ben çok iyi hatırlıyorum (.) cümlelerini kurduğumu (.) o “peki çok” derdi (.) ben de peki:: peki:: devamlı mesela: çünkü bildiğin [taklit ediyorum] zaman içinde orv- şey olmaya (.) hani içselleştirmeye (.) ya o bir şey söylüyor ben onu kendi içime önce alıyordum: kendi süzgecimden geçirip bana uyduğu kadarıyla ve uyduğu şekilde yapabilmeyi: o tecrübeyle oluyo:r (.) ama işte aynı çocuk [da önce taklit eder ya] o yüzden önce öylesin

931. D: [hıhı] [((gülme tepkisi))]
[evet evet] evet

Extract 74 - ENG

929. D: but you are not ready for it: may be or maybe it does not fir your personality (.) ah: it will not be expressed in that way: by you (.) I mean while constructing that- your own system th- tha- hap- which will not be expressed [I me:an like that]

930. E: [ah: at early levels] i: im you are [imitating (.)] in progress of time (.) you learn how to (.) internalize feedback (.) but at firt you really imitate (.) I remember very clearly that I was using the same wordings with my supervisor (.) exactly the same sentences (.) s/he ((referring to the supervisor)) said “well much” (.) I also well:: wel:: continuously for instance: because really [I am initating] in progress of time orv- it changes (.) you know I start to internalize (.) ah when s/he ((refeering to the supervisor)) says something firstly I take: this then filter it I express: it how much it fits to me and how it fits to me and this constructed via experien:ce (.) but it is similar to the child [s/he ((referring to the child)) firstly imitates ah] for this reason you behave in the same manner

931. D: [hıhı] [((laughings))]
[yes yes] yes

Extract 75

292. A: ben onu bir süpervizyonda yaşadım y:ani hani gerçekten sürekli “ne hissediyorsun:” falan böyle: “ne hissediyorsun” (.) a böyle fazla fazla

odaklanıp bir hani >sadece bir duygu< belki hani: bir >yaşanmış bir olay< belki üzerine önceden tamam anladım diye geçeceğin bir şey fazla fazla irdelediğinde ben öğrendim yani ben kendi vakalarımda bu konuda derinleşmeyi öğrendim (.) bir noktadan sonra (.) sos- hani rol model olarak da alıyoruz bir noktadan sonra [. . .]

Extract 75 - ENG

292. A: I have experienced it in one of my supervision I mean you know really always “how do you feel” like that: focusing more on (.) “what do you feel” that you know >just an emotion< maybe you know: it is just >an experienced situation< when a situation has emphasized which you will have underrated by just experiencing it I have learnt I mean I learnt how to work on my cases deeply (.) after a specific point (.) lat- you know we take them ((referring to the supervisors)) as role models after a specific point [. . .]

In the given extract above, participant F. talked about her learning experience by internalizing a part of her supervisor’s working style. She claimed that she learned from the relationship between her and her supervisor. From an identical subject position, she expressed that she tries to treat her patients in psychotherapy sessions as her supervisor treats her in supervision sessions.

Supervisees also reported that they do not need their supervisors now as much as in the beginning phases. As a result, the critical position emerged on the other end of the spectrum. Participants all stated that they become more critical about their supervisors or the system when they get more experienced. This critical subject position was exemplified in previous positions because this position emerged when the participants get more experienced in their processes.

In the following extract, participant H. criticize the style of her supervisors in term of not fitting to the maturity level of the supervisee. In a well-behaved manner, she stated that she shares her experiences and difficulties about becoming a psychotherapist and conducting psychotherapy sessions. However, she mentioned being open to receive feedback does not help her. She complained that her supervisor did not oversee whether participant H. was ready to receive those feedbacks or not.

Extract 76

390. H: kendimde süpervizör olarak onu gözlemliyorum süpervizyon alırken de bence: (.) baya: (.) ortada bir şey yaşıyorum ama: yani (.) anlamlandırmam da zor oluyo:r (.) süpervizör bir yorum yapıyor o yorum nereye dokunuyor anlayamıyoru:m (.) tek başıma kalıyorum [onunla (.)] biraz yalnızlaştırmıştı (.) beni yani:: bir üstten geliyordu o yorum hani (.)sonuçta benim olgunluk seviyeme uymuyo:r (.) belki daha oraya gelmemişiz< (1) ben [gelmemişim (.)] ama süpervizör gelmiş ((gülüşmeler)) gelmemişiz derken ()

391. D: [hıhı] [hıhı]

Extract 76 - ENG

390. H: as a supervisor I am obser↓ving that I think:: while taking supervision (.) pretty much: (.) I am living my inner world apperantly but: I mean (.) it was hard to give meaning: (.) when a supervisor make an interpretation but I cannot understand what is related to (.) I feel alone [with this interpretation(.)] this makes (.) me isolated I mean:: those interpretations were advanced you know (.) eventually that does not fi:t my maturity level (.) maybe we have not reach that level< (1) I did [not reach (.)] but supervisor reaches ((laughings)) although I said we could not reach ()

391. D: [hıhı] [hıhı]

As a different example, in the following extract participant H. mentioned her supervisees' feedback to her when she was a supervisor. She receives feedback from her supervisees, which were compatible with her own experiences when she a supervisee in the system. The interesting point in this extract is that although participant H. experience the same process as much as similar; she could not regulate her style based on this knowledge.

Extract 77

859. H: ben süpervizyon verirken de (.) onu gözlemliyordum mesela: ilk dönem terapisti ise (.) daha: hakaten seni böyle dinlemek ve şeye açık (.) daha böyle işte beşinci süpervizör(ü)(.) süpervizyon şeysi [diyelim ki bana] getirdikleri yorumda oy:du ya:ni “biz ilk dönem süpervizörü: (.) şeyi terapisti değiliz: bize çok şey (.) ayrıntılı şey yaptın<”

860. E: [↓gene ()] ya ama bence bu şey ile alakalı (.) ya:ni öğrenmenin yaşı yok [. . .]

Extract 77 - ENG

859. H: also when I was providing supervision (.) I can observe that for instance: if s/he is first semester novice psychotherapist (.) s/he is more: willing to listen to you and that (.) let's say s/he is more like that if s/he fifth semester su(.)per(.)visor [supervision thing] in the feedback they ((referring to supervisees)) provided I me:an were those "we are not first semester supervisor: (.) well psychotherapist: and you provided very much (.) detailed supervision<"

860. E: [↓again ()] but I think it is related to that you are never too old to learn [. . .]

In parallel with the abovementioned spectrum, participants differentiated their idealized figures such as their supervisors as they gain experience and construct their styles. In the further stages of supervision education, participants reported that they determine their therapeutic and supervisory styles. This process results in marking their personal boundaries and more individuated subject position emerges. In the two given extracts below, participant H. describes the whole process of identification and individuation. She stated that the progress in this process is only possible with the progress in term of identity development. Moreover, she also mentioned about the change in her perspective. A decrease in her emotional attributions to the educations system, supervisees, supervisors, and instructors was also reported.

Extract 78

620. H: biraz: böyle bence işte (.) o tam evden: (.) şeyden: (.) ayrışma meselelerini hep konuşuyoruz ya bu ortamlarda (.) onunla da alakalı (.) bir şey ilk başta tabi: ki girdiğimizde da:ha böyle kendimizi yetersiz [hissettiğimiz için:] bağlanma:ya (.) bağımlı olmaya (.) ya da neyse ona bir ihtiyaç oluyo::r sonra ayrışırken be:lki o duygusal şeyler daha çok (.) işte ne bileyim (.) burası [profesyonel] bir ortamdı ve onlar (.) benim annem gibi bana yaklaştı: ya da işte [kardeşim:i] şey yapmadı: (.) falan (.) onları herhalde zamanla gözlemliyoruz (.) öyle geliyor bana (.) farklı farklı (.) üstüne koya koya herhalde (.) ı- deneyimleri

621. E,D: [him:]

586.S: [him:]

622.E: [him:]

Extract 78 - ENG

584. H: a little bit: I think like that (.) this is exactly from home (.) and here (.) separation issues that we always talk about in these environments (.) it is also related to that issues (.) at first surely: when we first enter the system due to we [feel mo:re] inadequate we need to be (.) dependent (.) or whatever there is an apperant need for it: then in separation phase may:be those emotional parts more (.) like I would not know (.) there is a [professional] place and they (.) did not approach: to me like my mother or like that they did not choose [my brother] did not do that (.) or so (.) I suppose that we are observing those things in progress of time (.) it seems to me like that (.) in variance (.) I suppose it proceeds by gaining (.) 1: new experiences

585. E,D: [hım:]

586.S:

[hım:]

587.E: [hım:]

Extract 79

820. H: [orada da daha bö:yle] şey(.) hadi ben gidicem de var bir de [hani biz ayrşıcaz ya:ni] ((gülerek)) bir dakika: ya:ni bu evden gidiyorum birazdan ya:ni (.) bir adım sonra falan gibi [. . .]

821. G:

[hım:]

Extract 79 – ENG

820. H: [in there it is mo:re like] that (.) there is also something like that ok then I will go [you know we will be separated I me:an] ((laughing)) wait a minute: I me:an I am leaving home shortly after I me:an (.) just like one step later [. . .]

821. G: [hım:]

Based on the participants' own discourse and the interactions between them in the group, it can be said that no matter how experienced they are, they still have difficulty deciding on their qualification status and require external approval. Mainly at some stages such as role transition and separation phases, the inquiries of participants about emerged whether they are qualified or not. In the last extract, participant D. summarized her perspective on gradual development in the current education system. She emphasized her inquiries about whether she is qualified or not about the requirements of the next step. Nevertheless, she also noted how useful this gradual progression of the system is in terms of providing a step in professional development.

Extract 80

321. D: dolayısıyla böyle şimdi şey nasıl bir şey (.) hani süpervizyon vermek (.) nasıl bir şeydir mesela geçen dönem falan düşündüğümde yani yok< veremem hani: nasıl vereyim ben (.) gibi bir his vardı< şuan böyle yavaş yavaş bir enteresan gelmeye başladı yani: 1:: bir de şey çok güzel geliyor yani bu sistem içerisinde hani< (.) böyle adım adım (.) ya ilk işte hiçbir şey bilmiyorsun terapist olmak ne (.) sonra bi- böyle bi- hani atılıyorsun bir şeyin içine “hadi terapi yap bakalım” (.) ne yapacaksın ama belli değil yani hani 1- (.) napacağım ben şimdi gibi kaldığın bir durum (.) hani süpervizyon alıyorsun (.) sonra doktora öğrencisi olup süpervizyon veriyorsun (.) hani bir de hocadan süpervizyon alıyorsun falan (.) hani kademe kademe büyüdüğün bir yer ama< (.) aynı zamanda şey kısmı da var şimdi (.) hani süpervizyon verirken (.) o bir hani (.) staj olarak da gene aslında bir öğrenme süreci

Extract 80 - ENG

321. D: consequently now how it is like (.) you know providing supervision (.) how is it for example when I think the last semester I mean no< I could not do that you know: how I could do (.) I had a feeling like that< now it slowly make me interested I mean: 1:: I also like very much in this system is that you know< (.) it is step by step (.) well at first you do not know anything about what is being a therapist (.) then a- like th- you know you were thrown into something “ok I dare you do psychotherapy” (.) but what you will do is not definite I mean you know 1- (.) it is a situation in which you think what I will do (.) you know you are taking supervision (.) then you will be a doctoral student and provide supervision (.) and you know you also take supervision which is provided by instructor (.) you know it is a place in which you improve gradually but< (.) there is a point now (.) when you are providing supervision (.) that is you know (.) it is actually a learning process as an internship

6.4. Discussion: Positioning the Others as the “Other Side”

Conducting a focus group provides a new experience and more abundant information source in order to observe the identity development process of participants by confronting supervisee and supervisor roles. Generally, the analysis focuses on what the participants do to each other by using which discourses, which means focusing on interactions between participants. The discourses they used while constructing their subject positions concerning the other participants were examined. Participants who were supervisees and supervisors discussed together their education process in the

focus group. Based on the results of the analysis, some similar and different repertoires emerge, and participants choose new subject positions to talk from throughout focus group conversation flow. Based on the analysis, four distinctive interpretative repertoires appeared in common circulation namely “power issues,” “relation,” “rivalry,” and “growth” repertoires. In order to provide a comprehensive reading, all emerging subject positions will be examined under the interpretative repertoires and discussed in the same manner.

Participants evaluate their development process in terms of their relative positions to the other participants, such as supervisors or other supervisees. Being an active or passive part in group process determined the position of novice participants. In the literature, it was suggested that the novice trainees prefer more structured and didactic supervision styles in which they are told what to do directly (Aladağ & Bektaş, 2009; Birk, 1972; Skovholt & Ronnestad, 1992; Worthington, 2006; Worthington & Roehlke, 1979; Yogev & Pion, 1984). In accordance with the literature, one of the participants talked from novice subject position when she mentioned her basic needs in supervision. She stated that “... I need more didactic one in supervision” while talking about the experiences of her first supervision sessions. The novice trainees expected their supervisors to be more directive and teach them how to use some abilities directly throughout the supervision process (Worthington, 2006). In Turkey, it is also claimed that the novice psychological counselor trainees need more structured supervision sessions (Koç, 2013). In the current study, participants reported that they need help about how to use their gained abilities in psychotherapy sessions. One of the participants used “gathering repertoire” metaphor in order to explain the skills she acquired throughout the supervision process. As supervisees gain more experience, they started to internalize the new skills. However, until that level, supervisees need more directive and didactic supervisory styles.

In developmental supervision models, it is suggested that the novice trainees are more dependent on their supervisors and seek for supervisor approval and support more than

their colleagues (Rønnestad & Skovholt, 2003; Stoltenberg, 1981, 2005). For instance, Stoltenberg and McNeill (2010) suggested that supervisees at level one are dependent on supervisors and seek for directive guidance from their supervisors, and they are concerned about their performances, in IDM. However, doctoral-level students as experienced trainees individuate and become autonomous, which results in a decrement in their needs on their supervisors and an increment in their needs on colleagues' support (Loganbill et al., 1982; Rønnestad & Skovholt, 2003). In the current study, participants mentioned their tendency to imitate their supervisors when they were junior in supervision training. In the growth repertoire, the participants summarize their development process, which starts from imitating to not having that much need for any feedback and instructions.

When we talk about the supervision process, group process for the current study is implied. The group supervision is a form of supervision which refers "to regular meetings of a group of supervisee with a supervisor or supervisors" (Bernard & Goodyear, 2014, p. 161). This group process is evaluated by participants in terms of both advantages and disadvantages. In parallel with the suggestions of Milne and Oliver (2000), participants stated that peer and group supervision provides a stimulating environment, an opportunity for hearing about more clients, and getting peer support. Participants emphasized the importance of peer support for them throughout the group supervision process. Both supervisees and supervisors reported that they seek support from their peers when they experience difficulties and struggles. Some supporting findings were suggested that support from significant others and attachment process with peers gain importance during the development process (Allen, 2008; Surjadi, Lorenz, Wickrama, & Conger, 2011).

The group supervision has the same aims with individual supervision models; however, supervisors' feedback, the interaction between the supervisor and supervisees, and interactions between supervisees and their colleagues affect the supervisees' achievements in group supervision (Bernard & Goodyear, 2014). In

group supervision process, supervisees benefited from other supervisees' psychotherapy processes and supervision experiences. Attending group supervisions is expressed as a rich source of learning in participants' discourses throughout the focus group conversations. Group supervision also provides an area for peer consultation by taking group participants' evaluations and comments about each other's psychotherapy processes (Wilkerson, 2006). In her dissertation, Peacock (2011) emphasized the value of discussing experiences with peers in terms of trainees. Peers support was highlighted as an essential factor in the development process, especially when supervisees have difficulty communicating with their supervisors. Similar to those findings mentioned above, participants reported some experiences which exemplify the importance of peer support, especially in challenging supervision processes.

In the current study, participants emphasized the importance of trust while taking feedbacks and comments from other supervisees. It is suggested that having secure attachment bonds with peers provides a safe base for exploring supervisory experiences, aids to develop a sense of mastery, and alleviates the anxiety about becoming qualified supervisors (Peacock, 2011). Moreover, participants stated that feeling secure in the supervision group and sharing struggles through their psychotherapy process are regulated by their doubts about confidentiality. Some participants reported that they did not feel safe to show their weaknesses due to the fear of being exposed to outsiders. These trust issues were emphasized very strongly in the current focus group conversation flow. Even those dialogues made it possible to consider whether those interactions were messages to each participant and the researcher for sensitivity about confidentiality, because participants shared problems they have experienced regarding the violation of the right to privacy through focus group interactions. For this reason, some interactions may also be seen as a representation of concerns about the violation of the right to privacy, in the current group meeting.

Examining the underlying mechanism of this confidentiality issues would result in each supervisee's desire to be recognized and appreciated by the supervisor. In the literature, there was not much study or finding of the rivalry issues between trainees. Some researchers stated that supervision is a developmental process, so trainees should be allocated to the supervision groups based on their developmental levels and needs (Blocher, 1983; Loganbill et al., 1982; Rønnestad & Skovholt, 2003; Stoltenberg, 1981). These findings are in accordance with the claims of the participants, in that when upper-level and lower-level trainees attend the same supervision group, they struggle. The findings of the current study could provide new information in this area. Although there was no specific question about the competence between trainees, participants use rivalry repertoire in describing their in-group experiences throughout the supervision process. Moreover, the competitive supervisees try to show their well-behaved manner in the current focus group conversation flow by reporting how much they met the expectations about the supervisee or supervisor roles.

As mentioned in rivalry repertoire, all participants introduced themselves based on their experience level, at the beginning of the focus group. By this introduction manner, participants started to compete with each other in terms of their supervision experience. The competence between supervisees in order to be recognized by supervisors can be seen as a result of that hierarchical relationship between them. In this hierarchical construct, supervisors' perspectives were internalized by novice supervisee as a template until their own perspectives mature. Then supervisees create an idiosyncratic "internal supervisor" style (Casement, 2014; M. C. Gilbert & Evans, 2000). The dynamics that occurred between supervisees and supervisors were regulated by this modeling process. Following these findings, a participant in the current study reported that they took their supervisors as models throughout their training process. For instance, both participant H. and participant E. reported that they imitated their supervisors even by using the same wording in psychotherapy sessions, while they were supervisees.

Moreover, Rodenhauser (1994) suggested in his model that supervisors take their previous supervisors as role models and emulate their styles if they are found as valid. In the focus group, supervisor participants stated their supervisory styles were based on their experiences as supervisees. The participants reported that they decided what is best to do and what should be done as supervisors based on their evaluations of their previous supervisors' styles. The supervisors, who support supervisees, take care of supervisees' needs, provide free space for supervisees in order to develop their own styles, and encourage the supervisees to take responsibility on making new trials, are seen as the most preferred role model in the current study. On the other hand, it was stated that if supervisees experience the supervisory relationship as unfavorable, this has a reverse effect on their supervisory styles. Wulf and Nelson (2000) claimed that supervisees determine the criteria to be excluded for their future supervisor roles based on negative experiences in supervision sessions. For instance, participant E. reported that, in her supervisory style, she avoided some behaviors which she labeled as negative and ineffective when she experienced as supervisees.

For the current study, supervisors experience the same supervision system with the supervisees. Training in the same education system as supervisees and supervisors both creates a tendency to imitate supervisors and affects the dynamics between supervisees and supervisors. Having familiar experiences help supervisors to be more empathetic to the difficulties that supervisees face. Jr. Watkins (1995) stated that supervisee and supervisor development resembles each other's process. Besides, Peacock (2011) suggested that if there are some parallel stages both in supervisee and supervisor development, this will help supervisors to anticipate the supervisees' experiences and conflicts. For instance, participant H. shared the struggles she faced with the group when she was a novice trainee. This conversation seems to help the supervisees in the group to be familiar and well understood.

All the experiences and dialogues mentioned above represent only a sketch of the training process briefly. Admittedly, the development process of professional identity

is experienced by each participant idiosyncratically. In order to provide a general sketch, some studies try to explain the experiences throughout the training process by categorizing the trainees into the groups based on the level of experiences such as master or doctoral level. It can be said that the novice trainees focus on their qualifications about their therapeutic skills while doctoral-level, experienced trainees focus on how their personal features affect their therapeutic styles (Aladağ, 2014; Blocher, 1983; Loganbill et al., 1982; Rønnestad & Skovholt, 2003; Stoltenberg, 1981). Moreover, Heppner and Roehlke (1984) compared the, novice, master-level and, advanced, doctoral-level students in terms of reported critical incidents in supervision sessions. It is found that master-level students reported more incidents about personal mindfulness and supervisors' support, while doctoral-students reported more incidents about personal issues which affects the therapeutic process (Heppner & Roehlke, 1984). In line with these findings, in the current study, it was found that master-level supervisees have a higher level of anxiety about their performances compared to doctoral-level supervisors. Moreover, supervisees shared more incidents about their qualities developed while supervisors focused more on their personal development integrated into their professional development.

Different ways of experiencing the same training system are affected by transference and countertransference issues which emerged in the interactions between supervisees and supervisors. Peacock (2011) stated that the supervisor's perspective offered to the psychotherapist, and the relation between psychotherapists and patients is like the one that father brings to the mother-child dyad. In the current study, this statement is supported by the discourses of participants. All participants mentioned that they have transference issues with their supervisors. Besides, these issues which also affect their expectations about supervision and attitudes toward supervision. The more supervisees gain experience, the more the transference relations are interrupted. Some participants explain this interpretation with their changing roles whereas some other participants relate it to their individuation process. The supervisees become more critical about the system and supervisors when they gain more experience about psychotherapy practice

and supervision process. As regards, there are also some congruent research findings about the similarities between adolescent and trainee development. For instance, adolescent re-evaluates their parents more objectively with higher cognitive ability and feelings of emotional freedom when their dependency decrease (Allen, 2008). In line with the finding, in the current study, both supervisees and supervisors evaluate their supervisory experiences more comprehensively and critically as autonomous they become.

For instance, participant D., and participant F. idealize the system more than participant H. and participant E. do. Participant H. and participant E. have broader perspectives which allow them to make more objective and comprehensive evaluations. Also, they completed the training process or are about to complete, while participant D. and participant F. are still in the middle phase of their training processes. Being still in the system as a supervisee may result in higher anxiety level while talking about the system. So, in order to avoid from being anxious they may be more to idealize the system. It shows that developing a critical subject position is essential for trainees to individuate and it helps them to form a positive supervisory relationship (Peacock, 2011).

In fact, an individual must have some personal standards for a system for being able to criticize that system. The supervisees start to set their standards about the system and gain a critical perspective throughout their development process. Working with more than one supervisor and exposing to different schools would help supervisees to find out what is helpful and appropriate or unhelpful and inapplicable for them (Ramos-Sánchez et al., 2002; Wulf & Nelson, 2000). Also, in the current study, participants reported their standards about the responsibilities of being supervisees and supervisors such as what they should or should not do. Based on the Integrated Developmental Model (IDM), in the last level, supervisees are expected to have an awareness of their strengths and weaknesses, to feel secure in their therapist role, and to acknowledge the borders of their “therapist identity.” (Stoltenberg & McNeill,

2010). In the focus group conversation flow, all participants also mentioned their standards for the system. For instance, confidentiality was the main topic. All participants suggested some standards and enhancements for confidentiality issues.

As another subject position, filtering subject emerged when the participants mention about their individuation and setting standards process. The experienced supervisees separate from their supervisors and construct their filtering systems which help them to define what is right and what is wrong. All participants reported that they develop a filtering system through their professional identity development process. That filter system generally represents an authentication and maturation process of the participants which are similar to adolescents' development. Besides, Allen (2008) suggested that adolescents have a conflict between staying in the safe, dependent, attachments and exploring the independence. Also this conflict between dependence and autonomy issues can be observed in supervisee and supervisor development (Stoltenberg et al., 2014). For instance, in the focus group, participant F. stated that she accept all feedback that she take from her supervisors as valid and work on them. However, she also mentioned her need to set her borders against her supervisors' feedback.

The conflict between dependency and autonomy also resulted in some questioning process for trainees. The participants expressed their inquiry process about being qualified enough or not at the last minutes of the focus group. The participants emphasized the importance of their supervisors' supervisory styles in their inquiry process. Slower supervisee development is associated with the weaker supervisory alliance (Ramos-Sánchez et al., 2002). Not feeling supported by supervisors and having many negative experiences when they take a supervisor role (Ramos-Sánchez et al., 2002). So, the supervisors who provide free space and encouraging environment to supervisees are evaluated as valid ones. Besides, Skovholt and Ronnestad (1992) also claimed that trying to reach "a developmental meta-goal" could promote trainees' personal and professional development. This meta-goal could be defined as a long

term aim which means more than just completing the training process (as cited in Peacock, 2011, p. 13). All of these findings suggested different ways of coping with dependency and autonomy conflicts.

When we talk about the supervisors' responsibilities and terms of references, the supervisor's identity development process should be seen as one of the significant topics. In development repertoire, there are some discourses which exemplify the importance of supervisors' development process. In line with the current study, Jr. Watkins (1995) stated that supervisee and supervisor development resemble each other's process. However, supervisees try to develop a psychotherapist identity, while supervisors develop an identity as a supervisor. There is also Supervisory Complexity Model (Hillman, McPherson, Swank, & Jr. Watkins, 1998; Jr. Watkins, 1990, 1993, 1994, 1995a, 1995b, 1997) which based on IDM. It explains the stages of development from being novice supervisors to evolving as more competent and experienced ones. It is suggested that the supervisors provide structured sessions and support to the supervisees more instructively while working with the novice supervisees. Even so, supervisors respond to experienced supervisees as peers, support their autonomy, take a consultative role, and take a more collegial position in the relationship with supervisees (Stoltenberg & McNeill, 2010). The discourses emerged in the group conversation flow are compatible with the previously given literature findings.

Based on the results of all analysis, it can be said that there are also some other discursive tools defined in the focus group. These discursive tools are some language devices or non-verbal gestures which have specific functions. When we look at the interactions throughout the group conversation flow, there are some laughing moments. Laughing can be defined as a tool which can be used for anxiety soothing. Moreover, it can be seen as emotional reactions emerged throughout the group. Laughing moments are generally accompanied with participants' anxiety evoking discourses about transference, violation of the right of privacy, and peer victimization issues. Besides, participants laughed a lot when they were reacting to the new

regulations in a system such as working with two supervisors in the same supervision group. Some of the example extracts can be seen in the analysis part.

The other interesting discursive tool is slips of the tongue moments. In the current study, especially sharing some emotionally burdening experiences resulted in some slip of the tongue. For instance, participant F. used “therapist” instead of “counselee,” “therapist” instead of “supervisor,” and “therapeutic relationship” instead of “supervisory relationship.” She is the most novice one in the focus group and it can be thought that it may provoke her anxiety. Increment in her anxiety level might have resulted in slips of the tongue. Besides, this phenomenon can also be explained with the dilemmatic thoughts and discourses of participants about the role of supervisees or supervisors in the current training system. The participants have some conflicted discourses about their expectations from their supervisees or supervisors. For instance, the participants sometimes reported that supervisors are professionals and so they only could have expectations in this frame of reference. However, they also expressed that they need to be cared or understood by their supervisors in an emotional perspective.

Although there are some general interpretations of the mentioned system and professional identity development of psychotherapist, it should be noted that the results are specific to the current combination of participant group. So, the results can be speculated with a different combination of the participant group such as adding a participant who is an instructor. Instructors have multiple roles in the system, such as being a supervisor, being an instructor, and having an administrative role in the department. In a speculative frame, it can be said that if there is an instructor in the focus group, this could affect the other participants’ communication ways. As can be seen through the discourses of participants, instructor-supervisors are seen as upper-level in the hierarchical system. Moreover, they are attributed an authoritative power. So those attributions may result in some obstacles in group conversation flow in terms of participants’ interactions.

CHAPTER 7

A GENERAL DISCUSSION

The current study is comprised of two interconnected studies which try to examine the professional identity development process through participants' discourses via CDP. By conducting two interconnected studies, it is aimed to examine both individual changes in the developmental process and changes in terms of roles defined in the system. The developmental model suggested by Stoltenberg and McNeill (2010) emphasized the negotiation between dependence and autonomy in supervisory relationship and identified changes in both supervisees' and supervisors' roles. In the current study, these changes that emerged with respect to the roles they have undertaken were examined through participants' discourses.

For trainees, practical courses and supervision process have a significant effect on acquiring psychological counseling abilities while supervision strengthens those abilities (Hill, Stahl, & Roffman, 2007; Sexton, 1998). The professional identity development processes of participants can be observed throughout their supervision training. Admittedly, increasing the number of supervision sessions helps trainees to learn and use each counseling ability more effectively (Authier & Gustafson, 1976; O'Toole, 1979). In the current study, participants supervised in a group supervision model in which a group of, generally same level, supervisees attended in the same supervision session in order to work with a supervisor or supervisors. Working with participants who were supervised in an individual supervision model would limit our data because participants express their experiences based mostly on their interactions with peers, supervisors, or instructors.

The effects of group supervision were emphasized by participants in terms of both advantages, such as peer support, hearing about more patients, and disadvantages, such as time limits for each supervisee or making comparisons between them and their colleagues. In literature, it is claimed that hearing about a lot patients with different features improve the novice trainees' counseling self-efficacy (Bischoff, Barton, Thober, & Hawley, 2002), and this can be enhanced via a group supervision process. Learning from others' experiences which is called as indirect or second-hand learning is defined as the essential advantage of taking group supervision (Zeren & Yılmaz, as cited in Aladağ, 2014; Aladağ & Bektaş, 2009; Bernard & Goodyear, 2014; Carter, Enyedy, Goodyear, Arcinue, & Puri, 2009; Enyedy et al., 2003; Trepal, Bailie, & Leeth, 2010). Besides, Jacobsson et al. (2012) reported that students emphasize the importance of group supervision in terms of providing an opportunity for getting various perspectives of other people. However, it should be noted that the group dynamic and the relations between the supervisees are crucial factors in determining whether the group effect is improving or inhibiting (Carter et al., 2009; Enyedy et al., 2003). As a summary, Milne and Oliver (2000) evaluate the pros and cons of peer and group supervision format. Providing multiple perspectives, stimulating environment, and rehearsal opportunities; hearing about more clients, getting peer support; reducing the need in dependency, and working with more specialized supervisors are defined as advantages of peer supervision format. On the contrary, need for more space, resistance to change in group, overlooked weak trainees, conflicting demands, problems about intimidating, communication problems between supervisees, accreditation problems, and not being able to be supervised individually tailored way are defined as disadvantages of peer supervision format (Milne & Oliver, 2000).

Admittedly, supervision has a critical role in every phase of education process and professional development process of psychological counselors (Bernard & Goodyear, 2014; Borders & Brown, 2005; Rønnestad & Skovholt, 2003). The development of professional identity is defined as a dynamic notion which continues throughout the

training process and even after (Lipovsky, 1988). This perspective precluded me from quantitative and single-time survey data. It is suggested that qualitative research does not aim to verify earlier theories; instead, it aims to enrich the topic (Elliott, Fischer, & Rennie, 1999). The qualitative research method is preferred to understand the process of professional identity development deeply and examine how this process reported in discourses of participants. In particular, the trainees who are training as psychotherapists, supervisees, and supervisors were selected for the study. It is expected to gather more comprehensive data about research topic by observing the interactions between these roles in different participants and same participants in different times.

Moreover, Lipovsky (1988) suggested that the interactions between trainees in different phases is really important. Moreover, open dialogue with supervisor, feeling of security, and containment in supervision sessions are essential factors in personal identity development which is related to professional identity development (Sheikh, Milne, & MavGregor, 2007). Gathering different participants who have undertaken different roles in the same group and observing their interactions allow us to observe participants' ways of experiencing the same processes idiosyncratically. In terms of professional identity, Jacobsson et al. (2012) observed that novice students do not have any psychotherapeutic identity at the beginning of training process. Moreover, they also stated that novice students get new experiences with the help the supervision and develop a professional identity rapidly (Jacobsson et al., 2012).

As mentioned before, professional identity is a gradually developing notion which is constructed throughout the graduate education and gains momentum in supervision training. In order to gather the same level trainees in the same group, supervision groups mostly comprised of cohort trainees. As an exception, a supervision group can be comprised of second-grade master level trainees and volunteer trainees. However, master level and doctoral level trainees always separated from each other while constructing supervision groups. Besides, doctoral-level trainees are closer to become

supervisors. The process of being supervisee and becoming supervisor represents a transition phase, and this phase enhance the psychotherapist trainees' professional identity (Styczynski, as cited in Pelling, 2008). Working with master level and doctoral level trainees, and examining both supervisee and supervisor roles are preferred to reach more comprehensive conclusions. In literature, Riggs and Bretz (2006) work on how relational characteristics of clinical trainees and supervisors influence the supervisory relationship. However, all measures were taken from supervisees, so the participants' perceptions about their supervisor's styles provide one-sided information. In the current study, the individual development process was observed with two time individual interviews and the focus group to handle this type of biased information problem.

In the first study, it was aimed to explore personal development throughout participants' improvements in the training system. Participants were interviewed for the first time when they were about to complete their supervision training as supervisees, and they were interviewed again when they provided supervision for two terms. Besides, the second interviews were conducted after approximately six months later than the completion of participants' supervisor role. By this way, it is aimed to provide enough time to participants for processing their experiences. Similarly, Peacock (2011) stated that interviewing the participants retrospectively, six months or a year after their processes were completed, would provide more time for them to reflect their experiences comprehensively.

In the literature review, it is found that there are not many qualitative or explanatory studies on the professional identity development process of psychotherapists in Turkey. Besides, Aladağ (2014) stated that supervision is used in education system of Turkey; however, there is still not enough information to know whether there is a development or not. It is emphasized that there is need for more exploratory, interpretative, descriptive and comparative studies in order to describe the efficient supervision process (Aladağ, 2014). The current study tries to provide a base for

supervision models in graduate psychology education and suggests some descriptive data about the professional identity development of psychotherapists in Turkey.

The results of the current study provided evidence about the relationship between personal and professional identity development. All participants reported that they could not evaluate their personal identity separate from the professional one since their therapeutic or supervisory abilities are affected by their personal features. Besides, the participants also emphasized the importance of personal features when they were talking about supervisory relationships with their supervisors and peer support which were taken from their colleagues. Similarly, Jacobsson et al. (2012) emphasize the importance of not evaluating personal development separate from professional development. Based on the results of the current study, the administrators may want to concentrate on trainees' personal development as much as their professional development when designing graduate psychotherapy training programs.

Concerning the findings mentioned above, participants also reported the importance of starting on their own psychotherapy process in terms of their training and professional identity development processes. Attending own psychotherapy is reported as the second important factor in professional development compared to clinical applications and supervisions (Rachelson & Clance, 1980). In the current study, all participants, except one who reported that she started her own psychotherapy process after focus group, started their own psychotherapy process and have been continuing averagely two years. Besides, Norcross (2005) stated that psychotherapists' own psychotherapy processes aim to improve professional efficacy of psychotherapist. The researcher also claims this helps psychotherapists to understand themselves deeply by improving the emotional and mental functioning by providing more complete understanding about personal dynamics between therapist and patient or placing the therapists in the role of the client (Norcross et al., 1988). As a result, it can be suggested that graduate psychotherapy trainees should be encouraged to start their

own psychotherapy process in other programs in order to construct more stable and comprehended identity.

Moreover, it can be said that only taking some theoretical education is not enough for trainees in order to construct a professional identity as a psychotherapist. Indeed, the graduate program which aims to raise qualified and competent psychotherapists must contain practical applications and supervision process. Based on the results of the current study, it was recognized that just receiving supervision as supervisees started the process of identity development; however, providing supervision was another significant level for trainees' professional identity. In the second interviews, participants emphasized the effects of being supervisors and new awareness they gathered through experiences as supervisors. In literature, most of the basic research also reported that providing supervision in training process is included in the professional identity development process (Jr. Watkins, 1995c; Rønnestad & Skovholt, 1993; Worthington, 2006). Moreover, supervisors in training confront developmental challenges which help them to accumulate experiences (Jr. Watkins, 1995c; Rønnestad & Skovholt, 1993; Worthington, 2006).

In literature, it is also stated that there is still no culture-specific supervision models which would give information about the professional development process of counseling students (Aladag, Yaka, & Koç, 2014). In the current study, participants stated that they gave importance to the relationships between them and their supervisors, or them and their colleagues. They have explained some relationship patterns, which were called as transference and countertransference issues. So, giving weight to relationship issues and having some "mother, father, or caregiver" attributions to the supervisors can be evaluated in terms of collectivist culture. All the results would provide exploratory information for designing a culture-specific supervision training model for Turkey.

Indeed, the current study as a qualitative one, does not assert to provide very generalizable information. However, the findings would provide a basis for the development of a theory or a frame for further qualitative and/or quantitative research. Although there are some general interpretations about the mentioned system and professional identity development of psychotherapists, the results are specific to the current combination of the participant group. In the current study, novice trainees experienced psychotherapists, and experienced supervisors were interviewed as parts of the supervisory process. However, Styczynski (1980) reported that the supervisory process includes four parties such as clients, supervisees, supervisors in training, and supervisors of supervisors (as cited in Pelling, 2008).

In the current study, the supervisors, who are instructors in the training system, were not included into the participants. The importance of supervisor trainees' supervisors was understood the data gathered especially second individual interviews and focus group after analyzing. Supervisor participants reported that the feedback of their supervisors and the experiences in supervision of supervision meetings are vital for them. So, the results can be speculated with a different combination of participants such as adding a participant who is an instructor. Instructors have some other roles in the system, such as being supervisors of doctoral students or supervisors trainees and having an administrative role in department. In a speculative frame, if there is an instructor in the focus group, this could affect the other participants' ways of communicating. As mentioned through the discourses of participants, instructor supervisors are considered at a higher state in the hierarchical system. So, those attributions could result in some obstacles in participants' interactions. Even so, in future studies, supervisors of supervisors could be included to the participants, and the interactions between afore-mentioned four parties would be examined via focus group interview method.

Lastly, developmental supervision models are seen as comprehensive models; however, they are also criticized in terms of their endpoints. Most of the developmental

models lack information about how supervisors further develop as professional master psychotherapists (Jr. Watkins, 1995b). Unfortunately, the participants in the current study do not include experienced professional psychotherapists. For instance, Wulf and Nelson (2000) worked with experienced clinical psychologists about their experiences in supervision training and the effects of this process on their subsequent professional practice and development process. It was suggested that working with experienced clinical psychologists from a retrospective perspective provide more productive and complementary information about the professional identity development process. From this point of view, it can be suggested to design a longitudinal study in order to comprehend the identity development process as a whole by working with the same participants maybe five years later again. However, it should be kept in mind that the retrospective statements of the participants may have been affected and distorted by time (Peacock, 2011).

In conclusion, this study aims to understand the professional identity development process of psychotherapy trainees by examining their discourses emerged in individual interviews with the researcher and in the focus group. This study suggests some implications for trainees, trainers, and administrators who are parts of graduate psychotherapy training. Besides, this study has some limitations and suggestions for future studies. As a result, it can be concluded that the development of professional identity starts with novice trainee and it continues when they become supervisors. Finally, all this process can be examined through participants' discourses via CDP.

REFERENCES

"

"

Cect."I 0"(" cj kp."F 0*3; ; 2+0'Ru{ej qm{ "kp"Vwtng{0'Ru{ej qm{ "cpf "F gxgnr kpi
" Uqekvku."4*4+."46364780'

"

"

Cj gtp."MOL0*3; ; ; +0Vgp"Vkr u'hqt "Tghrgzkxg"Dtcengvki 0S wckcvkxg"J gcmj "Tgugctej .
" ; *5+."62966330'

"

"

Crcf c ."O 0" *4236+0'Rukmqmlkn' F cp, o cp" G kko kpk" Hctm" F A g{ rgtkpf g" Dkt g{ rg
" Rukmqmlkn' F cp, o c" W{i wco cu," UAr gtxk{ qpwpf c" Mikkni' Qrc{mt0' Gi g
" G kko 'F gti kuk"37*4+."64: 66970F qk<320B4; : 6lqf 0 44390"

"

"

Crcf c ."O 0"('Dgmc .'F 0[0*422; +0Gzco kpkpi "Kpf kxf wcn'Eqwpugrki "Rtcevewo 'kp
" c" Vwtmuj " Wpf gti tcf wcvg" Eqwpugrki " Rtqi tco 0' Gwtcukp" Lqwtprn' qh
" Gf wecvkpcn'Tgugctej ."59."756920'

"

"

Crcf ci ."O 0"[cmc."D0"("Mq± "K0*4236+0'Qr kpkpu"qh'eqwpugrkt"ecpf kf cvgu'tgi ctf kpi
" eqwpugrki "uniku" vckpkpi 0'Gf wecvkpcn' Uekgpegu<"Vj gqt { "("Rtcevewo."36*4+
" : 9; 6: : 80F qk<320B495: lguv 042360B; 7: 0"

"

"

Cmnp."L0'R0"*422: +0Vj g"Cwcej o gpv"U{uvgo "kp"Cf qrguegpeg0'kp"L0'Ecuukf { "("R0'T0
" Uj cxgt" *Gf u0:" J cpf dqm' qh" Cwcej o gpv' Vj gqt { ." Tgugctej ." cpf " Erpkecn
" Cr r nekcvkpu"*Ugeqpf "gf 0'r r 063; 6657+0P gy "[qtm<"Vj g'I vkhqtf "Rtguo'

"

"

Co gtlecp" Ru{ej qm{ kcn' Cuqekvqp0' *p0c+0' CRC" J kvqt { " CRC's Hqwpf kpi
" Y qtrf " Y ct " KK" cpf " Ku" GHgev0' Tgtlgxgf " Lwn{ " 6." 423; ." Itqo
" [j w r u d l y y y Q r c Q t i l c d q w l c r c l c t e j k g u l c r c / j k v q t { "](#)

"

"

Co gtlecp" Ru{ej qm{ kcn' Cuqekvqp0' *p0d+0' Rt qhguukqpcn' j qo gu" qti cpk/ gf " d/ f
" o go dgt u' qh' CRC" Lqkp" cp" CRC" F kxkukp" Vqf c { 0' T gvtlgxgf " Lwn{ " 6." 423; ." Itqo
" [j w r u d l y y y Q r c Q t i l c d q w l f k x k u k p l k p f g z "](#)

"

"

Co gtlecp" Ru{ej qm{ kcn' Cuqekvqp0' *4233+0' O qf gn' cev' hqt" ucvg" nekpuwtg" qh
" r u { e j q m { k u u 0 C o g t l e c p " R u { e j q m { k v : " 88 . " 3 / 3 8 0 ' " "

Co gtlecp "Ru{ej qmji kecn" Cuuqekvqpp0*4239+0' Co gtlecp "Ru{ej qmji kecn" Cuuqekvqpp
" 347" {gctu" Vko gkpg0' Tgtkxgf " Lxq" 6." 423; ." Itqo
" [j wr u1cr r u0r c0qi UcvkeEqpvvko gkpg/cuugvuko gkpgj vo r%](#)

Ctnqpc± "UOC0*4236+0'Ruknqrlkf g"U34 "xg"Cprco "Cprk k'P kgrknugri'F wt w 0' ucpdwn
" Vwtng{ <C {t,pv,'[c{ ,prct,0'

Cvnpqpp."L0'O 0"("J gtkci g."L0*3; ; 6+0'Vtcpuetr v'P qcvkqpp0'k' "L0'O 0' Cvnpqpp"("L0
" J gtkci g"*Gf u0t."Ut wewt gu'qh'Uqekri'Cevekq'Uwf kgu'kp" Eqpxgtucvqpp
" Cpcrfuku"r r 0kz/zxk0'Eco dtki g<Eco dtki i g'Wpkxgtukv' "Rt guu0" "

Cwj lgt."L0"("I wvchuqpp."M0*3; 98+0'Cr r necvqpp"qh'Uwr gtxkugf "cpf "P qpuwr gtxkugf
" O letqeqwpugrki " Rctcf ki o u" kp" y g" Vtckpki " qh' Tgi kvgtgf " cpf " Nlegpugf
" Rtcveken'P wtugu'0' Lqwt pcrn'qh'Eapuwvki " cpf "Erpkecri'Ru{ej qmji {."66*7+."926
" 92; 0'F qk<32025912244/228Z0660'0260"

Dctqp." L0' *4228+0' Ni j vpgt " Y ko gt " cpf " y g" dgi kppki " qh' erpkecri' ru{ej qmji {0
" Tgtkxgf " O c{ " 4: ." 423; ." Itqo
" [j wr u1ly y y 0cu0r gpp0f wlr u{ej lj kvqt { ly ko gtvgz0j vo "](#)

Dgpuij qlh "L0'O 0"("Rckug{ ."R0'Q0*3; ; 8+0'Vj g'Ut wewt gf "Rggt "Eqpuwncvqpp"O qf grlht
" Uej qqr'E qwpugrqtu'0' Lqwt pcrn'qh'E qwpugrki "cpf "F gxrqr o gpv."96."536/53: 0'

Dgppuq."M0'R0"("J qmji c{ ."G0'K0*4227+0'Cej kxkpi "kphwpeg" c"i tqwpgf "y ggt { "qh
" j qy " erpkecri' uwr gtxkugtu" gxcnwg" vckpvgu'0' S wcrkcvkxg" Tgugctej " kp
" Ru{ej qmji {."4."33963620'F qk<3203; 361369: 2: : 927sr 255c0"

Dgpy gm "D0"("Uqnrqg."G0' *4228+0' F kueqwt ug" cpf "k' gpv0'0' Gf kpdwti j <Gf kpdwti j
" Wpkxgtukv' "Rt guu0'

Dgtpctf."L0'O 0"("I qqf { gct."T0'M0' *4236+0' Hwpf co gpvnu'qh'Erpkecri'Uwr gtxkugf
" *7j "gf 0'0'Wpkxgf "Uvcvgu'qh'Co gtlec<Rgctup' Rwdkecvkqpu0'

Dgtpuglp."D0'N0"("Ngeqo r vg."E0*3; 9; +0 Ugrh-Etkks wg"Vgej pls wg"Vtcklpki "kp" c
" Ego r gvpe{-Dcugf " Rtceveo 0' Eqwpugrqt" Gf weckap" cpf " Uwr gt.xkukqp.
" 3; *3+." 8; 6980F qk3202241103778/8; 9: 0; 9; 0d22; 290"

Dkrecp."K0"("Uq{i Åv."I 0*4237+0VÅnk{ gdf g"G kko "UÅgekpf g"Qrnp" xg" F gpg{ ko rk
" Rukmqvter kuvgtkp"O gurgnk'I grk ko "UÅg+rgtk0'Türk Psikiyatri Dergisi, 26*6+
" 46; 64820'

Dkri . "O 0'Eqpf qt."U0"Gf y ctf u."F 0'I cpg."O 0'O kf f rgvqp."F 0"("Tcf rg{."C0*3; :: +0
" Kf gqrqi kecn'F kgo o cu"C"Uqekcn'Ruf ej qrqi {"qh'Gxgt {f c{"Vj kpnki 0'Dtkuqn
" I tgcv'Dtkckp<UCI G'Rwdrecekpu0'

Dkm"L0'O 0' *3; 94+0'Ghgewu"qh'eqwpugrki "uwr gt.xkukqp"o gvj qf" cpf " r tghetgpeg" qp
" go r cvj ke"wpf gtucpf kpi 0'Lqwtpcn'qh'Eqwpugrki "Ruf ej qrqi {. "3; *8+."76467680
" F qk<320259lj 25577: 0"

Dkej qh "T0L0'Dctvqp."O 0'Vj qdgt."L0"("J cy rg{."T0*4224+0Gxgpw"cpf "gzi gtgpegu
" ko r cevki "vj g"f gxgnr o gpv'qh'erkpccn'ugrh"eqphk' gpeg<"C"uwf {"qh"vj g"htuv
" {gct"qh'erkpv'eqpcev0'Lqwtpcn'qh'Octkcn'cpf "Hco kf"Vj gtr{."4: *5+."593
" 5: 40'

Dnej gt."F 0J 0*3; : 5+0Vqy ctf "C"Eqi plkk'g" F gxgnr o gpvcn'Cr r tqcej "v"Eqwpugrki
" Uwr gt.xkukqp0' Vj g" Eqwpugrki " Ruf ej qrqi kw." 33*3+." 496560' F qk<
" 32039912233222: 3332280"

Dqtf gtu."N0' F 0" ("Dtqy p." N0' N0' *4227+0' Vj g" Pgy " J cpf dqqm' qh' Eqwpugrki
" Uwr gt.xkukqp00' cj y cj . 'P L<Ncy tcepg"Grdcwo "Cuqekcvu0"

Dwt±q nw."J 0"(" " tgpkt."D0' *p0' 00' VÅnk{ gdf g"Rukmqmlkpkp" Vctkj ±guk0' T gvtkgxgf
" htqo "[j wr <lwugtu0 gw0gf w0t lhi gpeq| lerpkle| qpglj kuvgt { hctkj egf vo n'](#)

Dwtt."X0*4225+0'Uqekcn'Eqpwt wekqpkwo *4pf "gf 00'Gcu'Uwuuz<Tqwrfg i g0'

Dwt. "X0 *423; +0'Uqekn'Eqputwekpkuo 0'kp" R0'Nko r wqpi " *Gf 0: " J cpf dqm' qh
" Tgugcej " Ogy qf u' kp" J gcnj " Uqekn' Uekpegu" *r r 0' 3396354+0' Uipi cr qtg<
" Ur tkpi gt0' "

Ecpf kcp" Ru{ej qm' kcn' Cuuqekvqp0' *p(f 00' Rtqxpekcn' cpf " Vgttkqt kcn' Nkegpuki
" Tgs wkt go gpu0' Tgtkxgf " Crtkl' 35." 423; ." Itqo
" [j wr u<ly y 0er c0ec ceetgf kcvkp IRVkegpuki tgs wkt go gpwl](#)"

Ecpf kcp" Ru{ej qm' kcn' Cuuqekvqp0' *423; +0'Nkegpwt g" *Tgi wr vqp + " qh' y g' Rtcevkeg
" qh' Ru{ej qm' {0' Tgtkxgf " Crtkl' 6." 423; ." Itqo
" [j wr u<ler c0ec lr tcevkeg lr tcevkegt gi wr vqp l](#)"

Ectvt. "L0'Y 0" Gp{gf { ." M0'E0" I qqf { gct. "T0'M0" Ctekwg. "H0" ("Rwk" P 0'P 0' *422; +0
" Eqpegr v' O cr r kpi " qh' y g" Gxgpw" Uwr gtxkuggu" Hkp" J gr hwl' kp" I tqwr
" Uwr gtxkukqp0' Vtckpki " cpf " Gf wevqp " kp " Rt qhgwakpcn' Ru{ej qm' { ." 5*3+ " 36; 0
" [j wr u<lf qk0ti B20259 k2235878](#)"

Ecugo gpv. "R0' *4236+0' Qp" Ngctplpi " Itqo " y g" Rcvkpv0' Gcu" Uuwgz. " DP < " Tqwrngf i g0
" [j wr u<lf qk0ti B202: 2 1232845230; : 8027; 46; :](#) "

Eqpf qt. "U0' *4228+0' Vgo r qterkv{ " cpf " eqmgevkv{ < " F kxgtukv{ ." j kvqt { " cpf " y g' tj gvqt kcn
" eqputwekvp " qh' pcvkpcn' gpvkvkv{ 0' Dtkkuj " Lqwtpcn' qh' Uqekn' Ru{ej qm' { .
" 67. '87968: 40' [j wr u<lf qk0ti B2047; 1236688827Z: 4563](#)"

Eqvkt. "R0' *4233+0' Pqvku' qh' hation : a critical diuwtukxg' ru{ej qm' { 'r gtur gevkg' qp
" y g' Kug' qh' O cp0' O cuvgtu' Vj guku. " Wpkxgtukv{ " qh' J gnuknk0J gnuknk0"

Ewenk. " L0' T0' *4225+0' Tgeqpkf gt kpi " Tghgz kv{ < " kvqf wekpi " y g" Ecug" hqt
" kvngewcn' Gpvgr tpgwtuj kr 0'S wcrkvkvxg' J gcnj " Tgugcej ." 35*3+ " 358636: 0'

Fcxkgu. "D0" (" J ctt2. " T0' *3; ; 2+0' Rqukvkplpi < " Vj g' F ukwukxg' Rtqf wekvp " qh' Ugrxgu0
" Lqwtpcn' hqt " y g' Vj gqt { " qh' Uqekn' Dgj cxkqwt. " 42*3+ " 656850"

F tgy ."R0*4227+0'Eqpxgtucvqp"Cpcn{uku0'k"MO'NO'Hkej "("T0'G0'Ucpgtu"*Gf u0:
" J c p f d q m ' q h ' r p i w i g " c p f " u q e k n ' k p v g t c e v k p " * r r 0 ' 9 3 6 3 2 4 + 0
" [j w r u < l f q k q t i B 2 0 7 : 8 2 l e j q l e g 6 4 / 7 2 9 ;](#) "

Gf rg{ ." P 0 ' * 4 2 2 3 + 0 ' C p c n { u k p i " O c u e w i k p k v { < ' k p v g t r t g v c v x g " T g r g t v k t g u . " K g q m i k e c n
" F k r g o o c u " c p f " U w d l g e v ' R q u k k q p u 0 ' k p " O 0 ' Y g y g t g m " U 0 ' V c { m t . " (" U 0 ' L 0 ' [c v g u
" * G f u 0 : " F k e q w t u g " c u " F c v " C " i w f g " h q t " C p c n { u k i " * r r 0 ' 3 : ; 6 4 4 : + 0 ' N q p f q p . " W M <
" U C I G ' R w d r i e c v k p u ' k p " c u u q e k c v k p " y k j " V j g ' Q r g p " W p k x g t u k v { 0 '
" "
" "

Gf rg{ ." P 0 " (" Y g y g t g m " O 0 ' * 4 2 2 3 + 0 ' I g m { m ' c p f " J { f g < ' O g p a u " E q p u t w e v k p " q p
" H g o k p k u o " c p f " H g o k p k u o 0 ' H g o k p k u o " (" R u { e j q m i { . " 3 3 * 6 + . " 6 5 ; 6 6 7 9 0
" j w r u < l f q k q t i B 2 0 8 3 9 9 1 2 3 6 8 3 8 9 4 ; ; 2 4 7 2 2 8 2 2 8 "

G r k q w . " T 0 " H k e j g t . " E 0 ' V 0 " (" T g p p k g . " F 0 ' N 0 ' * 3 ; ; ; + 0 ' G x q r k k p i " i w k g r k p g u " h q t
" r w d r i e c v k p " q h ' s w e r k e v k x g " t g u g c t e j " u w f l g u " k p " r u { e j q m i { " c p f " t g r e v g f " h g r f u 0
" D t k k a j " L q w t p c n ' q h ' E r k p k e c n ' R u f e j q m i { . " 5 : * 5 + . " 4 3 7 6 4 4 ; 0
" [j w r u < l f q k q t i B 2 0 8 5 6 : 1 2 3 6 6 8 8 7 ; ; 3 8 4 9 : 4](#) "
" "
" "

G p { g f { . " M 0 ' E 0 " C t e l p w g . " H 0 " R w t k " P 0 ' P 0 " E c t v g t . " L 0 ' Y 0 " I q q f { g c t . " T 0 ' M 0 " (
" I g v { g m c p . " O 0 ' C 0 ' * 4 2 2 5 + 0 ' J k p f g t k p i " R j g p q o g p c " k p " I t q w r " U w r g t x k u k q p <
" K o r n e c v k p u " h q t " R t c e v k e g 0 ' R t q l g u u k a p c n ' R u f e j q m i { < " T g u g c t e j " c p f " R t c e v k e g .
" 5 6 * 5 + . " 5 3 4 6 5 3 9 0 " [j w r u < l f q k q t i B 2 0 8 2 5 9 1 2 9 5 7 / 9 2 4 : 6 6 6 6 3 4](#) "
" "
" "

G t k m a p . " G 0 ' J 0 * 3 ; 8 : + 0 ' K g p v k v { [q w j " c p f " E t k u k u 0 ' P g y " [q t m W U C < " Y 0 ' Y 0 ' P q t v q p " (
" E q o r c p { 0 '
" "
" "

H k p r { . " N 0 * 4 2 2 : + 0 ' C " F c p e g " D g w y g g p " v j g " T g f w e v k p " c p f " T g h g z k k v { < " G z r n e c v k p i " v j g
" R j g p q o g p q m i k e c n " R u { e j q m i k e c n " C w k f w f g 0 ' L q w t p c n ' q h ' R j g p q o g p q m i k e c n
" R u f e j q m i { . " 5 ; . " 3 6 5 4 0 " [j w r u < l f q k q t i B 2 0 8 3 8 5 1 3 7 8 ; 3 8 4 2 : Z 5 3 3 8 2 3](#) "
" "
" "

H k e j g t . " E 0 ' V 0 * 4 2 2 ; + 0 ' D t c e n g v k p i " k p " s w e r k e v k x g " t g u g c t e j < " E q p e g r w e n ' c p f " r t c e v k e c n
" o c w g t u 0 " R u f e j q y g t c r { " T g u g c t e j . " 3 ; * 6 6 7 + . " 7 : 5 6 7 ; 2 0
" [j w r u < l f q k q t i B 2 0 8 2 : 2 1 3 2 7 2 5 5 2 ; 4 9 ; : 5 9 7](#) "
" "
" "

Hqwecwɔ. " O 0' *3; 94c+0' Vj g" Ctej gqri { " qh' Mpqy rgi g" cpf " Vj g" Fkueqwtug" qp
" Ncpi wci g0*" O 0U0" Uo kj ." Vtcpu0' P gy " [qtm" P [< Rcpjy gqp" Dqqm0
" *Qtki kpcn'y qtn' wdrkuj gf "3; 8; +0"
"
"

Hqwecwɔ. " O 0' *3; 94d+0' Rqy gt Mpqy rgi g< Ugrgevgf " Kpvt.xkgy u" (" Qvj gt " Y tkkpi u
" 3; 94/3; 99" *E0' I qtf qp." Gf 0' E0' I qtf qp." N0' O ctuj cm" L0' O grj co ." (" M0
" Uqr gt." Vtcpu0' P gy " [qtm" P [< Rcpjy gqp" Dqqm0
"
"

Htqj . " U0' Rj qgpz. " C0" (" Rwo cp. " T0' *4225+0' Vcnkpi " c" uvcpf < Wukpi " r u{ ej qpcn{ uku
" vq" gzi rgtg" yj g" r qukkpki " qh' uwdlgev" kp" f kueqwtug0' Dtkkuj " Lqwtpcn' qh' Uqekn
" Ru{ ej qri { . " 64. " 5; 6750'
"
"

I gctkpi . " T0' G0' *4226+0' Dtcengvki " kp" Tgugctej < C" V{ r qmi { 0' S wcnkxkxg" J gcnj
" Tgugctej . " 36*32+ " 364; 636740" [j wr u<lf qkQti B208399 B26; 9545264925; 6](#)
"
"

I krdgtv. " I 0' P0" (" O wnc{ . " O 0' *3; ; 9+0' Qr gplki " Rcdora's Dqz" C" uqekqri kcn
" analysis of scientists' discourse0'Eco dtkf i g< Eco dtkf i g< Wpkxgtuk{ " Rt guu0'
"
"

I krdgtv. " O 0' E0" (" Gxcpu. " M0' *4222+0' Ru{ ej qvj gter { " uwr gtxkukqp < Cp" kpygi tcvkg
" tgrvqpcn' cr r tqcej " vq" r u{ ej qvj gter { " uwr gtxkukqp" *R0' J cy nkpu" (" T0' Uj qj gv.
" Gf u0' Rj kcf gr j kc < Qr gp" Wpkxgtuk{ " Rt guu0'
"
"

I qif . " L0' *4227+0' Cpzkgv{ . " eqphrev. " cpf " tgukvpcpeg" kp" ngctkpi " cp" kpygi tcvkg
" r gtur gevkg" qp" r u{ ej qvj gter { 0' Lqwtpcn' qh' Ru{ ej qvj gter { " Kpvi tcvqp. " 37*6+
" 59665: 50" [j wr u<lf qkQti B208259 B275/269; 08706096](#)
"
"

I tco uek " C0' *3; ; ; +0' Ugrgevkpu' Itgo 'yj g' Rtkuqp' Pqvxdqqm" *S 0' J qctg" (" I 0' P 0' Uo kj .
" Gf u0' S 0' J qctg" (" I 0' P 0' Uo kj ." Vtcpu0' Nqpf qp < Gged Dqqn0' *Qtki kpcn'y qtm
" r wdrkuj gf "3; 93+ " [j wr u<lf qkQti B204529 169; : 66](#)
"
"

J ctt2. " T0' *3; ; ; +0' Vj g" Upi wct " Ugrh< Cp" Kpvt qf wvkkp" vq" yj g" Ru{ ej qri { " qh
" Rgtuqj qqf 0' Nqpf qp. " WM< UCI G' Rwdrkecvkpu0'
"
"

J ctt2. " T0" (" I kngw. " I 0' *3; ; ; 6+0' Vj g" Fukewt ukxg" O kpf 0' Ecrkhtpkc. " WUC < UCI G
" Rwdrkecvkpu0'
"

J cttg."T0" ("Nepi gpj qxg."N0'Xcp0*3; ; ; +0'Rqulkkpłpi "Vheory : Moral Contexts of
" *Kpvtpcvkqpcn/Cevkqp0Qzhqtf.*"QZ<Drceny gml'Rwdrkuj gtu'Nvf 0"

J gcmj "cpf "Ectg"Rtqhgaukqpu"Eqwpek0*4237+0'Ucpcf ctf u"qh"Rtqhkēkpe { "Rtcevkqpgt
" ru{ej qmī kuu0' Tgtkxgf " htqo " [j wr <ly y y Ń er e](#)
" xwnŃti li mdcrcuuguvult guqwtēgulucpf ctf u/qh/r tqhkēkpe { ō r tcevkqpgt
" ru{ej qmī kuu0 f h"

J gr r pgt." R0' R0" (" Tqgj mg." J 0' L0' *3; : 6+0' F hgtgpegu" co qpi " Uwr gtxkuggu" cv
" F hgtgpv' Ngxgru" qh" Vtckłpi < K r rēckvqpu" hqt " c" F gxgru o gpvcn' O qf gr' qh
" Uwr gtxkukqp0' Lqwtpcn' qh" Eqwpugłpi " Ru{ej qmī {." 53*3+." 98Ń; 20
" [j wr u<lf qkŃti B2Ń259Ń244/2389Ń3ŃŃ8](#)"

J gtkci g."L0*3; : : +0'Gzr rēckvqpu'cu"ceeqwpu<c"eqpxgtucvkqp"cpncł vē"r gtur gevkgŃk
" E0Cpvcnk*Gf 0+."Cpcrłukpi 'Gxgt { f c { 'Gzr rēckvqpu<'C'Ecugdqqm'qh' O gjv qf u
" *r r 03496366+0'Nqpf qp."WM'UCI G'Rwdrēckvqpu0"

J km" E0' G0" Uēj n" L0" (" Tqłho cp." O 0' *4229+0' Vtckłpi " P qxkēg" Ru{ej qj gter ku<
" J gr łpi " Unkm" cpf " Dg{ qpf 0' Ru{ej qj gter {< Vj ggt {." Tgugctej." Rtcvkēg.
" Vtckłpi . '66*6+."58665920j wr u<lf qkŃti B2Ń259Ń255/5426Ń6ŃŃ86"

J km cp."U0N0'O eRj gtuqp."T0J 0'Uy cpm'R0T0" ("L0'Y cvnkpu."E0G0*3; ; ; +0'Hwtj gt
" Xcrkēvkqp" qh" vj g" Ru{ej qj gter { " Uwr gtxkuqt" F gxgru o gpv' Uēcrg0' Vj g
" *Erkpkēcn'Uwr gtxkuqt.*"39*3+."396540j wr u<lf qkŃti [B2Ń522Ń223x39p23](#)"

J qi cp." T0' C0' *3; 86+0' Kuwgu" cpf " Cr r tqcej gu" łp" Uwr gtxkukqp0' Ru{ej qj gter {<
" Vj ggt {."Tgugctej { 'Rtcvkēg."3*5+."35; 63630"

J qmīy c{." G0' N0' *3; : 6+0' Qweqo g" Gxcnēvkqp" łp" Uwr gtxkukqp" Tgugctej 0' Vj g
" *Eqwpugłpi 'Ru{ej qmī ku.*"34*6+."38963960"

Kf kpc"Uēvg"Ru{ej qmī { "Dqctf 0' *4236+0' C" eqo r kēvkqp" qh" vj g" Kf kpc" Eqf g" cpf
" Kf kpc' Cf o kpkntēvkxg' Eqf gŃkfk cpcr qrkŃ0"

Lceqduuqp."I 0"Nkpf i tgp."V0G0"("J cw:"U0*4234+0Tkgu"qh'r cuuci g<P qxkeg"uwf gpvø
" gzr gtlkpegu" qh" dgeqo kpi " r u{ej qyj gtr kv0' Pqtfke" Ru{ej qyqi {." 86." r r 0
" 3; 464240j [wr u<1f qkQti B20B2: 2 B; 23449804234053535"](#)
"
"

Lghgtuqp."I 0*4226+0I nquct {"qh"vcpuetkr v'u{o dqu"y kj "cp"kvqf wexkp0'k"I 0J 0
" Ngtpgt"*Gf 0+."Eqpxgt uc vkqp"Cpcrn'uku<'Uwf kgu"lt qo "vj g"lkt w'i gpgt cvkqp"*r r 0
" 35653+0Co uvgtf co <Lqj p"Dgplco kpu'Rwdnkuj kpi 'Eqo r cp{0'
"
"

lt0' Y cvnkpu." E0' G0' *3; ; 2+0' F gxgnr o gpv' qh' yj g" Ru{ej qyj gtr {" Uwr gtxluqt0
" Ru{ej qyj gtr {"49*6+."77567820j [wr u<1f qkQti B20B3; 41dlr 03406: 50433/c"](#)
"
"

lt0'Y cvnkpu."E0'G0'*3; ; 5+0'F gxgnr o gpv'qh'yj g"Ru{ej qyj gtr {"Uwr gtxluqt<'Eqpegr u.
" Cuwo r vkpu." cpf " J {r qyj gugu" qh' yj g" Uwr gtxluqt" Eqo r rnzkv{ " O qf gr0
" Co gtkecp"Lqwtpcn'qh'Ru{ej qyj gtr {"69*3+."7: 6960'
"
"

lt0'Y cvnkpu."E0'G0'*3; ; 6+0'Vj g"Uwr gtxluqt"qh"Ru{ej qyj gtr {"Uwr gtxluqt"Vtckpggu0
" Co gtkecp"Lqwtpcn'qh'Ru{ej qyj gtr {"6: *5+."63966530'
"
"

lt0' Y cvnkpu." E0' G0' *3; ; 7c+0' Ru{ej qyj gtr {" Uwr gtxluqt" kp" yj g" 3; ; 2u<' Uqo g
" Qdugtxcvkpu" cpf " Tghgekqpu0' Co gtkecp" Lqwtpcn'qh' Ru{ej qyj gtr {"6; *6+
" 78: 67: 30'
"
"

lt0' Y cvnkpu." E0' G0' *3; ; 7d+0' Ru{ej qyj gtr {" uwr gtxluqt" cpf " uwr gtxlugg<
" F gxgnr o gpvcr' o qf gnu" cpf "tgugctej " plpg" {gctu" r vgt0' Erpkecn' Ru{ej qyqi {
" Tgxkyg ."37*9+."86968: 20j [wr u<1f qkQti B20B23812494/957: *; 7+2225: /S "](#)
"
"

lt0'Y cvnkpu."E0'G0'*3; ; 7e+0'Tgugctej kpi "Ru{ej qyj gtr {"Uwr gtxluqt" F gxgnr o gpv<
" Hqwt'Mg{ 'Eqpukf gtcvkpu0'Vj g'Erpkecn'Uwr gtxluqt."35*4+."333633: 0'
"
"

lt0' Y cvnkpu." E0' G0' *3; ; 9+0' Vj g" kghgevkxg" Ru{ej qyj gtr {" Uwr gtxluqt<' Uqo g
" Tghgekqpu"cdqw"Dcf "Dgj cxkqtu."Rqqt"Rtqegu." cpf "Qhgpukxg"Qweqo gu0
" Vj g" Erpkecn' Uwr gtxluqt." 38*3+." 38563: 20
" [j wr u<1f qkQti B20B52211223x38p23"](#)
"
"

It0'Y cwnku."E0'G0"("O kpg."F 0'N0"*4236+0'Vj g"Y krgf "Kvgtpcvkqpcn'J cpf dqqm'qh
" Erpklecn'Uwr gtxkukqp0'Y guv'Uwuugz<'Y krgf "Drceny gn0"

It0'Y cwnku."E0'G0"("Y cpi ."E0F 0"*4236+0'Qp"vj g"Gf wecvkqp"qh'Erpklecn'Uwr gtxkukqp0
" Kp'E0'G0"Y cwnku"("L0F 0'N0O kpg"*Gf u0'0'Vj g"Y krgf "Kvgtpcvkqpcn'J cpf dqqm
" qh'Erpklecn'Uwr gtxkukqp"*r r 0'3996425+0' Y guv'Uwuugz<'Lqj p" Y krgf " (Uqpu0'

Mc ,vz,dc ,."¥ 0'*3; ; 6+0'Ru{ej qnqi { "kp"Vwtng{0'Kvgtpcvkqpcn'Lqwtpcn'qh'Ru{ej qnqi {.
" 4; *8+.'94; 695: 0'

Mrgkp."T0J 0'Dgtpctf."J 0'U0"("Uej gto gt."X0'N0"*4233+0'Kvgtqf wevkqp0'Kp'T0J 0'Mrgkp.
" J 0'U0'Dgtpctf."("X0'N0'Uej gto gt"*Gf u0:"Qp'Dgeqo kpi "c'Ru{ej qvjt crkn'Vj g
" Rgtuqpcn'cpf "Rt qhgukqpcn' Lqwtpgf" *r r 0' 564: +0' P gy " [qtm" P [<' Qzhqtf
" Wpkxgtukv{ " Rtguu0'

Mq±." 0' *4235+0' Kişiler Arası Süreci Hatırlama"Tekniğine Dayalı Süpervizyonun
" Psikolojik Danışman Adaylarının Puknırlkn'Danışma Becerilerine, Özyeterlik
" ve Kaygı Düzeylerip'Gmkul"*F qevqtcn'F kuugtvcvkqp."Gi g" Wpkxgtukv{ +0
" [j wr u<lf qkQti B20238 lQpu042250; 036"](#)

Nctuqp."N0' O 0' *3; ; : +0' Vj g"Uqekcn'Eqi pklxg"O qf gn'qh'Eqwpugmqt" Vtcklpi 0' Vj g
" Eqwpugrkpi 'Ru{ej qnqi kn:"48*4+"43; 64950'

Nkr qxum{ ." L0' C0' *3; ; : +0' Kvgtpuj kr " [gct" kp" Erpklecn' Ru{ej qnqi { " Vtcklpi " cu" c
" Rtqhgukqpcn' Cf qnguegpeg0'Rt qhgukqpcn'Ru{ej qnqi { <'Tgugctej "cpf "Rtcevkeg.
" 3; *8+."828682: 0' [j wr u<lf qkQti B20259 lj 22; 49: 5"](#)

Nqi cpdkm"E0'J ctf { ."G0"("F gny qt vj ."W0'*3; ; 4+0'Uwr gtxkukqp<'C"Eqpegr wcn'O qf gn0
" Vj g'Eqwpugrkpi 'Ru{ej qnqi kn:"32*3+"56640'

O kpg."F 0'*4229+0'Cp"go r tlecn'f ghpkkqp"qh'erklecn'uwr gtxkukqp0'Dt kkiij "Lqwtpcn'qh
" Erpklecn' Ru{ej qnqi { ." 68." 65966690
" [j wr u<lf qkQti B20256: 1236688729Z3; 9637"](#)

O kpg."F 0"("Qrxgt."X0*4222+0Hgzldng"hgto cw"qh'erkplecn'Uwr gtxkukqp<F guetkr vkp.
" gxcnvcvkp"cpf "ko r rgo gpvcvkp0Lqwtpcn'qh'O gpwn'J genj ."; *5+."4; 365260'

O queqxlek "U0 *3; : 4+0'Vj g"Eqo kpi "Gtc"qh"Trtgugpvcvkpu0'k"l0"R0'Eqf qn'("l0
" RNg{gpu"*Gf u0:"Eqi pkxg"Cpcn'uku"qh"Uqekcn'Dgj cxkqt<Rtqeggf kpi u"qh'vj g
" P CVQ" Cf xcpgef "Uwf {" kpukwg" qp" ðVj g" eqi pkxg" cpcn'uku" qh" Uqekq/
" Ru{ej qm i kecn'Rtqeguugö."Ckz/gp/Rtqxgpeg."Hcpeg."Lwn{"34/53."3; : 3"*r r 0
" 3376372+0j [wr u<lf qkQti B202291; 9: /; 6/22;/9834/4](#)"
"
"

O queqxlek "U0 *3; : 6+0'Vj g"rj gpqo gpq"qh"Uqekcn"Trtgugpvcvkpu0'k"t0'Hctt"("U0
" O queqxlek' *Gf u0:" Uqekcn' Tgrtgugpvcvkpu" *r r 0' 5692+0' Eco dtkf i g<
" Eco dtkf i g'Wpkxgtukv{ 'Rtguu0'
"
"

O qwhg."E0 *3; ; 4+0'Hgo kpuo ."Ekk gpui kr "cpf "Tcf kecn'F go qetcvk"Rqrxkcu0'k"l0
" Dwrngt"("l0'Y 0'Ueqw"*Gf u0:"Hgo kpknu'Vj gqtk'g"vj g'Rqrxkecn"*r r 0'58; 65: 6+0
" [j wr u<lf qkQti B205461; 9: 2425945; ; ; "](#)
"
"

O wj cm"C0"O c{."C0'Ng."("Crgzcpf gt."E0 *3; ; ; +0'Dtkf i kpi "vj g"tgugctej /r tcevk
" i cr <C'tghgevkxg"ceeqpvp'qh'tgugctej 'y qtn0'P V'Tgugctej ."6*4+."33; 63520'
"
"

P gnqp."O 0'N0'*4236+0'Wukpi "vj g"O clqt"Hgto cw"qh'Erkplecn'Uwr gtxkukqp0'k"E0'G0
" Y cmlpu'("l0'F 0'N0'0 kpg."*Gf u0'Vj g" Y kg{" kvgtpcvkpcn' J cpf dqqm
" qh'Erkplecn'Uwr gtxkukqp"*r r 0'52: 654: +0'Y guv'Uwugz<Lqj p"Y kg{" ("Uqpu0'
"
"

P qtetquu."l0'E0'*4227+0'Vj g"Ru{ej qvj gtrc kva"Qy p"Ru{ej qvj gtrc {<Gf wecvkpi "cpf
" F gxgmr kpi 'Ru{ej qm i kuu0'Co gtkecp'Ruf ej qm i ku:'82*+."626: 720'
"
"

P qtetquu."l0'E0"Utcwuugt/Mk vrcpf."F 0"("O kuuct."E0'F 0 *3; : : +0'Vj g"r tqeguugu"cpf
" qweqo gu" qh' r u{ej qvj gtrc kva' r gtuqpcn' vtgcw gpv' gZR gtlgpegu0
" Rufej qvj gtrc{.'47*3+.'586650j [wr u<lf qkQti B202591j 22: 7543](#)"
"
"

Q0Vqrg." Y 0' O 0' *3; 9; +0' Ghgeu" qh' Rtcevk" cpf " Uqo g" O gjv qf qm i kecn
" Eqpukf gtcvkpu" k" Vtcklpi " Eqwpugrki " kvgtxlgy kpi " Unku0' Lqwtpcn' qh
" Eqwpugrki " Rufej qm i {." 48*7+." 63; 66480' [j wr u<lf qkQti B2025912244](#)
" 2389048063; "
"
"

.. i tgp." O 0N0" (" Dqqmuj kwu." U0'D0" *4236+0' F gxgnr kpi " Wpf gtucpf kpi " k" Erpkecn
" Uwr gtxkukqp0' k" E0' G0' Y cmlpu" (" Lt0' F0' N0' O kpg" *Gf u0:" Vj g" Y kgl
" Kvgtpcvkqpcn' J cpf dqm' qh' Erpkecn' Uwr gtxkukqp" *r r0' 5646585+0' Y guv
" Uuugz<Lqj p"Y krg{" "Uqpu0'
"
"

.. i tgp." O 0N0" Dqqmuj kwu." U0'D0" (" Uwpf kpi." G0'E0" *4236+0'Ej cmepi gu" cpf " Rqukdkrkgu
" k" I tqwr "Uwr gtxkukqp0' k" E0'G0'Y cmlpu" (" Lt0'F 0'N0'O kpg" *Gf u0:" Vj g" Y kgl
" Kvgtpcvkqpcn' J cpf dqm' qh' Erpkecn' Uwr gtxkukqp" *r r0' 86: 688; +0' Y guv
" Uuugz<Lqj p"Y krg{" "Uqpu0'
"
"

.. i tgp." O 0N0" (" Uwpf kpi." G0' E0' *4228+0' Gzr gtlkpegu" qh' vj g" I tqwr " Hqto cv' kpi
" Ru{ej qvj gter {" Uwr gtxkukqp0' Vj g" Erpkecn' Uwr gtxkukqp." 47*34+:" 8; 6: 40
" [i wr u<1f qlqti B208522 II223x47p23a28](http://www.11f.klqti.B208522.II223x47p23a28)
"
"

Qtrkpmf." F0'G0" Dqvto cpu." L0'H0" Tappgucf." O0'J 0" (" Vj g" URT" Eqmddqtcvkg
" Tgugctej " P gvy qtn0' *4223+0' Vqy ctf " cp" Go tr kcm{" I tqwpf gf " O qf gr' qh
" Rue{j qvj gter {" Vtclpkpi <Hqwt" Vj qwucpf " Vj gter kuu" Tcvg" Khlwqpegu" qp" Vj gk
" F gxgnr o gp0' Cwmt crkcp' Rue{j qvqi kuu. '58*4+:" 35; 636: 0'
"
"

Qtrkpmf." F0'G0" Tappgucf." O0'J 0" I gtlp." R0'F cxku." L0'F 0" Co dAj n" J 0'F cxku." O0'N0
" 'i " Uej t3/4 gt." VOC0" *4227+0' Vj g" F gxgnr o gpv' qh' Ru{ej qvj gter kuu0' k" F0' G0
" Qtrkpmf." O0' J 0' Tappgucf." (" Eqmddqtcvkg" Tgugctej " P gvy qtn' qh' vj g
" Uqekgv{" hqt" Ru{ej qvqi kecn' Tgugctej " *Gf u0:" J qy " ru{ej qvj gter kuu" f gxgnr <
" 'i wj {" qh' Vj gter gwke" Y qtn' cpf " Rt qhgukqpcn' I tqy vj " *r r0' 5635+0' Y cuj kvqp
" F E<Co gtlkcp" Ru{ej qvqi kecn' Cuuqekcvkqp0'
"
"

Rctngt." K0' *3; ; 4+0' F kueqwt ug" f { pco leu<Et kkecn' Cpcnf uku" hqt " Uqekcn' cpf " Kpf kklf wcn
" Ru{ej qvqi { 0Nqpf qp<Tqwrngf i g0'
"
"

Rctngt." K0' *4237+0' Et kkecn' F kuent ukxg" Ru{ej qvqi {" *4pf " gf 00' WM' Rcn' tcxg
" O ceo kmcp0'
"
"

Retuqpu." T0'F 0" (" \ j cpi ." P 0" *4236+0' Dgego kpi " c " Unkrngf " Eqwpugrqt 0' Wpkgf " Uvcvgu
" qh' Co gtlkcp<UCI G' Rwdrkecvkqp0'
"
"

Rcuugt." O O' Y 0" (" Uo kj ." T0' G0' *422: +0' Ru{ej qmji { <' Vj g" Uekpeg" qh' O kpf " cpf
" Dgi cxxqt *6' "gf 00P gy "I qtm' O eI tcy J kn0'
"

Rgceqem'G0*4233+0'Qp'dgeqo kpi 'c' uwr gt xkuqt <'cp'cpvkekr cvgf " vtcpuksqp" hqt
" vtckpgg'erpkecn'ruf ej qmji km0'F qevqtcn' F kuugt cvkqp+0' Ecpvgtdwt { <
" Ecpvgtdwt { 'Ej tkv'Ej wtej "Wpkxgtuk'0'
"

Rgmkipi ." P 0' *422: +0' Vj g" tgrcvkqpuj kr " qh' uwr gt xkuqt { " gzi gtlkpeg." eqwpugnpi
" gzi gtlkpeg." cpf "vtckkpi "kp"uwr gt xkuqt "vq"uwr gt xkuqt { "kf gpvk' "f gxgnr o gpv0
" k'vgt pc vkpcn' Lqwt pcn' hqt " vj g" Cf xcpego gpv' qh' Eqwpugnpi ." 52." 457646: 0
" [j vr u4lf qkqti 1320229132669/22: /; 282/4"](#)
"

Rqwtg." I0' *4232+0' Eqpvgo r tct { " fulewtuk'g" ru{ej qmji { <' ,uuvgu." r tqur gewu." cpf
" eqteqtcpau" cy ny ctf " qpvmji { 0' Dt kkuj " Lqwt pcn' qh' Uekcn' Ru{ej qmji { ." 6; .
" 879689: 0'
"

Rqwtg." I0" (" O wmc { . " O 0' *3; : 7+0' Uekgpvkuu0' kvgt xky " cm' kvgt xky u'cu'c" vgej pls wg
" hqt "tgxgcni " r ctvkekr cpv0' kvgt r tcevkcu0' kv " O 0' Dt gppgt. " I0' Dt qy p.
" (" F 0' Ecpvt *Gf u0: " Vj g' Tgugctej " kvgt xky <' wugu' cpf " Cr rt qcej gu" *r 0' 469/
" 493+0' Nqpf qp <' Cef go ke " Rt guu0'
"

Rqwtg." I0" (" Tglej gt." U0' *3; : 9+0' F kueqwtugu" qh' eqo o wkv' " cpf " eqphkv <' Vj g
" qti cpk cvkqp" q" uqekcn' ecvgi qtkgu" kp" ceeqwpv" qh' ot kv0' " Dt kkuj " Lqwt pcn' qh
" Uekcn' Ru{ej qmji { ." 48." 476620'
"

Rqwtg." I0" (" Y gyj gtgm" O 0' *3; : 9+0' F kueqwtugu" cpf " Uekcn' Ru{ej qmji { <' Dg{ qpf
" Cwkwf gu' cpf " Dgi cxxqt 0' Nqpf qp. " WM' UCI G' Rwdnec vkpu0'
"

Ru{ej qmji { " Dqctf " qh' Cwutcrk0' *p0' 00' Vtckkpi " r cyj y c { u' vq" i gpgtcn' tgi kvtcvkp0
" Tgtkxgf " Cr tki' 35." 423; ." Itqo
" [j vr u4ly y 0 u{ej qmji { dqctf 0 qx0wlf qewo gpwlf ghcw0ur zAteqtf ? Y](#)
" 38' 4H42859(f dkf ? CR(ej mwo ? Qgzi np9tv43\ Vc3f dN' 4HP C' 5F " "
"

Ru{ej qmji { " Dqctf " qh' Cwutcrk0' *4233+0' Ru{ej qmji { " Dqctf " qh' Cwutcrk0' Ctgc" qh
" r tcevk'g" gpf qtugo gpv" tgi kvtcvkp" ucpcf ctf 0' Tgtkxgf " Hgdwtct { " 6." 423; .
" Itqo

"

"

Täppgucf." O 0' J 0" (" Unqj qm." V0' O 0' *3; ; 5+0' Uwr gtxkukqp" qh" Dgi kppkpi " cpf
 " Cfxcepgf "I tcf wevg"Uwf gpw"qh"Eqwpugrkpi "cpf "Ru{ej qvj gtr {0'Lqwtpcn'qh
 " Eqwpugrkpi "cpf "F gxgruro gpv."93."5; 866270

"

"

Täppgucf." O 0' J 0" (" Unqj qm." V0' O 0' *4225+0' Vj g" Lqwtpg{ "qh" vj g" Eqwpugrqt" cpf
 " Vj gtrc kv< Tgugctej " Hkpf kpi u" cpf " Rgtur gevkgu" qp" Rtqhgukqpcn
 " Fgxgruro gpv0' Lqwtpcn' qh' Ectggt" Fgxgruro gpv." 52*3+." 76660
 " f qk32032451C-324739572: 2: 3"

"

"

Ucem." J 0' *3; ; 6+0' P qvgu" qp" o gy qf qmji {0' k" L0' O 0' C vnkpuqp" (" L0' J gtkci g" *Gf u0:
 " Utwevt gu" qh' Uqekn' Cevkqp" *r r 0' 43649+0' Eco dtkf i g< Eco dtkf i g" Wpkxgtukf
 " Rtguu0f qk320323 ledq; 9: 2733887: 8: ""

"

"

Ueckg." L0' *4223+0' Uwr gtxkukqp" kp" vj g" O gpvcn' J gcnth Professions A practitioner's
 " i wlf g0' Gcuv' Uwuuz. " DP <Dt wppgt/ " Tqwwgf i g0f qk32065461; 9: 2425582; 630

"

"

Ugzvqp." V0' N0' *3; ; : +0' T geqpust wekpi " Eqwpugrqt" Gf wecvkqp< Uwr gtxkukqp." Vgcej kpi .
 " cpf " Erkplecn' Vtckkpi " Tgxkukgf 0' Eqwpugrqt" Gf wecvkqp" cpf " Uwr gtxkukqp.
 " 5: *3+." 4670F qk32032241103778/8; 9: 0; ; : 0d227740"

"

"

Uj cr ktq." O 0' L0' *3; ; 4+0' T gcf kpi " vj g" Rquwo qf gtp" Rqrkvecn' Vj ggt { " cu" Rquwo qf gtp
 " Vgzwcn' Rtcevkeg" Rqrk{ 0' O kpgcr qrku." O P < Wpkxgtukf { " qh' O kpgcr qrku" Rtguu
 " F qk3207: 62 lkvuwf r j kb; ; 64837; "

"

"

Uj gknj." C0' K0' O kpg." F 0' N0" (" O cxI tgi qt." D0' X0' *4229+0' C" o qf gn' qh' r gtuqpcn
 " r tqhgukqpcn' f gxgruro gpv' kp" vj g" u{ ugo cve" vtckkpi " qh' erkplecn' r u{ ej qmji kuw0
 " Erkplecn' Ru{ej qmji { " cpf " Ru{ej qvj gtr { ." 36." 49: 64: 90
 " F qk32032241err 0762"

"

"

Uperck." U0' N0' *4229+0' Dcen' kp" vj g" o ktqtgf " tqgo < vj g" gpf wkpi " tgrxcpeg" qh
 " f kwetukg" rtcevkeg0' Lqwtpcn' qh' Hco kv" Vj gtr { ." 4; ." 369638: 0' F qk<
 " 3203331103689/8649042290259: 0"

"

"

Unqj qm:"V0'O 0"("Tqppgucf."O 0'J 0'*3; ; 4+0'Vj go gu"lp"Vj gtr kuv"cpf"Eqwpugrt
" F gxgr o gpv0'Lqwtpcn'qh'Eqwpugrtpi "("F gxgr o gpv:"92*6+:"72767370'F qk<
" 3202241108778/88980; ; 40d238680z"

Ugxgpu."R0"("J ctr gt."F 0' L0' *4229+0' Rtqhgukqpcn' ceeqwpv" qh' grgevtqeqpxwukxg
" vj gtr {<"f kueqwtug"pcn{uku0'Uqekn'Uekpeg"cpf"O gf kekpg."86."3697636: 80
" F qk<20238110uqeuko gf 04228030237"
"
"

Uqngpdgti ." E0' F0' *3; : 3+0' Crrtqcej kpi " Uwr gtxkukqp" Htqo " c" F gxgr o gpvcn
" Rgtur gevkg< Vj g" Eqwpugrt" Eqo r ngzk{ " O qf gr0' Lqwtpcn' qh' Eqwpugrtpi
" Ru{ej qm{ :."4: *3+;7; 6870"
"
"

Uqngpdgti ." E0' F0' *4227+0' Gpj cpekpi " Rtqhgukqpcn' Eqo r gvpeg" Vj tqwi j
" F gxgr o gpvcn' Crrtqcej gu" vq" Uwr gtxkukqp0' Co gtkep" Ru{ej qm{ kx:"82*: +
" : 796: 860F qk<3202591339; 4/225"
"
"

Uqngpdgti ."E0'F 0"Dckg{."M0'E0"Et w| cp."E0'D0"J ctv."L0'V0"("Wmw."W0'*4236+0
" Vj g"Kvgi tcvkg'F gxgr o gpvcn'O qf gr'qh'Uwr gtxkukqp0'K'E0G0Y cvkpu" (
" Lt0' F0' N0' O kpg" *Gf u0:" Vj g" Y kg{ " Kvgtpcvkqpcn' J cpf dqqm' qh' Erpkecn
" Uwr gtxkukqp"r 079867; 9+0'Y guv'Uwugz<Lqj p"Y kg{ "cpf'Drceny gm"
"
"

Uqngpdgti ." E0' F0"("O eP gkm" D0' Y 0' *4232+0' KFO "Uwr gtxkukqp" Cp" Kvgi tcvkg
" F gxgr o gpvcn'O qf gr'ht"Uwr gtxkukpi "Eqwpugrt u"cpf"Vj gtr kuv" *5^{tf}"gf 0:
" P gy "l qtmWUC<Tqwr gfi g"Vc{m{ ("Htceku'I tqwr 0"
"
"

Uwlcfk"H0'H0"Nqtgp| ."H0'Q0"Y kentco c."M0'C0'U0"("Eqpi gt."T0'F 0'*4233+0'Rctgpvcn
" uwr r qtv."r ctvpgt"uwr r qtv."cpf"vj g"vtclgevqtkgu"qh'o cvgt{ "htqo "cf qrguegpeg"vq
" gctn{ " cf wmj qqf 0' Lqwtpcn' qh' Cf qrguegpeg." 56." 83; 684: 0' F qk<
" 320238110cf qrguegpeg0423202023"
"
"

Vc{m{."U0'*4232+0'Pcttvcxgu'qh'K gpvk{ "cpf'Rweg0J qxg<Ru{ej qm{ {"Rtgu0"
"
"

Vj g" Dtkkuj " Ru{ej qm{ kcn' Uqekv{ 0' *pf 00' Tgi kvgt" qh' Crr rkgf" Ru{ej qm{ {
" Uwr gtxkuktu" Htgs wgpv{ "Cungf" S wgvkpu0' Tgvkxgf " Cr tkn' 35." 423; ."htqo
" j wr u<ly y y Qlr u0'ti 0wmlksguldr u0'ti 0wmlkrgulO go dgtuj kr IT gi kvgt" qh
" Crr rkgf"Ru{ej qm{ {"Uwr gtxkuktu"/"HCS 0'fh"
"
"

Vj g"Dtkkuj "Ru{ej qmji kecn"Uqelgv{0*423: +0'S wrkhecvkqp"lp"Eqwpugnkpj "Ru{ej qmji {
 " Ecpf kf cvg" j cpf dqqn0' Tgvtlgxgf " Itqo
 " [j vr <1y y y Qlr uQti Övnlukguld r uQti ÖvnlukguIS wrkhecvkqpulS EqR"Eqpf kf cvg](#)
 " J cpf dqqn1' 4: 423: /423; ' 4; 0 f h"
 "
 "
 " Vtgr cn" J 0' E0" Dckrk." L0" (" Nggyj ." E0' *4232+0' Etkkecn' kpekf gpw" kp" Rtcevewo
 " Uwr gtxkukqp<Uwr gtxkuggu0'Rgtur ge vkgu0'Lqwt pcn'qh'Rt qlguukqpcn'Eqwpugnkpj <C
 " Rtcevewo." Vj gqt f" (" Tgugctej ." 5: *3+." 4: 65: 0
 " F qk3202: 2 B77885: 40423204255: 86"
 "
 "
 " Vuwo cp/Ecur k"N0*4234+0'Vj g"Kf gpvkvf "Iqt o cvkqp"qh'Ru{ej qvj gtr kmu'kp"Vtckpki <C
 " Fkrgevkecn' cpf " Rgtuqpcn' Rtqegu" *F qevqtcn' f kuugtvcvqp+0' P gy " [qtm<
 " Eqnwo dlc" Wpkxgtuk{ 0'
 "
 "
 " VÄtm'Ruknqmj rct" F gtpg k0*p0'00Tarihçe0Tgvtlgxgf "Cr tk135."423; ."Itqo "
 " [j vr <1y y y 0 uknqmj Qti 0t lpf gz0 j r ARci g\(kf?3"](#)
 "
 "
 " VÄtm' Ruknqmj rct" F gtpg k0' *4226+0' Vürk Psikologlar Derneği Etik Yönetmeliği0
 " Tgvtlgxgf "Itqo " [j vr <1y y y 0 uknqmj Qti 0t lwtng{/eqf g/v0 f h"](#) VÄtm
 " Ruknqmj rct" F gtpg k0*422: +00 gurgm[cucuk'Ecrkuo crctk3; 97/422: 0Tgvtlgxgf
 " Itqo " [j vr <1r uknqmj Qti 0t lq| nwnj cmctkl0 gurgm\[cucuk'Ecrkuo crctk3; 97](#)
 " 422: 0 f h"
 "
 "
 " VÄtm' Ruknqmj rct" F gtpg k0' *4233+0' Ruknqvgtcride Uzmanlaşan Psikologlar için
 " Eğitim Standartları0Tgvtlgxgf "Itqo " [j vr <1r uknqmj Qti 0t lf qe lRuknqvgtcr kf g](#)
 " [W o cpreucp/Ruknqmj rct/lekp"Gi kko /Ucpcf ctvctkff qe"](#)
 "
 "
 " VÄtm' Ruknqmj rct" F gtpg k0' *4237+0' Avrupa Psikoloji Sertifikası EFPA" GwtqRuf
 " Yönetmeliği ve Eklgt0' Tgvtlgxgf " Itqo
 " [j vr <1r uknqmj Qti 0t lf qe lGwtqRuf a| qpgvo grknaI wpegmpo ku0 f h"](#)
 "
 "
 " Vvtr kp." I 0" (" Y j ggrgt." U0' *4233+0' KCRV" Uwr gtxkukqp" I wkf cpeg0' Tgvtlgxgf " Itqo
 " [j vr <1y y y Övnlük Övnlükplecrr u{ej qmji { lEQTGleqo r gvgpegaltco gy qtm0"](#)
 "
 "
 "

Y co r qrf." D0' G0' *4223+0' Eqpvz wcrk lpi " ru{ej qvj gcr { " cu" c" j gcrkpi " r tcevek<
" Ewmtg." j kxqt {." cpf " o gj qf u0' Crrrkf "(" Rt gxgvkxg" Ru{ej qnqi {." 32." 8;
" : 80F qk32023902; 843: 6; 24232238"
"

Y gtv." H0' L0' *4227+0' Rj gpqo gpqni kcn' Tgugtej " O gj qf u" hqt" Eqwpugrki
" Ru{ej qnqi {0' Lqwt pcr' qh' Eqwpugrki " Ru{ej qnqi {." 74*4+." 38963990
" F qk32025912244/23890740089"
"

Y gj gtgm" O 0' *3; ; : +0' Rqukkqkpi " cpf " kvgr tgvkxg" tgr gtvkt gu< Eqpxgtucvkp
" cpcn{uku" cpf " r quv/ut wwtcrkuo " kp" f kcrji wg0' Fkueqwtug" cpf " Uqekv{." ; *5+
" 5: 966340F qk32039912; 79; 487; : 222; 225227"
"

Y gj gtgm" O 0" ("Gf rg{." P 0*3; ; ; +0' P gi qvckpi " J gi go qple" O cuwrvkv{ <K ci kpcr {
" Rqukkqpu" cpf " Ru{ej q/F kuetukxg" Rtcvekug0' Hgo kpkuo "(" Ru{ej qnqi {." ; *5+
" 55765780"
"

Y gj gtgm" O 0" (" Rqwt." L0' *3; ; : +0' Fkueqwtug" cpcn{uku" cpf " vj g" kf gpvkkckvkp" qh
" kvgr tgvkxg" tgr gtvkt gu0' k" E0' Cpcnk' *Gf 0+." Cpcn{/kpi " Gxgt {f c {
" Gzrrpcvkp" C" Ecugdqqm' qh' O gj qf u" *r r0' 38: 63: 5+0' Nqpf qp< UCI G
" Rwdrkckvku0'
"

Y gj gtgm" O 0" (" Rqwt." L0' *3; ; 4+0' O crrkpi " vj g" Ncpi wci g" qh' Tcekuo <Fkueqwtug" cpf
" vj g" Ngi kko cvkqp" qh' Gzrrkckvkp0' Pgy " [qtm" P [< J ctxgugt" cpf
" Y j gcUj gch0'
"

Y j ggrgt." U0" (" Tlej ctf u." M0' *4229+0' Vj g" ko rcev" qh' erpkcrn' uwr gtxkukqp" qp
" eqwpugmtu" cpf " vj gcr kuu." vj gk" r tcevek" cpf " vj gk" erkgvu0' C" u{vgo cvk
" tgvky "qh' vj g" kvgtcwtg0' Eqwpugrki " cpf " Ru{ej qvj gcr { " Tgugtej ." 9*3+." 76
" 870f qk3202: 21369553628233; 7496"
"

Y kmgtuqp." M0' *4228+0' Rgg" Uwr gtxkukqp" hqt" vj g" Rtgqukqpcn' F gxgr o gpv' qh' Uej qqn
" Eqwpugmtu< Vqy ctf " cp" Wpf gtucpf kpi " qh' Vgto u" cpf " Hkpf kpi u0' Eqwpugrqt
" Gf wecvkqp" cpf " Uwr gtxkukqp." 68." 7; /890"
"

Y krkco u." T0*3; 87+0' Vj g' Nqpi 'Tgxqmwkqp0I tgcv' Dtkckp<Rgpi wkp' Dqqmu0'
"

Y knki ." E0' *4235+0' *Kvtf wekpi " S wrkxvkg" Tgugctej " kp" Ru{ej qri { " *5^{tf}" gf +*
" Dgtmj kg."Gpi rcpf <O eI tcy /J kn'Gf wecvkp0'
"
"

Y qqlkw."T0'*4223+0T gugctej kpi "Ru{j le"Rtcevkppgtu<"Eqpxgtucvkpp"Cpcn{uku0'k'0'0
" Y gyj gtgm"U0'Vc{mt."("U0'L0'[cvgu"*Gf u0:"*Discourse as data : a guide for*
" *cpcn{uku*"*r 0'6; 6; 4+0'Nqpf qp<"UCI G"Rwdrkcvkpu"kp"cuuqekcvkpp"y kj "Vj g
" Qr gp"Wpkxgtukx{0'
"
"

Y qtvy gp." X0" (" O epglm" D0' Y 0' *3; ; 8+0' C" Rj gpqo gpqmi kecn' *Kpxguki cvkpp*" qh
" ðI qqf ö"Uwr gtxkukpp" Gxgpw0' *Lqwtpcn'qh'Eqwpugrkpi "Ru{ej qri {."*65*3+."47
" 560F qk3208259 I2244/2389065007"
"
"

Y qtvy kpi vpp."G0'N0'*4228+0'Ej cpi gu"kp"Uwr gtxkukpp"cu"Eqwpugrqtu"cpf "Uwr gtxkuqtu
" I ckp" Gzr gtlgpeg<" C" Tgxkgy " Vj gqtkgu" qh" Ej cpi gu" kp" Uwr gtxkukpp" y kj
" Gzr gtlgpeg0' *Vtckkpi "cpf "Gf wecvkpp"kp"Rtqlgukqpcn'Ru{ej qri {."*U*4+."355
" 3820F qk3208259 B; 53/5; 3: 000855"
"
"

Y qtvy kpi vpp."G0'N0"("Tqgi mg."J 0'10'*3; 9; +0'Ghgevkxg"uwr gtxkukpp"cu'r gteglxgf "d{
" dgi kppkpi "eqwpugrqtu/kp/vtckkpi 0' *Lqwtpcn'qh'Eqwpugrkpi "Ru{ej qri {."*48*3+
" 866950F qk3208259 I2244/2389048086"
"
"

Y wrh" I0" (" P gnqp." O 0' N0' *4222+0' Gzr gtlgpegf " Ru{ej qri kuw0' Tgeqmgevkpu" qh
" *Kvgtpuj kr " Uwr gtxkukpp" cpf " Ku" Eqpvtkdwkpu" vq" Vj gk" F gxgnr o gpv0' Vj g*
" *Erkpkecn'Uwr gtxkuqt."*3; *4+."34563670F qk3208522 I223x3; p24"
"
"

[qi gx."U0"("Rkq."I 0'O 0'*3; ; 6+0'F q"uwr gtxkuqtu"o qf kh{ "r u{ej qvj gter { "uwr gtxkukpp
" ceeqtf kpi "vq"uwr gtxkuggu0'ngxgnu"qh"gzr gtlgpegA' *Ru{ej qvj gter {."*43*4+."428
" 42: 0F qk3208259 Ij 22: 7; 95"
"
"
"
"
"
"

APPENDICES

A. APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA/ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

Sayı: 28620816 / 405

09 AĞUSTOS 2017

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. Tülin GENÇÖZ ;

Danışmanlığını yaptığınız Tuğba Uyar SUIÇMEZ'in "*Changing subject positions of psychotherapists Professional identity development throughout supervision training: A Critical Discursive Psychology*" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2017-SOS-137 protokol numarası ile 21.08.2017 – 30.08.2018 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

Doç. Dr. Yaşar KONDAKÇI

Üye

Doç. Dr. Zana ÇITAK

Üye

Yrd. Doç. Dr. Pınar KAYGAN

Üye

Yrd. Doç. Dr. Emre SELÇUK

Üye

B. INFORMED CONSENT FORM

Gönüllü Katılım Formu

Bu araştırma, Psikoloji Bölümü doktora öğrencilerinden Tuğba Uyar Suiçmez tarafından Prof. Dr. Tülin Gençöz danışmanlığında yürütülen doktora tezi dahilinde bir çalışmadır. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır. Araştırmanın amacı klinik psikoloji alanında lisansüstü eğitimine devam eden öğrencilerin geliştirmekte oldukları profesyonel kimliklerinin değişen özne pozisyonlarına göre nasıl değiştiğini söylemleri üzerinden analiz etmektir.

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, yaklaşık 90 dakika sürecek olan bir mülakata katılmanızdır. Bu görüşme süresince ses kaydı alınacaktır. Sizden yöneltilen sorulara açık şekilde yanıtlamanız talep edilmektedir. Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Görüşmede, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacı tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir. Çalışma, günlük hayatta karşılaşılması muhtemel olağan risklerin ötesinde bir risk içermemektedir. Katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda araştırmacıya, katılımdan çıkmak istediğinizi söylemek yeterli olacaktır. Çalışma sonunda, bu araştırmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Araştırma hakkında daha fazla bilgi almak için Psikoloji Bölümü doktora öğrencisi Tuğba Uyar Suiçmez (E-posta: t.uyar.metu@gmail.com) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.
(Formu doldurup imzaladıktan sonra arařtırmacıya geri veriniz).

İsim Soyad Tarih İmza

----/----/-----

C. SELECTED TRANSCRIPTION SYMBOLS

Transcription Symbols from Jefferson (2004) and Atkinson and Heritage (1984)

- | | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1 ((sneeze)) | Doubled parentheses contain transcriber's descriptions |
| 2 () | Empty parentheses mean the transcriber could not grasp what was said |
| 3 (I guess machine) | Single parentheses with text in-guess at what was said |
| 4 (.) | A dot in parentheses indicates a brief interval (+- a tenth of second) within or between utterances. (just noticeable pause) |
| 5 WORD | Upper case indicates especially loud sounds relative to the surrounding talk |
| 6 ↑ | This arrow indicates marked shifts into higher pitch in the utterance part immediately following the arrow |
| 7 ↓ | This arrow indicates marked shifts into lower pitch in the utterance part immediately following the arrow |
| 8 <u>word</u> | Underlining indicates emphasis on that word or syllable |
| 9 "word" | Speech contained within quotation marks indicates speech that was spoken as though reproducing verbatim a third person's locution |
| 10 - | A dash indicates a cut off (Hyphens mark the abrupt cut off the preceding sound) |

- 11 =word** Equal sign indicate no break up or gap. A pair o equal signs, one at the end of line and one at the beginning of a next, indicate no break between two lines. The pair is also used as a transcript convenience when a single speaker's talk is broken up in the transcript, but is actually through produced by its speaker. (indicates no discernable pause between two sounds within a single together. This is often called latching)
- 12 []** A left bracket indicates the point of overlap onset. The currently used alternative to the double obliques. Note also, a change in descriptive language. A right bracket indicates the point at which two overlapping utterances end, if they end simultaneously, or the point at which one of them ends in the course of the other. It is also used to parse out segments of overlapping utterances.
- 13 [...]** This indicates that intervening turns at talking have been omitted from the fragment due to the irrelevancy or idiosyncrasy
- 14 : : :** Colons indicate prolongation of the immediately prior sound. The longer symbol, longer prolongation
- 15 > <** Signs enclose speeded up talk. Used in reverse for slower talk. When a part of utterance is delivered at a pace quicker than the surrounding talk, it is indicated by being enclosed between those signs
- 16 word<** A post-positioned left carat indicates that while a word is fully completed, it seems to stop suddenly

D. POSSIBLE QUESTIONS AND PROMPTS FOR SEMI-STRUCTURED INTERVIEWS

Görüşmelerde Üzerinden Gidilmesi Planlanan Mülakat Soruları

Eğitim sürecinde, süpervizyon almak nasıl bir deneyimdi?
Süpervizyonunuzdaki en çok etkilendiğiniz anı anlatır mısınız?
Süpervizyonunuzdaki en işlevsel bulduğunuz geri bildirim nedir?
Süpervizyonunuzdaki en uygun olmadığını düşündüğünüz geri bildirim nedir?
Grup süpervizyonunun ne gibi etkileri oldu? Bir örnek verir misiniz?
Eğitim sürecinde, kendinizi algılayışınızda, değerlendirmenizde bir değişim oldu mu?
Nasıl bir değişim? Bu değişimi sağlayan etmenler nelerdir ve payları nasıldır?
Değişim olmadıysa, değişmeyen neler vardı?
Genel olarak kendinizi nasıl değerlendiriyorsunuz?
Süpervizyonunuzdaki ilişkileri ve sizin oradaki konumunuzu nasıl değerlendirirsiniz?
Süpervizörünüz ile ilişkinizi nasıl deneyimlediniz?
Grup arkadaşlarınız ile ilişkilerinizi nasıl deneyimlediniz? Dönem arkadaşlarınızla? Alt dönem / üst dönem arkadaşlarınızla?
İkinci görüşmelerde ek olarak;
İlk görüşmeden bugüne kendi durumuzu karşılaştırırsanız nasıl değerlendirirsiniz?

Possible Questions and Prompts for Interviews

How was an experience of taking supervision?
Could you tell the most impressive moment in supervision training?
Could you tell the most effective feedback in supervision training?

Could you tell the most inappropriate feedback in supervision training?

How was an experience of taking supervision in group supervision method? What are effects of it on you? Could you give an example?

Is there any change in your perceptions about you, and your evaluations about yourself?

How was an experience of change? What are factors that affect this change process? How they affect?

If there is no change, what are the stable things?

How would you evaluate yourself in training process?

How would you evaluate your supervisory relations and your positions in those relations?

How was your experience about relationship with supervisor?

How was your experience about the relationship with group peers, cohorts, juniors, or seniors?

Additionally, in the second interviews;

How would you evaluate if you compare yourself between the first and second interviews?

E. QUESTIONS AND PROMPTS FOR FOCUS GROUP

Fokus Grup Sürecinde Üzerinden Gidilmesi Planlanan Konular

A) Bölümümüzde uygulanan süpervizyon sistemini (tüm alt mekanizmaları ile) inceleme

Süpervizyon alanlar

Süpervizörler

Süpervizyon grubu

Akran toplantıları

Genel kurul toplantıları

B) Psikoterapist kimliği edinme süreci, bu sürece etki eden faktörler ve supervisee'nin diğer kimlikleri ile etkileşimi

C) Yapılan görüşmenin etkisi ve görüşmeci ile etkileşim

Possible Topics to Uncover In Focus Group Process

A) Examining all sub-mechanisms of supervision training system used in METU

Supervisees

Supervisors

Supervision groups

Peer Supervisions

General Meetings

B) The process of developing psychotherapist identity

The factors that affect this process and the interactions between different roles

C) The effects of this focus group and the effects of interacting with researcher

F. VITA

PERSONAL INFORMATION

Surname, Name : Uyar Suiçmez, Tuğba
Date and Place of Birth : 07.10.1989, İzmir
E-mail : t.uyar.metu@gmail.com

EDUCATION

- 2014- 2019 Middle East Technical University, Ankara, Turkey
Clinical Psychology Doctoral Degree
Supervisor: Prof. Dr. Tülin Gençöz **Co-Supervisor:** Dr. Öğr.
Üyesi Sevda Sarı Demir
Thesis Name: Examining the process of professional
identity development of psychotherapists in supervision
process: A critical discursive psychological approach
- 2012- 2014 Middle East Technical University, Ankara, Turkey
Clinical Psychology Master Degree
Supervisor: Doç. Dr. Deniz Canel Çınarbaş
Thesis Name: Association between neurological, dermatological
and psychological disorders: levels of depression, anxiety,
and somatization among patients and healthy controls
- 2007-2012 Middle East Technical University, Ankara, Turkey
Psychology, Bachelor Degree
- 2003-2007 Alp Oğuz Anatolian High School, İzmir, Turkey

WORK EXPERIENCE

- 12/2017 – still Gazi University Medical School Adult Psychiatry
Department - Clinical Psychologist

02/2016- 06/2016	Fenomen Psikoloji (Aselsan) Clinical Psychologist
04/2014- 02/2016	Ufuk University, Psychology Department Research Assistant- Teaching Assistant
09/2013- 09/2019	Middle East Technical University, AYNA Clinical Psychology Unit - Clinical Psychologist and Supervisor
06/2011 - 10/2011	Koç University, Psychology Department, Turkey The Project of Early Childhood Development Ecologies in Turkey - Field Research, Project Assistant
06/2010 - 08/2010	Gaziosmanpaşa Şafak Hospital , İstanbul,Turkey Human Resources Department Internship
06/2010 - 07/2010	JFK Hospital, İstanbul , Turkey İnsan Kaynakları Departmanı Internship
12/2009 - 02/2010	Teknokent A.Ş., METU, Ankara, Turkey Administrative Office, Yeni Fikirler Yeni İşler Competition Project Assistant

CERTIFICATIONS AND TRAININGS

- Family Counseling Training (100 hours- Basic Training)
- Family Counseling Advanced Training (60 hours- Advanced Training)
- Neuropsychological Tests and Evaluation Training
 - Turkish Psychology Association 9-10-11 March 2018 (50 hours)
- Weschler Adult Intelligence Test (WAIS-IV) (Pre-training)
- Weschler Children Intelligence Test –Revised (WISC-R) (Training as
Master courses- not certified yet.)

CONFERENCE PAPERS AND RESENTATIONS

Cihan, B., Dilekler, İ., **Suiçmez-Uyar, T.** (2016). Onarıcı duygusal deneyim bağlamında borderline işleyişteki bir hastanın kişilerarası etkileşim grubudenyemi, 3; *ÖWmucn'Ruknqrqlk'Mqpi t guk* 'poster sunumu.

Meunier, B., Atmaca S., Ayrancı, E., Gökdemir B. P., **Uyar, T.**, Baştuğ, G. (2014).Kabullenme ve Eylem Ölçeği-II'nin Türkçe uyarlama çalışması vepsikometrik özelliklerinin belirlenmesi, 3: *ÖWmucn'Ruknqrqlk''Mqpi t guk* poster sunumu.

Temizel, S., Gökdemir-Bulut, B. P., Şengül, B.Z., Ünal, E., Akça, S., **Suiçmez-Uyar, T.**, & Canel Çınarbaş, D. (2016). Türkiye Halkı ve Suriyeli göçmenlerin gözünden zorunlu göç süreci, 3; *Ö'Wmucn''Ruknqrqlk'Mqpi t guk* 'poster sunumu.

Uyar, T., Canel Çınarbaş, D., Sücüllü-Karadağ, Y. (2015). Psychometric evaluation: working on the new form of somatization in the DSM-5, 36vj *'Gwt qr gcp'Eqpi t guu'ql'Ru{ej qıqi }*, poster sunumu.

G. TURKISH SUMMARY / TRKE ZET

BLM 1

GİRİŞ

1.1. Genel Bakış

Bu tez, grececi ontoloji ve sosyal yapısalcı epistemolojiye dayanmaktadır. Bu araştırma, psikoterapistlerin mesleki kimlik gelişimi sürecini Eleştirel Sylemsel Psikoloji yaklaşımına dayanarak inceleyen birbirine baėlı iki alıřmadan oluřmuřtur. Analizler, katılımcıların kullandıkları hâkim açıklayıcı repertuarları ve zne konumlarını ortaya ıkarmayı ve bu repertuarlar ve zne konumlarının spervizyon sürecindeki deėişimlerini gzlemlemeyi amalamaktadır. Ek olarak, bu alıřma ile spervizyon alanlar ve spervizyon verenler karřı karřıya getirildiėinde arasındaki etkileşimlerin gzlenmesi amalamaktadır.

Birinci blmde, arařtırmaya dair alanyazın bilgisi ve arařtırma soruları kısaca açıklanacaktır. Daha sonra ikinci blmde, psikoloji ve klinik psikolojinin tarihçesi ve lisans sahibi olma prosedrleri ayrıntılı olarak ele alınacaktır. nc blmde ise profesyonel kimlik kavramı, psikoterapistlerin spervizyon sürecindeki gelişim sreleri zerinden, sylemsel bir bakış aısıyla incelenecektir. Drdnc blmde, Eleştirel Sylemsel Psikoloji yaklaşımı tm metodolojik ayrıntıları ile ele alınacaktır. Beřinci blmde, ilk alıřmanın yntemi, arařtırma prosedrleri ve analiz sreci açıklanacaktır. Ek olarak bu blmde, arařtırmanın gvenilirliėi ve arařtırmacının refleksif konumu tartıřılacaktır. Altıncı blmde ise ikinci alıřmanın yntemi, arařtırma prosedrleri ve analiz sreci açıklanacaktır. Ek olarak aynı řekilde, arařtırmacının ikinci alıřmadaki refleksif konumu ve ikinci alıřmanın sonuları

tartışılacaktır. Son olarak, yedinci bölümde ise ulaşılan tüm sonuçlar, çalışmanın kısıtlılıkları ve uygulama alanları ve gelecekteki çalışmalara öneriler tartışılacaktır.

1.2. Temel Araştırma Soruları ve Araştırmanın Amaçları

Kimlik, insanların etkileşimleriyle şekillenen ve psikoterapistlerin eğitim sürecinde şekillenmeleri gibi, hayat boyu gelişimi devam eden bir kavramdır (Burr, 2003; Erikson, 1968). Psikoterapistlerin eğitim süreci ve mesleki kimlik gelişimi aslında bir yaşam boyu gelişim sürecini temsil eder. Bu süreçte psikoterapist adayları, akademik dersler alan bir öğrenci olmak, süpervizyon eğitiminde süpervizyon alan acemi psikoterapist olmak, süpervizyon sürecinde süpervizör olmak ve son olarak da profesyonel, klinik psikoloji doktoru olarak mezun olmak gibi aşamalardan geçmektedirler (Klein, Bernard & Schermer, 2011; Tsuman-Caspi, 2012). Bu nedenle, profesyonel kimlik gelişimini bazı niceliksel araçlarla incelemenin, sistemin tüm alt mekanizmalarını ve bunun altında yatan değişiklik sürecini kavrayabilmek açısından eksik kalabildiği görülmektedir. Oysa söylemsel bir spektrumdan bakmak, psikoterapistlerin söylemlerini ve bu söylemlerle neler yaptıklarını inceleyebilmek için bir fırsat sağlayabilir.

Bu çalışma psikoterapistlerin profesyonel kimlik gelişimlerini, söylemsel uygulamaları aracılığıyla, eğitim süreçleri boyunca özellikle süpervizyon eğitimi bağlamında sorgulamaktadır. Daha spesifik olarak açıklayacak olursak, mevcut çalışmanın amacı;

- psikoterapistlerin eğitim süreçleri boyunca mesleki kimlik oluşturma ve geliştirme süreçlerini değerlendirmek ve
- psikoterapistlerin söylemlerini, eğitimleri boyunca değişen önceden tanımlanmış rolleri çevrevesinde incelemektir.

Genel olarak analizler, eğitim sürecindeki psikoterapistlerin gelişen rolleri çerçevesinde, söylemlerindeki açıklayıcı repertuarların ve özne konumlarının incelenmesine odaklanmaktadır.

Bu amaçlar çerçevesinde, bu çalışmanın temel araştırma soruları şunlardır;

1. Psikoterapistlerin mesleki kimlikleri, eğitim sürecindeki gelişimlerine ve eğitim sürecinde aldıkları farklı rollere paralel olarak gelişiyor ve değişiyor mu?
2. Bir değişiklik varsa, bu değişiklik psikoterapistlerin söylemlerine yansıyor mu?
3. Bu değişiklikler Eleştirel Söylemsel Psikoloji perspektifindeki, açıklayıcı repertuarlar ve özne konumları gibi psikanalitik anahtar kavramlar aracılığıyla gözlenebilir mi?

Kritik söylemsel psikoloji metodolojisi, katılımcıların klinik psikoloji lisansüstü eğitim sisteminde aldıkları farklı roller açısından değişen söylemlerini incelemek için kullanıldı. Bu araştırma, süpervizyon alan psikoterapist adaylarının profesyonel kimlik gelişimi süreçlerine dair bilgi sağlamayı ve bu kişilerin söylemlerindeki değişimleri gözlemlemeyi amaçlamaktadır. Katılımcılar, eğitim süreçlerinde tecrübesiz süpervizyon alan ve deneyimli süpervizör gibi farklı aşamalara ilerledikçe farklı özne konumlarından konuşmaktadırlar.

BÖLÜM 2

PSİKOLOJİ VE KLİNİK PSİKOLOJİ’NİN TARİHÇESİ

Passer ve Smith (2008, p.2) psikolojiyi “zihin ve davranışın bilimsel çalışması” olarak tanımlamaktadır. Yazarlar, psikolojinin beş temel hedefini, insanların ve diğer türlerin nasıl davrandıklarını anlama, bu davranışların nedenlerini keşfetme, insanların ve hayvanların belirli koşullar altında nasıl davranacaklarını tahmin etme, nedenlerinin kontrolü yoluyla davranışları etkileme ve psikolojik bilgiyi insanın refahını artıracak şekillerde uygulamak olarak tanımlamıştır (Passer & Smith, 2008,

s.4). Wilhelm Wundt, 1879'da, Almanya'daki Leipzig Üniversitesi'nde ilk psikoloji laboratuvarını kurdu. Bu laboratuvar insan davranışları, duyguları ve bilişleri ile çalışmak konusundaki ilk deneysel psikoloji çalışmalarına fırsat sağlamıştır. 1890 yılında ise William James bilinçlilik hali, duygu, alışkanlıklar ve irade gibi konuları kapsayan modern Batı edebiyatının temellerinden biri olan Psikoloji İlkeleri isimli kitabını yayınladı (Amerikan Psikologlar Birliği, 2017). Daha sonra bazı psikoloji uzmanları bir organizasyon kurabilmek için çeşitli girişimlerde bulunmaya başladı. Örgütlenme ile ilgili ilk çalışmalar 1892'de Amerikan Psikologlar Birliği (APA) 'nin kurulmasıyla ve sadece 31 üyeye başladı. Amerikan Psikologlar Birliği kısa sürede araştırmacı, eğitimci, klinisyen, danışman ve öğrencilerden oluşan 118.000'den fazla üyeye sahip olmuştur. Bu şekilde psikoloji bilimini temsil eden en büyük bilimsel ve profesyonel kuruluş haline geldi (Amerikan Psikoloji Derneği, n.d.).

Türkiye'de ise psikoloji tarihi çok erken tarihlere dayanmaktadır. İlk psikoloji uygulamaları 15. Yüzyılda, hastaların müzik ve sporla tedavi edilmesine dayalı girişimlerdir. Bugünkü anlamda psikoloji çalışmaları ise, Türkiye'ye psikoloji öğretim görevlisi olarak davet edilen Prof. Anschütz ile İstanbul Üniversitesi'nde başladı. Birinci Dünya Savaşı'ndan sonra, eğitimini Kean Jacques Rousseau Enstitüsü'nde tamamlayan Şekip Tunç, İstanbul Üniversitesi'nde psikoloji bölüm başkanı olarak seçildi. 1950'lerde, yabancı dilde yazılmış enstrümanları çevirmek ve uyarlamak için bazı çalışmalar yürütülmeye başlandı. Bu uyarlama ve çeviri çalışmaları Milli Eğitim Bakanlığı Test ve Araştırma Bürosu tarafından yürütmüştür. Tüm dünyada psikoloji alanındaki artan ilgi ile, 1970'lerde psikolog tanımı ve mesleğin genel standartları tartışılmaya başlanmıştır (Acar ve Şahin, 1990; Burçoğlu ve Öğrenir, n.d .; Kağıtçıbaşı, 1994).

2.1. Klinik Psikolojinin Alt Dal Olarak Ortaya Çıkışı

Psikoloji bilimi içinde oluşan farklı ilgi alanları ile birlikte pek çok farklı alt alan ortaya çıkmıştır. Örneğin, APA şuan 54 farklı bölüme sahiptir. Bu bölümlerin kimisi

psikolojinin alt alanlarını temsil ederken, kimisi ise sadece üyelerin ilgi alanlarına göre oluşturulmuştur (Amerikan Psikologlar Birliği, n.d.-b).

2.1.1. Dünyada Klinik Psikoloji'nin Gelişim Süreci

Ligtner Witmer ilk psikoloji kliniğini Pensilvanya Üniversitesi'nde 1896 yılında açmıştır. Bu öncü davranışı ile kendisi klinik psikolojinin kurucusu olarak anılmaktadır (Amerikan Psikologlar Birliği, 2017). Amerikan Klinik Psikologlar Birliği APA'dan ayrılan psikologlar tarafından, diğer alt alanlardaki gelişmelerle de paralel olarak 1917 yılında kurulmuştur (Amerikan Psikologlar Birliği, 2017). Daha sonra kurulan farklı farklı organizasyonlar tekrar bir araya gelerek APA çatısı altında 12. Bölümü oluşturmuşlardır. Bu bölüm Klinik Psikoloji mesliğinin pratik uygulama standartlarını belirlemek, eğitim programları oluşturmak ve staj düzenlemelerini yapmak gibi konular üzerinde çalışmalarını sürdürmektedir (Amerikan Psikologlar Birliği, 2017).

2.1.2. Türkiye'de Klinik Psikoloji'nin Gelişim Süreci

Psikoloji Birliği adıyla 1956 yılında kurulan organizasyon psikoloji alanındaki ilk meslek birliği olarak anılmaktadır. Daha sonra, 1976 yılında ise Psikologlar Birliği adıyla Ankara'da yeni bir organizasyon oluşturulmuştur. Süreç içindeki çeşitli değişimler ile birlikte, psikoloji mesleğinin ilklerinin belirlenmesi, yeni düzenlemelerin yapılması, hasta haklarının da korunması, alanda bilimsel faaliyetlerin yürütülmesi ve akedemisyenler, profesyoneller, öğrenciler ve halk için çeşitli eğitimlerin düzenlenmesi gibi amaçlarla Türk Psikologlar Derneği (TPD) kurulmuştur (Türk Psikologlar Derneği, n.d.). Kurulduğu günden bu yana başta TPD olmak üzere çeşitli sivil organizasyonlar ve devlet kurumları psikoloji mesleği için bir meslek yasası oluşturmak üzerine pek çok çalışma yürütmüştür. Ancak bu çalışmalar henüz net bir sonuca ulaştırılamamıştır (Türk Psikologlar Derneği, 2008).

2.2. Klinik Psikoloji Alanında Lisans Sahibi Olabilmek

Çeşitli organizasyonlar, her mesleğin standartlarını oluşturabilmek adına çeşitli organizasyonlar düzenlemeler üzerinde çalışmaktadır. Klinik Psikoloji alanında da deneyimsiz psikoterapistler, süpervizyon alan öğrenciler, süpervizörler, hastalar ve eğitimciler gibi çeşitli alt mekanizmalar bulunmaktadır. Dolayısıyla tüm bu mekanizmalar için standartların belirlenmesi mesleğin sürdürülebilirliği ve geçerliliği açısından önem taşımaktadır.

2.2.1. Dünya Çapında Uygulanan Standartlar

Her ülke, hatta her eyalet kendi standartlarını belirlemiş olsa da dünya genelinde uygulanan düzenlemeler birbiriyle benzeşmektedir. Her ülkenin düzenlemelerini ayrı ayrı vererek çok uzun bir alan ayırmak yerine bir ülkenin sistemini örnekleyerek açıklamaya çalışacağım. Örneğin, Kanada’da bir kişinin psikolog olarak pratik alanda çalışabilmesi için mutlaka lisans sahibi olması gerekmektedir (Kanada Psikologlar Birliği, 2019). Ülkede her eyaletin kendi psikologlar birliği ve düzenleme kurulu bulunmaktadır. Bu organizasyonlar her eyalet için ayrı ayrı geçerli olan düzenlemeleri belirlemektedirler. Örneğin, Alberta eyaletinde bir kişinin psikolog ünvanını kullanabilmesi için mutlaka yüksek lisans derecesine sahip olması gerekmektedir. Eğer bir psikolog aynı zamanda bireysel olarak sahada çalışmak istiyorsa, bu noktada bazı yeterliliklere sahip olduğunu kanıtlaması gerekmektedir. Öncelikli olarak, Psikoloji Alanında Pratik Çalışma Sınavı’nda 800 puan üzerinden en az 500 puan elde etmeli ve ardından yapılan sözlü sınavda da başarılı olmalıdır. Tüm bunlara ek olarak, sahada çalışmak isteyen her psikoloğun süpervizyon altında 1600 saatlik psikoterapi yürütme tecrübesine sahip olması ve bunu belgeleyebilmesi gerekmektedir (Kanada Psikologlar Birliği, 2019).

Öte yandan, bazı ülkeler süpervizör olarak görev yapabilmek için de çeşitli düzenlemeler belirlemiştir. Bu düzenlemelerin tüm denetimleri yine meslek kuruluşları

ve devlet kurumları tarafından ortak yürütülmektedir. Halka bu düzenlemelere uygun özelliklere sahip meslek elemanlarının bilgisi de yine bu kuruluşlar tarafından sağlanmaktadır. Bu şekilde psikoterapi hizmetinin belli bir kalite seviyesinde sunulması sağlanmaktadır.

2.2.2. Türkiye’de Uygulanan Standartlar

TPD, çeşitli sivil kuruluşlar ve devlet kurumlarının tüm girişlerine rağmen bugün Türkiye’de Klinik Psikologlar yasal bir geçerliliği olan resmi bir meslek yasasına sahip değildir. TPD yayınladığı etik kod ile meslek elemanları içerisinde bir standart oluşturmaya çalışmıştır. TPD, 1993 yılında Avrupa Psikologlar Birliği (EFPA)’ne üye olmuştur. Uluslararası çevreye dahil olma süreçleri ile birlikte TPD güncel düzenlemelerini tekrar gözden geçirmiştir. Şuan için Türkiye’de yasal bir geçerliliği olmamasına karşın TPD, EFPA’nın sertifikasyon sistemini uygulamaktadır.

Hem Türkiye hem de dünya çapındaki standartlar gözden geçirildiğinde, tüm düzenlemelerde ortaklaşan bir alan dikkat çekmektedir. Tüm düzenlemeler süpervizyon altında psikoterapi uygulamaları sürdürmenin ve bu tecrübeye sahip olmanın önemli olduğunu vurgulamaktadır. Bu da bize pratik anlamda psikoterapi uygulamaları yapmanın ve özellikle bu noktada süpervizyon sürecinin psikologların mesleki gelişim sürecinde önemli faktörler olduğunu kanıtlamaktadır.

BÖLÜM 3

ÇALIŞMANIN TEORİK ARKA PLANI

Bu bölümde süpervizyon sürecinin psikoloji eğitimindeki önemi özellikle lisansütu eğitimine devam eden psikologların mesleki kimlik gelişimi açısından açıklanacaktır.

Mesleki kimlik kavramının ilişkili literatür bilgisi dahilinde ele alınmasının ardından da, mesleki kimlik gelişim süreci ve söylemler arasındaki ilişki de açıklanacaktır.

3.1. Profesyonel Eğitim: Süpervizyon Süreci

Süpervizyon süreci, pratik psikoterapi uygulamalarının ardından en önemli ikinci faktör olarak görülmektedir (Orlinsky, Botermans, Ronnestas, & SPR Collaborative Reserch Network, 2001). Bu sebeple süpervizyon almak pek çok programda zorunlu alan olarak yer almaktadır (Jr. Watkins & Wang, 2014). Genel olarak süpervizyon kavramı “aynı mesleğin üyesi olan, daha deneyimli meslek mensupları tarafından daha deneyimsiz meslektaşlarına sağlanan müdahale” olarak tanımlanmaktadır (Bernard & Goodyear, 2014, p.9). Pek çok farklı şekilde tanımlanan klinik süpervizyon kavramı, Ulusal Sağlık Servisi (NHS) tarafından “hastalar için güvenli hizmet sağlamayı, olumlu tedavi sonuçları elde etmeyi ve süpervizyon alanların terapötik becerilerini geliştirmeyi amaçlayan resmi bir ilişki” olarak tanımlanmıştır (Turpin & Wheeler, 2015, p.5).

Yani, süpervizyon hem bazı danışmanlık becerilerinin öğrenilmesi ve uygulanabilmesi için alan oluşturmakta hem de profesyonel kimlik gelişimini desteklemektedir (Worthen & McNeil, 1996). Bu sebeple süpervizyon süreci sadece eğitim sürecine bağımlı bir kavram olarak düşünülmemeli, mezuniyet sonrası da devam eden profesyonel kimlik gelişimine etkisi göz ardı edilmemelidir (Parsons & Zhang, 2014).

Süpervizyon süreci bireysel ya da grup süreci olarak sürdürülebilmektedir. Her iki yöntemin de kendi açısından çeşitli olumlu ve olumsuz yönleri değerlendirilebilmektedir. Grup süpervizyonu, bireysel süpervizyon sürecinden daha karmaşık bir yapıya sahiptir (Öğren, Boethius & Sundin, 2014). Grup süpervizyonu “süpervizyon alanların çalışmalarının kalitesinin değerlendirilmesi, kendilerine ve hastalarına dair bilgilerinin iletilmesi gibi amaçlarla belirlenmiş bir ya da daha

fazla süpervizör ile süpervizyon alan kişiler arasında düzenli olarak yapılan toplantılar” olarak tanımlanmıştır (Bernard & Goodyear, 2014, p.161).

3.2. Profesyonel Kimlik Gelişimi ve İlişkili Literatür

Bir kişinin girdiği bir ortamda kendini tanıtmaması ile birlikte kimlik yapılandırma süreci başlamaktadır. Araştırmacılar da kimliğin içinde bulunduğu sosyo-kültürel yapıdan ya da tarihsel bağlamdan ayrı değerlendirilemeyeceğini belirtmişlerdir (Erickson, 1968). En basit haliyle kimlik “bir diğerine göre kim olduğunuzdur” (Benwell & Stokoe, 2006).

Psikoterapistlerin profesyonel kimlik gelişim süreçleri incelendiğinde, aldıkları teorik ve pratik eğitimin bu sürece etkileri gözlenebilmektedir (Klein et al., 2011). Pek çok farklı araştırmacı bu süreci anlamak ve değerlendirebilmek için çeşitli modeller üretmişlerdir. Rønnestad ve Skovholt (2003) altı aşamalı bir gelişimsel model oluşturmuşlardır. Bu modelde psikoterapistler gelişimsel olarak “destek veren yardımcı, yeni başlayan öğrenci, gelişmiş öğrenci, deneyimsiz profesyonel, deneyimli profesyonel ve kıdemli profesyonel” şeklinde altı aşamada değerlendirilmişlerdir (Rønnestad & Skovholt, 2003).

3.3. Söylem ve Kimlik

Kimlik sosyal yapısalci araştırmacılar tarafından kendimizi anlamamızın en anlamlı yolu olarak kişilik kavramı yerine tercih edilen bir kavramdır (Burr, 2003). Bir kişinin kimliği, o kişinin içinde yaşadığı kültürde kurduğu tüm etkileşimlerle şekillenir. Bu etkileşimlerde yaş, cinsiyet, eğitim seviyesi, gelir düzeyi ve meslek gibi bir çok farklı faktör kişilik gelişimine etki edebilir (Burr, 2003). Yani, aslında “kimliklerin dil ve kişilerin söylemleri üzerinden yapılandırıldığı” düşünülebilir (Burr, 2003, p.105). Hatta, sosyal yapısalci bakış açısında insanlar “hem dilin kullanıcıları hem de ürünleri” olarak değerlendirilmektedir (Burr, 2003, p.126).

BÖLÜM 4

METODOLOJİ

4.1. Niteliksel Araştırma Yöntemlerinden Eleştirel Söylemsel Psikoloji Tercih Edilmesinin Sebepleri

Bu çalışmada psikoterapistlerin profesyonel kimlik gelişim süreçleri çeşitli tekniklerle söylemleri üzerinden incelenmiştir. Çalışmanın amaçları doğrultusunda tek zamanlı ve niceliksel verilerin uygun olamayacağı düşünülmüştür. Kişilerin söylemlerinin Eleştirel Söylemsel Psikolojinin temel analitik araçları ile incelenmesi ve kullandıkları repertuarların, konuşmayı tercih ettikleri özne konumlarının belirlenmesinin daha derinlikli bir bilgi sağlayabileceği düşünüldüğünden, Eleştirel Söylemsel Psikoloji yaklaşımının kimlik gelişim sürecinin analiz edilebilmesi için uygun olacağına kanaat getirilmiştir.

4.1.1. Ontolojik Yaklaşım: Görecelilik

Psikoloji tarihsel olarak pozitivist-görgül bilim anlayışına dayandırılır. Ontoloji bilinecek olanın ne olduğunu sorar. Psikoloji de temelde Newtoncu doğa bilimleri ontolojisine dayanır (Harré & Gillett, 1994). Ancak niteliksel psikoloji, geleneksel psikolojinin düşünme yollarından ve kabul ettiği kavramsallaştırmalardan farklılaşır. Niteliksel araştırmanın görececi (rölativist) ontolojisine göre etrafımızdaki dünyayı bizim zihnimizdeki, idealarıyla seyrediyoruz (Arkonaç, 2014). Rölativistler “ulaşabileceğimiz tek şeyin dünyaya dair çeşitli algılamalarımız ve gösterimlerimiz olabileceğini ve bunların doğruluğu ve kesinliği açısından varsayılan bazı gerçeklerle yargılanamayacağını” savunuyorlar (Burr, 2019, p.125).

4.1.2. Epistemoloji: Sosyal Yapısalcı Yaklaşım

Epistemoloji “bilginin ne olduğunu ve ne kadarını bilebileceğimizi” araştırır ve ontoloji çerçevesinde bilgiyi nasıl bilebileceğimize odaklanır (Arkonaç, 2014, p.23). Kişilik, tutum, mizaç ve dürtü gibi pek çok psikolojik kavram aslında söylemler içinde var olur ve dilden etkilenir (Burr, 2003). Söylemler “sözel etkileşimler, yazılı metinler ve ya görsel imajlar yoluyla ortaya çıkabilen dil kullanım örnekleri” olarak tanımlanmıştır (Burr, 2003, p.63). Söylemler ve sosyal yapılar, etkileşimler arasındaki etkileşimin anlaşılması, söylemlerin sadece konuşmadan ve dilden çok daha fazlasını ifade ettiğini anlamamıza da yardımcı olacaktır (Burr, 2003, p.64).

4.1.3. Söylemsel Spektrumdaki Yaklaşımlar

İnsanlar kendilerini dilin içinde yapılandırır. Her insan yavrusu doğduğu andan itibaren ağlayarak, gülerek bir biçimde dile dahil olur; hatta doğmadan önce anne karnında iken attığı tekmeler ile bu sisteme dahil olabilir. Yani, dilin sembolleri çeşitlense de, iletişilemek ve yapılanabilmek için dile duyulan ihtiyaç kaçınılmazdır (Arkonaç, 2014). Söylem perspektifinde çeşitli analiz yöntemleri araştırma konularına çeşitli bakışlar sunmaktadır. Bunlardan en temel ikisi Konuşma Analizi (KA) ve Söylem Analizi (SA)'dir. Konuşma Analizi sosyoloji ve dil bilimine dayanan analitik bir yaklaşımdır. Konuşma Analizi'nde sosyal etkileşimler sırasında kendi doğal ortamında ortaya çıkan konuşmalar incelenmektedir. Bu yaklaşımda insanların diyaloglarında birbirlerine neyi, nasıl söyledikleri çeşitli tekniklerle incelenmektedir (Arkonaç, 2014). Söylem Analizi ise Söylemsel Psikoloji, Eleştirel Söylemsel Psikoloji, Foucauldien Söylem Analizi ve Eleştirel Söylem Analizi gibi pek çok farklı metod ve yaklaşımı kapsayan geniş bir isimlendirmeye sahiptir (Arkonaç, 2014, Burr, 2003). Söylem Analizi konuşma, yazı ya da düşünce süreci içinde tekrar ve yeniden inşa edilen kavramları anlamaya çalışmaktadır (Wetherell & Potter, 1988).

4.2. Eleştirel Söylemsel Psikoloji Yaklaşımı

Daha önce de bahsedilmiş olan ayrışmalara dayanarak, bu yaklaşım sosyal yapısalci yaklaşıma dayanan ve söylem analizi şemsiyesi altında kullanılan bir yaklaşımdır. Bu yaklaşım, repertuarların kaynaklarını ve insanların bunları nasıl kullandıklarını anlamak için hem lokal hem de daha geniş bir spektrumdan faydalanmaktadır (Edley & Wetherell, 2001; Wetherell, 1998).

4.2.1. Üç Temel Analitik Kavram: Açıklayıcı Repertuarlar, Özne Konumları ve İdeolojik İkilemler

Bu üç kavram ESP yaklaşımının temelinde yer almakta ve söylemlerin incelenmesinde rehber görevi üstlenmektedir (Edley & Wetherell, 2001; Edley, 2001). Örneğin, açıklayıcı repertuarlar kavramı ilk olarak “Pandora’nın Kutusunu Açmak” isimli kitapta, sözel bir veri içerisinde sistematik bir yapı oluşturmak için kullanılan yöntemi tanımlamak için kullanılmıştır (Gilbert & Mulkay, 1987). Potter ve Wetherell (1987) açıklayıcı repertuarlar kavramını sosyal psikolojiden almış ve “her türlü aktivite ve olayı değerlendirmek ve açıklamak için kullanılan terimler ve metaforlar sözlüğü” (p.138) şeklinde tanımlamışlardır. ESP’de ise açıklayıcı repertuarlar “konuşmanın yapı taşları” olarak ele alınmaktadır (Edley, 2001, p.198).

Özne konumları kavramı ise Davies ve Harré (1990) tarafından insanların girdikleri tüm sosyal etkileşimlerde kendilerini belirli bir konuma koymak için sarf ettikleri çaba üzerinden açıklanmıştır. Parker (1992) kişilerin konuşmayı seçtikleri özne konumlarının aslında onların yapabileceklerinin sınırlarını da belirlediğini ifade etmiştir. Yani, söylemlerimiz içinde aldığımız konumlar, bizim yapıp yapamayacağımız şeylerin sınırlarını da belirlemektedir (Edley, 2001). Tabii ki bu karşılıklı bir etkileşime dayanmaktadır, yani bir kişinin etkileşim içinde aldığı konum karşısındaki kişinin konum alışına da etki etmektedir. Yine de, karşıdaki kişi için önerilen bu konum zorunluluk taşımamaktadır (Burr, 2003).

Son kavram olan ideolojik ikilemler kavramı ise, ilk olarak Billig ve arkadaşları (1988) tarafından dile getirilmiştir. Billig ve arkadaşları (1988), Marxist ideolojinin bakış açısından bir miktar uzaklaşarak, ideolojilerin sabit olmadığını iddia etmiş, hatta “yaşayan ideolojiler” kavramını önermişlerdir. İdeolojik ikilemler kişilerin aynı konuşma içerisinde bile birbirine zıt olabilecek tarihsel ve eleştirel değişimlerin görülebileceği öne sürmekte ve bunları anlamaya çalışmaktadır (Edley, 2001, p. 204).

4.2.1.1. Eleştirel Söylemsel Psikoloji ve Psikometrik Özellikler

Objektiflik, tekrar edilebilirlik, geçerlilik, güvenirlik ve genellenbilirlik pek çok geleneksel araştırma metodunda temel özellikler olarak değerlendirilmektedir. Ancak Eleştirel Söylemsel Psikoloji pozitivist bakışından ayrıldığı noktada tüm geleneksel bakışların etkisinden de sıyrılmıştır. Objektiflik açısından bu yaklaşımda önerilen kavram refleksivitedir ve bu kavram daha sonra daha ayrıntılı şekilde de açıklanacaktır. Eleştirel Söylemsel Psikoloji diğer pek çok niteliksel araştırma yöntemleri gibi var olan bir teori ya da modeli doğrulamayı kendisine amaç edinmez. Aksine, sosyal yapısalcı önermelerde de vurgulandığı üzere gerçeği tarif etmenin kişisel, tarihsel ve kültürel etkilerden arındırılmış, herkes için geçerli bir tek bir yolunun olmadığını ifade etmektedir. Bu sebeple tekrar edilebilirlik ya da genellebilirlik gibi kavramlar açısından değerlendirilemez.

BÖLÜM 5

ÇALIŞMA 1: EĞİTİM ALAN KİŞİLERLE YAPILAN BOYSAMSAL GÖRÜŞMELER: SÜPERVİZYON ALAN OLMAKTAN SÜPERVİZÖR OLMAYA GEÇİŞ

Şimdiye kadarki tüm bölümlerde çalışmanın arka planını açıklamak için genel literatüre ve araştırma yönteminin değerlendirmesi ile ilgili çeşitli bilgilere yer verilmiştir. Bu bölümde ise araştırma dahilinde yürütülen ilk çalışmadan bahsedilecektir.

5.1. Metod

Bu bölümde yapılan bireysel görüşmelerin araştırma süreçleri, veri toplama yöntemleri, deşifre ve alıntı seçim süreçleri, katılımcımları ve analiz basamakları anlatılacaktır.

5.1.1. Prosedür

Bu bölümde anlatacağım araştırma süreci ile ilişkili bilgilere geçmeden, araştırmanın arka planının daha rahat anlaşılabilmesi için, araştırmanın temelinde yer alan ve Orta Doğu Teknik Üniversitesi (ODTÜ) 'nde kullanılan lisanüstü klinik eğitime dair bilgiler vereceğim.

ODTÜ'de lisansüstü klinik eğitiminde yüksek lisans ve doktora eğitimi olarak iki aşama bulunmaktadır. Öğrencilerin süpervizyon süreci, akademik eğitimleri ile birlikte eğitimlerinin ilk yılında başlamaktadır. Öğrenciler psikoloji bölümüne bağlı olarak çalışan AYNA Klinik Psikoloji Destek Ünitesi'nde eğitim süreçlerinin pratik

uygulamalarını yürütmektedirler. Tüm eğitim sürecinde yüksek lisans öğrencileri, daha önce benzer süreçlerden geçmiş olan, doktora yeterlik sınavını başarı ile geçmiş ve süpervizör olmak için önceden tanımlanmış olan kriterleri sağlamış doktora öğrencileri tarafından grup süpervizyonu formatında süpervize edilmektedir. Lisansüstü eğitim sistemi içerisinde süpervizyon süreçleri ve pratik uygulamalar birer ders ve staj olarak da yer aldığından, öğrenciler her dönem sonunda değerlendirilmektedirler. Doktora seviyesindeki öğrenciler ise öncelikle bölümde görevli öğretim görevlileri tarafından süpervize edilmektedirler. Bu süreçlerin tamamlanması, süpervizyon sürecine dair gerekli derslerin alınması ve doktora yeterlik sınavının başarılı ile geçilmesinin ardından doktora öğrencileri sistem içinde süpervizör olmaya hak kazanmaktadırlar. Süpervizyon sağladıkları bu süreçte doktora öğrencileri de düzenli toplantılar ile hem desteklenmekte ve hem değerlendirilmektedirler.

5.1.2. Araştırma Düzeni ve Görüşmeler

Bu çalışma genel anlamda birbiri ile bağlantılı iki ayrı çalışmadan oluşmaktadır. İlk çalışmaya dair bilgiler bu bölümde anlatılacaktır. Toplamda altı bireysel görüşmeyi içeren ilk çalışma da iki alt çalışmadan oluşmaktadır. İlk çalışmanın ilk aşamasında, üç doktora öğrencisi ile öğretim elemanlarından süpervizyon aldıkları dönemde görüşmeler yürütülmüştür. İkinci aşamada ise aynı kişilerle toplamda iki dönem boyunca yüksek lisans öğrencilerine süpervizyon verdikten sonra tekrar görüşülmüştür. Her görüşme en az bir saat kadar sürmüştür. İlk çalışmanın ilk aşamasının tamamlanmasının ardından, ikinci çalışma olan fokus grup yapılmıştır. İlk çalışmanın ikinci aşamasının görüşme temaları, ikinci çalışmadan elde edilen bulgular ışığında yeniden düzenlenmiştir. İlk çalışmanın her iki aşamasında da katılımcılardan süpervizyon süreçlerini değerlendirmeleri istenmiştir. Yapılan tüm görüşmeler, katılımcılardan alınan izinler doğrultusunda ses kaydına alınmış ve tüm kişisel bilgiler anonim kalacak şekilde deşifre edilmiştir. Bu süreçlerin ardından tüm deşifreler tekrar tekrar okunmuş ve analiz edilmiştir. Rastgele seçilen bazı kısımlar

ise deneyimli terapistler ve tez danışmalarından oluşan araştırma grubu ile birlikte analiz edilmiştir.

5.1.3. Katılımcılar

İlk çalışmadaki üç katılımcı da ODTÜ’de Klinik Psikoloji Doktora programında eğitimlerine devam eden, aynı döneme ait kadın öğrencilerdir. Katılımcı grubu amaçlı örnekleme yöntemi ile oluşturulmuştur. Daha anlamlı bir bilgi sağlayabilmek için üç katılımcıya ait tanıtıcı bilgiler aşağıdaki tabloda yer almaktadır.

Tablo 1. İlk Çalışmanın Katılımcılarına Dair Ayrıntılı Bilgiler

Katılımcı	A	B	C
Toplam Terapi Tecrübesi	250 saat	300 saat	250 saat
Yüksek Lisans Dönemi Süpervizyon	300 saat	350 saat	330 saat
Doktora Dönemi Süpervizyon	200 saat	160 saat	120 saat
Toplam Süpervizyon Alınan Süre	500 saat	500 saat	450 saat
Kendi Terapisi/ Analizi	Terapi- 1,5 yıl	Terapi- 2,5 yıl	Terapi- 1,5 yıl

5.1.4. Veri Toplama

Tüm görüşmeler yönlendirmesiz bir düzende gerçekleştirildi. Tüm görüşmeler “Süpervizyon sürecinizi nasıl değerlendirirsiniz?” gibi bir açılış sorusu ile başlatıldı. Sonrasında belirlenmiş olan temaların ele alınması çerçevesinde, katılımcıların akışı takip edildi. Araştırmacı olarak benim de aynı sistemin içinde yer almış olmam

katılımcılar ile bir tanışıklık ve samimiyet sağladığı için, görüşmeler olabildiğince doğal ortamına yakın bir şekilde gerçekleştirilmiştir.

5.2. Bireysel Görüşmelerin Analizleri

Bu bölümde analiz sürecine dair bilgiler aktarılacaktır. Öncelikle tüm deşifre ve kodlama süreci, ardından da örnek alıntılarının seçim süreci açıklanacaktır. Son olarak da çalışmanın güvenilirliği ve araştırmacının refleksif konumu ele alınacaktır.

5.2.1. Deşifre ve Alıntılama

Toplamda 408,38 dakikalık görüşmeler deşifre edilmiştir. Deşifre sürecinde Jefferson (2004) ve Atkinson ve Heritage' ın (1984) önerdiği işaretçilerin revize edilmiş bir hali kullanılmıştır (Bakınız Ek-1). Özellikle katılımcıların sıra alışları, söz kesmeleri, duraklamaları ve üst üste binişen konuşmaları işaretlenmiştir.

Okuyucuların ve araştırmacının takma isme dair atıflarının önlenebilmesi amacıyla (Taylor, 2010), katılımcıların isimlendirilmesinde takma isim yerine sadece alfabetik düzende harflendirme kullanılmıştır. Katılımcı popülasyonunda cinsiyet belirleyici bir faktör olduğundan, tüm katılımcılar kadın olarak bildirilmiştir.

Örnek alıntılarının seçiminde ise özellikle bahsi geçen konuyu örneklendirebilecek kadar spesifik, değişime ve bilgi gizlenmesine ihtiyaç duyulmayacak kadar net alıntılarının seçilmesine çaba gösterilmiştir. İlk çalışma için toplamda 46 alıntı seçilmiştir.

5.2.2. Kodlama Süreci

Tüm deşifre süreci tamamlandıktan sonra elde edilen veriler tekrar tekrar okunmuş ve ardından kodlama süreci başlanmıştır. Kodlama için bazı programlar olmasına

karşın, çok büyük bir veri setiyle çalışılmadığı için kodlama süreci kağıt kalem teknikleri ile uygulanmıştır.

5.2.3. Çalışmanın Güvenilirliği ve Araştırmacının Refleksif Duruşu

Bu bölümde çalışmanın güvenilirliği ve araştırmacının refleksif duruşu açıklanacaktır. Burr (2003) araştırmacının refleksif duruşunun açıklanmasının hem diğer araştırmacılara hem de okuyuculara “araştırmacının tarihçesinin araştırmayı ne şekilde etkilemiş” olabileceğine dair bilgi verebileceğini ifade etmiştir (p.158). Bu araştırmada, yapısalcı ve görececi temele dayanan refleksif paranteze alma tekniği kullanılmıştır (Gearing, 2004). Bu teknik ile araştırmacı çalıştığı veri setinin analizinde etkili olabilecek kişisel deneyimlerini, kültürel faktörleri ve varsayımları, analiz süreci boyunca fark edip, parantez içine alır. Süreç boyunca bu etkileri fark eden ve gözlemleyen araştırmacı, bu bilgileri araştırmasında okuyucu ile paylaşır (Fischer, 2009, p.583).

Bu çalışmada, araştırmacı olarak kendi duygularım, davranışlarım ve zaafplarım ile ilgili süreçleri fark etmeye çalıştım. Bu süreçte refleksif günlük tutmak ve kısa hafıza notları almak gibi tekniklerden faydalandım. Aynı sistemin içinden çıkmış birisi olarak, araştırmacı konumum katılımcı-gözlemci rolünü de kapsıyordu. İlk görüşmelerde dışarıdan bir göz olarak yer almama karşın, ikinci görüşmelerden hemen öncesinde tekrar süpervizyon vermeye başlamam ile birlikte içeriden konumuna tekrar geçmiş oldum. Bu süreçler bazen tarafsızlık açısından, bazense tanıdıklık açısından kolaylık sağlamıştır. Ancak aynı faktörler bazen ise zorlaştırıcı ve kaygı uyandırıcı şekilde işlemiştir.

5.3. İlk Çalışmanın Sonuçları

İlk çalışmanın sonuçları daha önce de bahsedilmiş olan iki temel kavram üzerinden incelenmiştir. İdeolojik ikilemler bu araştırmanın odağında yer almadığı için,

bunların analizi için herhangi bir girişimde bulunulmamıştır. Bu çalışma, psikoterapistlerin profesyonel kimlik gelişimi süreçlerini, psikoterapistlerin söylemleri üzerinden, özellikle süpervizyon deneyimleri çevrevesinde incelemeyi amaçlamıştır. Eleştirel Söylemsel Psikoloji yaklaşımı katılımcıların eğitim süreçleri içinde değişen rollerinin söylemlerine yansımalarını kullandıkları repertuarlar ve içinden konuşmayı tercih ettikleri özne konumları üzerinden incelemeye çalışmıştır. Çalışmanın iki aşaması da yeni ve öğretici veriler elde edilmesine katkı sağlamıştır.

5.3.1. Süpervizyon Alan Katılımcılar ile Yürütülen İlk Aşama Görüşmeleri

Bu aşamadaki katılımcılar, öğretim elemanları tarafından süpervize edilen üçüncü sınıf doktora öğrencilerinden oluşmaktaydı. Tüm katılımcılardan kendi süpervizyon süreçlerini değerlendirmeleri istenmiştir. Katılımcılar profesyonel kimlik gelişim süreçlerini değerlendirirken “tanınma”, “organizasyon kültürü”, “rekabet”, “güven”, “standart belirleme”, ve “kişisel ve profesyonel kimliğe yatırımlar” şeklinde altı açıklayıcı repertuar ortaya çıkmıştır. Buna ek olarak katılımcılar “benzeşen ve eleştirel”, “yarışan”, “otantik” ve “tanıdık” özne şeklinde dört farklı konumdan konuşmayı tercih etmişlerdir.

5.3.1.1. Açıklayıcı Repertuarlar: Ne Acemi Ne de Deneyimli

Psikoterapist aday katılımcılar profesyonel kimlik gelişimlerinin aşamalı bir süreç olduğunu dile getirmişlerdir. Süpervizyon alanlar ve onların süpervizörleri arasındaki ilişki, ergen ve ebeveyni arasındaki ilişkiyi hatırlatmaktadır (Allen, 2008; Peacock, 2011). Katılımcılar, özellikle acemi konumda olduklarında, otoriter bir güç ve daha yüksek statü bir atfettikleri süpervizörleri tarafından tanınma ve kabul görmeye dair ihtiyaçlarını ifade ettiler. Elbette, bu atıflar tecrübenin vermiş olduğu güce de dayanmaktaydı. Ancak, hiyerarşik düzene dair katılımcıların açıklamaları diğer somut faktörler yerine süpervizör rolüne atıflarını içermekteydi. Katılımcılar tüm gelişim süreçleri boyunca kendi özelliklerini ve kazanımlarını, hem iç hem de dış

gruplardaki diđer öğrenciler ile karşılaştıklarını belirttiler. Bunlarla bağlantılı olarak, hem meslektaşlarına karşı rekabet duygularını hem de onlara güvenme ihtiyaçlarını dile getiren katılımcıların bu söylemleri, kardeş ilişkilerini hatırlatmaktadır.

Sürecin ilerleyen aşamalarında, psikoterapistler daha fazla tecrübe edinmeye başlamışlardır. Bu süreçle birlikte katılımcılar, süpervizörlerin, süpervizyon sisteminin ve ilişkili tüm alt mekanizmaların nasıl işlemesi gerektiğine dair kendi standartlarını oluşturmaya başlamışlardır. Katılımcılar deneyimleri üzerinden oluşturdukları bu standartları, kendi terapötik tarzlarını oluşturmakta kullandıklarını ifade etmişlerdir. Oluşturulan bu tarzların, katıldıkları süpervizyon süreçlerinden bağımsız olması beklenemez. Ancak, katılımcılar gelişim sürecinde süpervizörlerinden farklılaştıklarını ve aldıkları tüm geri bildirimler ile kendi özelliklerini birleştirerek özgün bir yapı oluşturduklarını belirttiler.

Yapılan toplam altı görüşmenin sonucunda altı farklı açıklayıcı repertuara ulaşılmıştır. Diđer bir deyişle, “tanınma”, “kurum kültürü”, “rekabet”, “güven”, “standart belirleme” ve “kişisel ve profesyonel kimliğe yapılan yatırımlar” repertuarları gibi profesyonel kimlik gelişim süreçleri hakkında konuşmanın altı farklı yolu olduğu bulunmuştur. Psikoterapistlerin, süpervizörleri tarafından tanınma ve kabul görme ihtiyaçları, tanınma repertuarında tartışıldı. Kurum kültürü repertuarında ise, psikoterapistler daha önce tanınma gereksinimlerini açıklarken de ortaya çıkan, kendileri ve süpervizörleri arasındaki hiyerarşik konumlandırma hakkında konuştular. Ayrıca, psikoterapistlerin gelişim sürecinde ortaya çıkan rekabet duyguları da, rekabet repertuarında dile getirildi. Katılımcılar, profesyonel kimliklerini geliştirirken kendi gruplarındaki diđer süpervizyon alanlara güvenmeye duydukları ihtiyacı ise güven repertuarında dile getirdiler. Standart belirleme repertuarında ise katılımcılar, sistem içinde tecrübe kazandıkça kendi doğru ve yanlışlarına dair bir deđer sistemi oluşturmaya başladıklarını ifade ettiler. Son olarak

tüm katılımcılar, kişisel ve profesyonel kimliğe yapılan yatırımlar repertuarında, süpervizörlerinden ayrışma ve bireyselleşme süreçlerini açıklamışlardır.

5.3.1.2. Özne Konumları: Psikoterapist Adayı, Süpervizyon Alan, Sonraki Nedir?

Profesyonel kimlik gelişimi sürecinde, psikoterapistler kendilerini farklı özne konumlarından tanımladılar. Katılımcılar, görüşmelerde seçtikleri belirli repertuarlarla kendilerini konumlandırıdılar. Bu pozisyonlar bazen görüşme içindeki sorulara cevap olarak ortaya çıktı, bazense tamamen bağımsız olarak dile getirildi. Görüşme içinde bu pozisyonların birbirinden farklılaştığı ve hatta aralarında çatışmalar görülebildiği sekanslar oluşmuştur. Ayrıca, katılımcıların pozisyonları, görüşmeciye dair atıflar ve özellikle diğer katılımcıların pozisyonlarına dair beklentilerine göre de şekillenmiştir.

Görüşmelerde katılımcılar dört farklı özne konumundan konuştular. Başka bir deyişle, katılımcıların, mesleki kimlik geliştirme süreçlerini tanımlamak için kullandıkları “benzeşen ve eleştirel”, “rakip”, “filtreleyen” ve “tanıdık” özne gibi dört farklı pozisyon vardı. Özellikle kendilerini acemi olarak tanımladıkları ilk aşamalarda süpervizörleri tarafından görülmeye dair ihtiyaçlarını dile getirdiler. Benzeşen özne konumundan konuşurken katılımcılar, özellikle eğitim sürecinin erken aşamalarında, süpervizörleri ile benzeşmeye dair yoğun bir eğilimleri olduğunu belirttiler. Gelişim süreci içerisinde bu konumun eleştirel yöne doğru kaydığını da belirttiler. Katılımcılar ayrıca, özellikle rekabet repertuarını kullanarak dönemdaşları arasında ortaya çıkan ilişkileri açıklamışlardır. Ek olarak, katılımcılar ayrışma ve bireyselleşme süreçlerini, filtreleyen özne konumundan açıklamışlardır. Son olarak katılımcılar, diğer süpervizyon alanlar ve araştırmacı ile benzerliklerini tanıdık özne pozisyonundan konuşarak dile getirdiler.

5.3.2. Süpervizör Katılımcılar ile Yapılan İkinci Aşama Görüşmeleri

İkinci aşama görüşmeleri aynı katılımcılarla, ancak onlar için yeni bir rol olan süpervizör rolünü iki dönem boyunca deneyimledikten sonra yapılmıştır. İkinci aşama görüşmelerinin analizlerinden elde edilen çıkarımlar, çoğunlukla ilk görüşmelerle aynı idi. Ancak farklı olarak, ikinci aşama görüşmelerinde katılımcılar daha çok süpervizör rollerine, süpervizyon sağladıkları kişilerin gelişimlerine ve onların bireyselleşme/ayırışma süreçlerine odaklandılar. İkinci aşama görüşmelerinde katılımcıların daha deneyimli ve kendinden emin oldukları görülmüştür. Bu farklılıklar da ODTÜ'de kullanılan lisanüstü eğitim sisteminin, psikoterapistlerin kimlik geliştirme sürecine ne kadar uygun olduğunu göstermektedir.

Sonuç olarak, bazı yeni repertuarlar ortaya çıktı ve katılımcılar yeni özne konumlarından konuştular. Örneğin, “güç ilişkileri”, “rekabet”, “standart belirleme”, “kişisel ve profesyonel kimliğe yapılan yatırımlar” ve “benzer deneyimler ve destek” repertuarları ikinci aşama görüşmelerinde ortaya çıkmıştır. Ek olarak, bu görüşmelerde katılımcılar “benzeşen ve eleştirel”, “dışarıda”, “kendi sınırlarını belirleyen” ve “yeterliliğini sorgulayan” gibi dört farklı özne konumundan konuşmuşlardır.

5.3.2.1. Açıklayıcı Repertuarlar: Süpervizör Olma Deneyimi

İkinci aşama görüşmelerinde ortaya çıkan repertuarlar odaklanılan noktalar açısından biraz değişmiştir. Kuşkusuz, bazı repertuarlar kültürel ve çevresel etkilerle, görüşmelerde daha sık ve daha kolay ortaya çıkmıştır. Sonuç olarak, rekabet, standart belirleme ve kişisel ve profesyonel kimliğe yapılan yatırımlar repertuarları gibi bazı repertuarlar aynı içeriklerle ortaya çıkmıştır. Kurum kültürü ve güven repertuarlarında ise bazı bağlamsal değişiklikler gözlenmiştir. Öte yandan, güç ilişkileri ve benzer deneyimler ve destek repertuarları ise ikinci aşama görüşmelerinde ilk kez ortaya çıkan repertuarlardır.

5.3.2.2. Özne Konumları: Şimdi Süpervizör Ama Eskiden de Süpervizyon Alan İdi

İkinci aşama görüşmelerinde katılımcılar daha özgüvenli bir tavırla kendileri için daha aktif bir pozisyon tanımlamışlardır. Söylemlerini tanımlamak ve savunmak için farklı özne konumlarından konuşmuşlardır. İlk görüşmelerden aşına olduklarımıza ek olarak, süpervizör rolünün deneyimlenmesi ile yeni özne konumları da ortaya çıkmıştır. Ayrıca, seçilen katılımcı grubuna özel olarak ortaya çıkmış olabileceği düşünülen bir özne konumu belirlenmiştir. Benzeşen ve eleştirel özne konumu ilk aşama görüşmelerinden de aşına olduğumuz bir konum olmasına karşın, bu görüşmelerde katılımcılar gelişim süreçlerini bu eleştirel konumlarını ön plana çıkartarak ifade etmişlerdir. Bunun yanında, kendi sınırlarını belirleyen ve yeterliğini sorgulayan özne konumları da, ikinci aşama görüşmelerinde katılımcıların ilk kez konuşmayı tercih ettiği özne konumlarındanndır. Bu konumların, katılımcıların şuan içinde buldukları süreç ile ilgili olabileceği düşünülmektedir. Yani eğitim süreçlerini tamamlamak üzere olan katılımcılar için kendi tarzları ve yeterliklerine dair sorgulamaların zihinlerinde yer tuttuğu düşünülmektedir.

Son olarak, dışarıda özne konumunun seçilen katılımcı popülasyonuna özgü olarak ortaya çıkmış olabileceği düşünülmektedir. Bahsi geçen katılımcı grubu hem yabancı oldukları bir süpervizyon sisemini deneyimlemiş, hem eğitim süreçlerinin sonlanma aşamasına geçmiş, hem de kişisel hayatlarında çeşitli ayrışma ve yeni adaptasyon süreçlerini deneyimlemiştir. Bu sebeplerle, dışarıda özne konumunun gruba özgü olarak ortaya çıkmış olabileceği düşünülmektedir.

BÖLÜM 6

ÇALIŞMA 2: ACEMİ PSİKOTERAPİST ADAYLARI VE DENEYİMLİ SÜPERVİZÖRLER İLE YÜRÜTÜLEN FOKUS GRUP

Bu noktaya kadar ilk çalışmaya dair tüm süreçler ele alınmıştır. Bu bölümde ise ikinci çalışmanın tüm aşamaları ve ilk çalışmadan ayrılan yanları ele alınacaktır.

6.1. Metod

Bu bölümde yürütülen fokus grubun araştırma süreci, veri toplama yöntemi, deşifre ve alıntı seçim süreçleri, katılımcımları ve analiz basamakları anlatılacaktır.

6.1.1. Prosedür

Bu bölümde anlatacağım araştırma süreci ile ilişkili bilgilere geçmeden önce, araştırmanın arka planının daha rahat anlaşılabilmesi için, araştırmanın temelinde yer alan ve Orta Doğu Teknik Üniversitesi (ODTÜ) 'nde kullanılan lisanüstü klinik eğitimine dair ek bilgiler vereceğim.

Önceki bilgilerin yanı sıra, klinik lisansüstü eğitimindeki farklı ekollerden bahsedeceğim. Mevcut çalışma yapıldığı sırada, iki farklı süpervizyon grubu vardı. Bu da süpervizörler ve hocalar açısından seçilebilecek iki seçenek olduğu anlamına gelmektedir. Fokus grubun katılımcıları her iki ekölü de kapsayarak sisteme dair daha genel bir resme ulaşabilecek şekilde seçilmiştir.

6.1.2. Araştırma Düzeni ve Fokus Grup

Daha önce belirtildiği gibi, bu araştırma birbirine bağlı iki çalışmadan oluşmaktadır. Bu bölümde ikinci çalışmanın araştırma ortamı ve grup süreci açıklanacaktır. İkinci çalışma bir odak grubundan oluşmaktadır. Odak grup dört katılımcıyla yürütüldü. Katılımcıların üçü doktora öğrencisi biri ise mezun idi. Üç doktora öğrencisinden ikisi süpervizyon alan, birisi süpervizör rolünde idi. Kalan bir katılımcı ise süpervizör olan bir mezun idi. Her süpervizyon alan ve süpervizör çifti daha önce bahsedilen iki farklı ekolden seçildi. Katılımcılar araştırmacı moderatörlüğünde, süpervizyon ve profesyonel kimlik gelişim süreçlerini konuşmak için bir araya getirildiler. Fokus grup yaklaşık olarak 100 dakika sürmüştür. Bu odak grubunda, seçilmiş olan süpervizörler ile süpervizyon alanlar arasında herhangi süpervizyon ilişkisi bulunmamasına özen gösterilmiştir.

Odak grup süreci tüm katılımcılardan alınan sözel iznin ardından ses kaydına alınmıştır. Ses kaydı tüm kişisel bilgiler anonim tutularak deşifre edilmiştir. Bu işlemlerin ardından her deşifre verilere aşina olmak ve söylemleri tanımlamak için birçok kez okunmuştur. Araştırmacıya ek olarak, araştırma grubunda yer alan ve farklı üniversitelerde yardımcı doçent olarak çalışan iki öğretim görevlisi klinik psikolog tarafından da deşifreler analiz edilmiştir. Bu kişiler aynı zamanda eski ODTÜ mezunlarıydı; ancak mevcut sisteme ve katılımcılara aşina değildiler. Analiz sürecinden sonra, araştırma grubu ile tekrar bir araya gelerek söylemsel stratejilerin işlevleri ve katılımcılar arasındaki etkileşimler üzerinde tartışılmıştır.

6.1.3. Katılımcılar

Odak grubunda dört katılımcı vardı. Katılımcı F. ve katılımcı D. süpervizyon alan kişiler, katılımcı E. ve katılımcı H. ise süpervizörlerdi. Katılımcılar amaçlı örnekleme tekniğiyle seçilmişlerdir. Daha önce de belirtildiği gibi, eğitim sürecinde iki farklı ekol ve iki farklı süpervizyon grubu vardı. Katılımcı F. ve katılımcı H. bir ekolden,

katılımcı E. ve katılımcı D. ise diğer okuldan gelmişlerdir. Tüm katılımcılar, eğitim süreçlerinin farklı aşamalarında idiler.

Katılımcılar arasında herhangi bir süpervizyon ilişkisinin bulunmamasına özen gösterilmesine karşın, gruptaki iki süpervizör arasında geçmişte bir süpervizyon ilişkisi bulunduğu odak grup esnasında öğrenilmiştir. Süpervizörlerden biri olan katılımcı E.'nin yaklaşık beş yıl önce katılımcı H. tarafından süpervize edildiği öğrenilmiştir. Daha anlamlı ve bütüncül bir bilgi sağlayabilmek için dört katılımcıya ait tanıtıcı bilgiler aşağıdaki tabloda yer almaktadır.

Tablo 2. *İkinci Çalışmanın Katılımcılarına Dair Ayrıntılı Bilgiler*

Katılımcı	D	E	F	H
Toplam Terapi Tecrübesi	220 saat	450 saat	50 saat	1000 saat
Yüksek Lisans Dönemi Süpervizyon	300 saat	300 saat	70 saat	200 saat
Doktora Dönemi Süpervizyon	150 saat	200 saat	30 saat	170 saat
Toplam Süpervizyon Alınan Süre	450 saat	500 saat	100 saat	370 saat
Kendi Terapisi/ Analizi	Analiz- 4 yıl	Terapi- 3,5 yıl	-	Terapi- 3 yıl

6.1.4. Veri Toplama

Tek bir odak grup yürütüldü ve yaklaşık olarak 100 dakika kadar sürdü. Katılımcılardan biri olan katılımcı E. görüşmeye geç katıldı. Bu durumun grubun etkileşim dinamiği üzerinde etkili olmuş olabileceği düşünülmektedir. Grup

“Süpervizyon sürecinizi nasıl değerlendirirsiniz?” gibi bir açış sorusu ile başlatıldı. Sonrasında katılımcıların akışı takip edildi. Araştırmacı olarak benim de aynı sistemin içinde yer almış olmam, katılımcılar ile bir tanışıklık ve samimiyet sağladığı için, etkileşimler oldukça zengin idi.

6.2. Fokus Grubun Analizi

Bu bölümde analiz sürecine dair bilgiler aktarılacaktır. Öncelikle tüm deşifre ve kodlama süreci, ardından da örnek alıntılarının seçim süreci açıklanacaktır. Son olarak da çalışmanın güvenilirliği ve araştırmancının refleksif konumu ele alınacaktır.

6.2.1. Deşifre ve Alıntılama

Toplamda 102,25 dakikalık bir veri deşifre edilmiştir. Deşifre sürecinde Jefferson (2004) ve Atkinson ve Heritage’ ın (1984) önerdiği işaretçilerin revize edilmiş bir haline ait bir liste kullanılmıştır (Bakınız Ek-1). Özellikle katılımcıların sıra alışları, söz kesmeleri, duraklamaları ve üst üste binişen konuşmaları işaretlenmiştir.

Okuyucuların takma isme dair atıflarının önlenebilmesi amacıyla (Taylor, 2010), katılımcıların isimlendirilmesinde takma isim yerine sadece alfabetik düzende harflendirme kullanılmıştır. Katılımcı popülasyonunda cinsiyet belirleyici bir faktör olduğundan, tüm katılımcılar kadın olarak bildirilmiştir. Örnek alıntılarının seçiminde ise özellikle bahsi geçen konuyu net bir şekilde örneklendirebilecek kadar spesifik, büyük bir değişime ve bilgi kısıtına meydan vermeyecek alıntılarının seçilmesine özen gösterilmiştir. Bu çalışma için toplamda 34 alıntı seçilmiştir.

6.2.2. Kodlama Süreci

Tüm deşifre süreci tamamlandıktan sonra elde edilen veriler tekrar tekrar okunmuş ve ardından kodlanma süreci başlanmıştır. Kodlama için bazı programlar olmasına

karşın, çok büyük bir veri setiyle çalışılmadığı için kodlama sürecinde kağıt kalem teknikleri uygulanmıştır.

6.2.3. Çalışmanın Güvenilirliği ve Araştırmacının Refleksif Duruşu

Bu bölümde çalışmanın güvenilirliği ve araştırmacının refleksif duruşu açıklanacaktır. İlk çalışmada verilen bilgiler tekrar edilmeyecektir. Odak grup boyunca, katılımcılar tanıdık pozisyonlardan konuştukları sırada, kendimi içeriden bir konumda buldum. Öte yandan, bazen kendimi yabancı biri olarak konumlandırımdı, çünkü yeni psikoterapist adayları ile çok az etkileşimim vardı.

Odak grubunda, moderatör rolü bana otoriter bir güç sağladı, bunu katılımcıların atıfları üzerinden de gözlemleyebiliyordum. Örneğin, katılımcılar açısından benim sözümü kesmenin, birbirlerinin sözünü kesmekten daha zorlayıcı olduğunu fark ettim. Katılımcıların tutumlarında, bana aşına olmanın etkili bir faktör olduğunu ve daha tanıdık olan katılımcıların söz almak noktasında daha girişken olduklarını gözlemledim. Örneğin, katılımcı F. bana daha az aşına olan birisiydi ve diğer katılımcılara kıyasla daha çekinik bir konumda kaldı.

Genel olarak, her katılımcının katılım seviyesini dengelemeye çalışan bir moderatördüm. Ancak bazen grup katılımcıları arasındaki etkileşimlere daha fazla dahil olduğumu fark ettim. Bazen düşüncelerimi ilan edebiliyor ya da katılımcılara destek verebiliyordum. Bir moderatörden çok bir katılımcı gibi hissetmek beni rahatsız etmişti. Bu anları refleksif bir biçimde incelediğimde, çoğunlukla kendi süpervizyon deneyimlerimde beni zorlayan konulara diyor noktalarda müdahalelerde bulunduğumu fark ettim.

Özet olarak, bu çalışmayı yürütmek benim için bir yolculuk gibiydi. Başkalarının, benim de deneyimlediğim o süreci, nasıl deneyimlediklerini merak ediyordum. Bazı deneyimlerde yalnız olup olmadığını merak ediyordum. Bu yolculuk bir varış

noktasına ulaşmı ayı hedeflemiyordu, sadece yolda olmak ve anlamaya dair bir motivasyonum vardı. Şimdi tüm görüşmeleri düşündüğümde, eğitim sürecinin tamamlanabileceği ancak profesyonel kimliğin, kişisel kimlik gelişimiyle birlikte yaşam boyu gelişmeye devam edeceği söylenebilir.

6.3. Sonuçlar: Biz Süpervizyon Alanlarız, Onlar Süpervizörler ve Sen de Araştırmacısın

Odak grubunun sonuçları da iki ana psikanalitik odak olan açıklayıcı repertuarlar ve özne pozisyonları aracılığıyla incelenmiştir. Odak grubu bireysel görüşmelerde de daha önce incelenen rolleri, karşı karşıya getirmeyi ve bu roller arasında meydana gelen etkileşimi incelemeyi amaçlamıştır. Bu şekilde de, mesleki kimlik gelişimine bireysel gelişime odaklanan bir bakış açısının yanı sıra, eğitim süreci boyunca alınan farklı rollerin farklı katılımcılar tarafından profesyonel kimlik gelişimi açısından nasıl deneyimlendiği incelenmek istenmiştir. Genel olarak, analiz katılımcıların birbirlerine yaptıklarına ve o esnada bunu hangi söylemleri kullanarak, hangi konulardan konuşarak yaptıklarına odaklanmıştır.

Süpervizyon alanlar ve süpervizörler birlikte süpervizyon süreçlerini tartışmışlardır. Önceden tanımlanmış olan rollerin etkisinin yanı sıra, grup içi etkileşimlerde katılımcılar arasında yeni düzen ve dengelerin oluştuğu da gözlenmiştir. Katılımcılar süpervizyon sürecindeki aşamalı gelişimlerini hem profesyonel hem de kişisel kimliğin gelişimi üzerinden ortaklaşan noktalarla dile getirmişlerdir. Katılımcılar arasındaki etkileşimlerde önceden tanımlanmış olan rollerinin yanı sıra tecrübe düzeyleri ve sistemden beklentilerinin etkisi de gözlenmiştir. Katılımcılar odak grupta dört farklı açıklayıcı repertuar kullanmışlardır. Başka bir deyişle, “güç ilişkileri”, “ilişki”, “rekabet” ve “gelişim” repertuarı gibi dört farklı söylemsel tema ortaya çıkmıştır. Katılımcı sayısının ve etkileşimlerin çokluğu nedeniyle sık değişen ve çeşitli özne konuları odak grup etkileşimleri boyunca katılımcılar tarafından

tercih edilmiştir. Daha bütüncül bir okuma sağlamak için, ortaya çıkan tüm özne konumları ayrıca ele alınmak yerine, açıklayıcı repertuarlar ile birlikte incelenmiştir.

BÖLÜM 7

GENEL TARTIŞMA

Bu çalışma, katılımcıların söylemleri üzerinden psikoterapist adaylarının profesyonel kimlik gelişim süreçlerini CDP yaklaşımıyla incelemeye çalışan birbiriyle bağlantılı iki çalışmadan oluşuyor. İki çalışma hem bireysel olarak sürecin nasıl deneyimlendiğinin, hem de farklı kişilerin benzer süreçleri nasıl deneyimlediğinin etkileşimleri üzerinden anlaşılması açısından birbirini tamamlar niteliktedir. Çalışmalar için ayrı ayrı belirtilen çıkarımlar haricinde, bu bölümde tüm çalışmaya genel bir bakışın sağlanması ve çalışmanın literatüre katkısı, uygulama alanları ve kısıtlılıkları gibi noktalar ele alınacaktır.

Çalışmanın en önemli sonuçlarından biri, sadece teorik eğitim almanın, profesyonel kimlik gelişiminde bazı basamakların eksik kalmasına sebep olabileceğini göstermesidir. Bu sebeple, nitelikli ve yetkin psikoterapistleri yetiştirmeyi amaçlayan lisansüstü programları mutlaka pratik uygulamalar ve süpervizyon sürecini de kapsayacak şekilde düzenlenmelidir. Dahası bu çalışmanın sonuçlarına dayanarak, eğitim sürecinde süpervizyon almanın aslında profesyonel kimlik gelişim sürecini başlatmış olduğu, ancak süpervizör rolünü alarak süpervizyon sağlamanın da bu sürecin ilerletilebilmesi için çok önemli olduğu söylenebilir. İlk çalışmanın ikinci aşama görüşmelerinde tüm katılımcılar süpervizör olarak edindikleri tecrübelerin hem kişisel hem de profesyonel kimliklerinin gelişimine önemli katkıları olduğunu dile getirmişlerdir. Literatürde de temel araştırmaların çoğu, eğitim sürecinde süpervizyon vermenin profesyonel kimlik geliştirme sürecine dahil olduğunu da bildirmiştir (Jr. Watkins, 1995c; Rønnestad ve Skovholt, 1993; Worthington, 2006).

Türkiye’deki lisansüstü klinik psikoloji eğitimi’ne dair literatür incelendiğinde, psikoterapist adaylarının mesleki gelişim süreçleri hakkında bilgi verecek kültüre özgü süpervizyon modellerinin bulunmadığı belirtilmektedir (Aladağ, Yaka ve Koç, 2014). Bu çalışmada, katılımcılar kendileri ve süpervizörleri arasındaki ilişkiye ne derece önem verdiklerini aktarım ve karşı-aktarım meseleleri üzerinden aktarmışlardır. Bu alanlarda ortaya çıkan “anne, baba” ve ya “bakım veren” atıfları kolektivist kültür özellikleri açısından değerlendirilebilir. Çalışmanın tüm sonuçları, Türkiye için kültüre özgü bir süpervizyon modeli tasarlamak için tanıtımsal bilgi sağlayacaktır.

Nitekim, nitel araştırma tekniklerini kullanan bu çalışma, genellenebilir bir sağlama, daha önce var olan bir teoriyi doğrulama iddiasında değildir. Ancak, bulgular başka niteliksel ve niceliksel çalışmalar için bir çerçeve sağlayacaktır. Çalışmanın sonuçları, bahsedilen sistem ve psikoterapist adaylarının profesyonel kimlik gelişimi ile ilgili bazı genel çıkarımlar sunmasına karşın, tüm çıkarımlar mevcut katılımcı kombinasyonuna özgüdür. Styczynski (1980), süpervizyon sürecinin süpervizyon alanlar, hastalar, süpervizörler ve süpervizörlerin süpervizörleri şeklinde dört farklı tarafı kapsadığını belirtmesine karşın, hastalar ve süpervizörlerin süpervizörleri bu çalışmada katılımcı olarak yer almamıştır. Dolayısıyla, katılımcılara öğretim görevlisi olan süpervizörlerin eklenmesinin kendilerine atfedilen daha üst seviye rolleri sebebiyle grup etkileşiminde farklılıklar yaratabileceği düşünülmektedir. Daha sonraki çalışmalar bu şekilde yeni katılımcı popülasyonları ile yapılandırılabilir.

Öte yandan, gelişimsel süpervizyon modelleri kapsamlı modeller olarak görülmelerine karşın bitiş noktaları açısından eleştiriliyorlar. Çünkü bu tip modellerinin çoğu profesyonel psikoterapistlerin profesyonel kimlik gelişimlerine dair alanı kapsayamamaktadır (Jr. Watkins, 1995b). Maalesef, bu çalışmada da deneyimli profesyonel psikoterapistler katılımcı olarak yer almamıştır. Wulf ve Nelson (2000), süpervizyon eğitimindeki deneyimleri ve bu sürecin sonraki mesleki uygulamaları ve gelişim süreçleri üzerindeki etkileri hakkında deneyimli klinik

psikologlarla çalışmıştır. Araştırmacılar, bu retrospektif bakış açısının, profesyonel kimlik gelişim süreci hakkında daha verimli ve tamamlayıcı bilgiler sağladığını öne sürmüşlerdir. Bu açıdan bakıldığında, profesyonel kimlik gelişim sürecinin bir bütün olarak anlaşılması için aynı katılımcılarla beş yıl sonra yeni bir çalışma tasarlanması önerilebilir. Ancak, katılımcıların geriye dönük ifadelerinin zaman etkisinden azade olamayacağı ve bilgilerin çarpıtılmış olabileceği de akılda tutulmalıdır (Peacock, 2011).

Sonuç olarak, bu çalışma, psikoterapi uygulayıcılarının mesleki kimlik geliştirme sürecini katılımcıların söylemleri üzerinden anlamayı amaçlamıştır. Bu çalışma, lisansüstü psikoterapi eğitiminin parçaları olan öğrenciler, eğitmenler ve yöneticiler için bazı çıkarımlar sunmaktadır. En özet ifadeyle, profesyonel kimlik gelişiminin, eğitimin ilk aşamasından itibaren başladığı ve psikoterapi uygulamalarına devam edildiği süreç boyunca devam ettiği ve bu süreçlerin de kişilerin söylemleri üzerinden incelenebileceği söylenebilir.

H. TEZ İZİN FORMU / THESIS PERMISSION FORM

ENSTİTÜ / INSTITUTE

Fen Bilimleri Enstitüsü / Graduate School of Natural and Applied Sciences

Sosyal Bilimler Enstitüsü / Graduate School of Social Sciences

Uygulamalı Matematik Enstitüsü / Graduate School of Applied Mathematics

Enformatik Enstitüsü / Graduate School of Informatics

Deniz Bilimleri Enstitüsü / Graduate School of Marine Sciences

YAZARIN / AUTHOR

Soyadı / Surname : Uyar Suiçmez

Adı / Name : Tuğba

Bölümü / Department : Psikoloji

TEZİN ADI / TITLE OF THE THESIS (İngilizce / English) : Examining the process of professional identity development of psychotherapists in supervision process: A critical discursive psychological approach

TEZİN TÜRÜ / DEGREE: Yüksek Lisans / Master Doktora / PhD

1. **Tezin tamamı dünya çapında erişime açılacaktır.** / Release the entire work immediately for access worldwide.
2. **Tez iki yıl süreyle erişime kapalı olacaktır.** / Secure the entire work for patent and/or proprietary purposes for a period of **two years**. *
3. **Tez altı ay süreyle erişime kapalı olacaktır.** / Secure the entire work for period of **six months**. *

* Enstitü Yönetim Kurulu kararının basılı kopyası tezle birlikte kütüphaneye teslim edilecektir.
A copy of the decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis.

Yazarın imzası / Signature

Tarih / Date