

GAINING INSIGHTS THROUGH ANALYZING CRITICAL INCIDENTS IN
UNDERGRADUATE LEVEL SCHOOL COUNSELING PRACTICUM:
A CASE STUDY



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A CASE STUDY

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in Undergraduate Level School Counseling Practicum:A Case Study

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DECLARATION OF ORIGINALITY

I, Şevval Betül Güran, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
- this thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
- this is a true copy of the thesis approved by my advisor and thesis committee at Boğaziçi University, including final revisions required by them.

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ABSTRACT

Gaining Insights Through Analyzing Critical Incidents in Undergraduate Level School Counseling Practicum: A Case Study

This qualitative case study explored critical incidents (CIs) in undergraduate-level school counseling practicum and its supervision to understand how these experiences impacted counseling students' professional and personal development, and career orientation. 10 counseling students at Boğaziçi University who were enrolled in practicum between 2021 and 2024 narrated CIs in four contexts. CIs related to counseling practice included experiences of recognizing a misjudgment, unexpected responsibility, and witnessing a severe case. CIs related to site supervisor included attitude toward practicum students, conduct with students, embracement of the counselor role, and positive feedback. CIs related to faculty supervisor in group supervision included regulation skills, constructive feedback, supportive attitude, conceptual enrichment, and being overlooked. CIs related to peers in the group supervision included giving support, shared experiences, witnessing peer's case supervision, and observing changes in peer. Identified CIs seemed to impact counseling students' professional development through knowledge and skills, professional sensitivity, professional confidence, collaboration and support, and professional identity. Furthermore, CIs seemed to impact counseling students' personal development through self-awareness and reflection, emotional regulation and resilience, interpersonal skills, and empathy and compassion. Lastly, CIs seemed to impact counseling students' career orientation through motivation and commitment, perceived fit for the profession, and career exploration. Strengths, limitations and recommendations for future research and practice are discussed.

ÖZET

Lisans Düzeyi Okul Psikolojik Danışmanlığı Uygulamasında Yaşanan Kritik Olayların Analizi Yoluyla İçgörü Edinmek: Bir Durum Çalışması

Bu nitel durum çalışması, lisans düzeyi okul psikolojik danışmanlığı uygulama ve süpervizyonunda yaşanan kritik olayları (KO), psikolojik danışmanlık öğrencilerinin mesleki ve kişisel gelişimlerini ve kariyer yönelimlerini nasıl etkilediğini anlamak amacıyla incelemiştir. 2021 - 2024 akademik yılları arasında Boğaziçi Üniversitesi'nde uygulamaya kaydolun 10 öğrenci, KO'ları dört bağlamda anlatmışlardır. Danışmanlık uygulamalarına ilişkin KO'lar, yanlış yargıyı fark etme, beklenmedik sorumluluk ve ciddi vakaya tanıklık etmeyi kapsamaktadır. Saha süpervizörüne ilişkin KO'lar uygulama öğrencilerine yönelik tutum, öğrencilere yaklaşım, danışman rolünün benimsenmesi ve olumlu geribildirim kapsamaktadır. Grup süpervizyonunda fakülte süpervizörüne ilişkin KO'lar regülasyon becerileri, yapıcı geribildirim, destekleyici tutum, kavramsal zenginleştirme ve göz ardı edilmeyi kapsamaktadır. Grup süpervizyonunda akranlara ilişkin KO'lar destek verme, paylaşılan deneyimler, akranın vaka süpervizyonuna tanıklık etme ve akrandaki değişimi gözlemlemeyi kapsamaktadır. Belirlenen KO'ların öğrencilerin mesleki gelişimlerini bilgi ve becerileri, mesleki duyarlılığı, mesleki güveni, işbirliği ve desteği ve mesleki kimliği geliştirerek etkilediği görülmüştür. KO'ların öğrencilerin kişisel gelişimini öz farkındalık ve yansıtma, duygusal düzenleme ve dayanıklılık, kişilerarası beceri ve empati ve şefkat yoluyla etkilediği görülmüştür. KO'ların motivasyon ve bağlılık, mesleğe uygunluk algısı ve kariyer keşfi ile öğrencilerin kariyer yönelimlerini etkilediği görülmüştür. Çalışmanın güçlü yönleri, sınırlılıkları ve gelecekteki araştırma ve uygulamalar için çıkarımlar tartışılmıştır.

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“... My success comes only through Allah”

(Hûd, 88)

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CHAPTER 1

INTRODUCTION

Counseling practicum is a critical experience that serves as a foundational component of counselor education. It allows counseling students to conduct their first counseling practices under supervision and bridge the gap between what is learned in coursework and real-life school settings. Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2024) defines practicum as a “supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge.” Similarly, other organizations such as the Association for Counselor Education and Supervision (ACES) and the American School Counselor Association (ASCA) also recognize the importance of quality supervised practical experiences in counselor education (ACES, n.d.; ASCA, 2019).

The first counseling practicum experience stands out as a critical time in the lifespan of a professional counselor (Furr & Carroll, 2003). It is often anticipated by counseling students with curiosity and, more often, with anxiety (Ikonomopoulos et al., 2016; Kurtylmaz, 2015; Mansor & Yusoff, 2013; Rønnestad et al., 2019). Students are frequently concerned about their ability to fit into the profession. Practicum is expected to help clarify their career goals (Wylie, 1999), strengthen their professional commitment (Mansor, 2017), and open pathways to new career opportunities (Brooks et al., 1995; Pedro, 1984).

During practicum, counselor candidates are often challenged in terms of their competencies, personal and professional development, and skill acquisition (Furr & Carroll, 2003; Trepal et al., 2010). For this reason, supervision from a qualified supervisor is an essential requirement emphasized by ethical codes and endorsed by

governing agencies (ACA, 2014; CACREP, 2024). Counseling students typically receive both on-site and faculty supervision during their practicum (Bernard & Goodyear, 2019).

Practicum supervision plays a fundamental role in shaping students' first counseling experiences. It influences how they cope with the challenges of providing services (Loganbill et al., 1982), supports their counseling skill development, and helps them manage the emotional and psychological distress that can emerge during this process (Liu et al., 2021). All in all, counseling practicum and its supervision play a critical role in the development of a counselor as a person and as a professional, starting from their very first experiences of service delivery.

The significant role that counseling practicum and its supervision play in the development of counseling students applies to all specialties within the field, including school counseling. Professional associations have established standards to ensure that these experiences are carried out effectively and at a high level of quality. In the U.S., CACREP (2024) sets such standards, requiring a defined number of practicum hours and weekly supervision sessions. It also specifies the qualifications necessary for site supervisors. More specifically, counselor education programs accredited by CACREP (2024) require a minimum of 100 hours of school counseling practicum experiences, with a minimum of 40 hours of direct services that includes provision of individual counseling and group counseling with actual clients who are students at K-12 schools. Weekly 1-hr individual supervision and weekly 1.5-hr group supervision are also mandated (CACREP, 2024). ASCA (2019) further shapes the supervision standards for school counseling practicum to ensure effectiveness and quality.

In Türkiye, the process of standard-setting for counselor education has progressed considerably over the past decade. Counselor education begins at the undergraduate level, where students are trained to serve as mental health professionals who can also work at the school setting. The curriculum determined by the Council of Higher Education (CoHE) includes both theoretical and applied components. According to the “New Teacher Training Bachelor’s Program” (CoHE, 2018), students integrate theory with practice during their seventh and eighth semesters through the courses “Guidance and Psychological Counseling Practice in Schools” and “Psychological Counseling Practice with Individuals.”

Significant efforts have been made to establish national standards for both counselor education and school counseling practicum. In the early 2000s, the lack of such standards led scholars like Özyürek to document the existing conditions of school counseling practicum and its supervision. Özyürek examined how school counseling practicum was carried out, which school counseling practices were implemented within the scope of practicum, and what types of supervision opportunities were provided to counseling students. These studies revealed considerable inadequacies: students often lacked sufficient practice opportunities and the supervision they received could be inconsistent and insufficient (Özyürek, n.d., 2009, 2010, & Özyürek et al., 2010).

Atıcı’s research further emphasized how these deficiencies affected students’ professional identity development and self-efficacy (Atıcı et al., 2006; Atıcı & Çam, 2013; Atıcı et al., 2011). These findings set a broader research agenda in the 2010s (Arslan & Sommers-Flanagan, 2018; Kozan, 2020), aiming to understand the existing situation in counselor education (Boyacı, 2018; Özyürek, 2019), enhance practicum effectiveness (Atik & Erkan-Atik, 2019; Eryılmaz & Mutlu, 2018), and

improve supervision quality (Aladağ & Kemer, 2016; Büyükgöze-Kavas, 2011; Kalkan & Can, 2019; Koçyiğit, 2020; Siviş-Çetinkaya & Kararımak, 2012; Teke & Avşaroğlu, 2022). As the need for accreditation and formal standards gained wider recognition, the pace of research accelerated (Arslan, 2016; Özyürek et al., 2021).

All these efforts led to the establishment of *National Standards for Psychological Counseling and Guidance Undergraduate Education* and *National Standards for School Counseling Practicum* by Turkish Psychological Counseling and Guidance Association (TPCGA) in 2022. Later that year, TPCGA's Psychological Counseling and Guidance Education Program Evaluation and Accreditation Unit (PCG-EPEAU) was authorized by the CoHE to accredit counselor education programs.

Focusing on the school counseling practicum-related standards, undergraduate students are now required to complete two practicum courses—one in each of their final two semesters—spanning 24 weeks and at least 144 hours of total practicum experience. These standards mandate weekly site supervision by a practicing school counselor and weekly faculty supervision by a faculty member. The standards are aligned with Ministry of National Education's (MoNE) school practicum regulations, which specify roles, responsibilities, and expectations regarding duration, location, and content, as documented in the *Directive on Teaching Practice for Practicum Students in Institutions Under the Ministry of National Education* (2018). These policies are also outlined in the literature review of the current study.

While these developments mark a new era for counselor education in Türkiye, challenges remain. Issues such as the lack of a formal professional title and absence of a legal framework continue to be critical (Arslan et al., 2019; Özyürek,

2019). At the same time, the ongoing implementation and refinement of school counseling practicum standards warrant further study to inform policy development and practice.

Furthermore, since counselor education starts at the undergraduate level, counseling students' experience in practicum can be very different from experiences of counseling students in other countries. Moreover, given the recency of accreditation efforts, how different counselor education programs conduct their school counseling practicum and implement supervision at their institution may remain varied. Therefore, Türkiye is in a unique place in the history of counselor education, and studying counseling students' school counseling practicum experience in depth stands out as a worthy endeavor. Understanding the experiences and developmental trajectories of counseling students during practicum can inform us regarding how the new standards are utilized by the programs and can facilitate the effective application of existing programs and policies.

Exploring how counseling students' professional and personal growth is facilitated through different interpretations of school counseling practicum and its supervision across institutions can contribute meaningfully to the existing Turkish literature. Another specific contribution could involve examining the unique aspects of Turkish counselor education programs. For instance, while current standards aim to ensure that undergraduate-level students graduate with the necessary competencies to function as counselors, it remains unclear whether these students enter the field with an accurate understanding of the profession or whether they intend to remain in the field after graduation. Studying the factors that shape undergraduate counseling students' career orientation may therefore offer valuable insights.

Exploration of such inquiries can be facilitated by the Critical Incidents Technique (CIT). CIT is known for enabling the researcher to obtain comprehensive information about important events from observers (Flanagan, 1954) and it has been frequently utilized in international studies to examine practicum and supervision processes (Howard et al., 2006; Trepal et al., 2010). According to Skovholt and McCarthy (1988), critical incidents are significant turning points in an individual's development. CIT not only identifies such critical incidents, but it also sheds light on the emotions, thoughts, and beliefs surrounding them (Butterfield et al., 2009; Flanagan, 1954).

Along with the apparent increase in Turkish studies on counseling practicum and its supervision (Arslan & Sommers-Flanagan, 2018; Kozan, 2020; Siviş-Çetinkaya & Kararmak, 2012), CIT studies have started to take its place in the Turkish literature, shedding light onto how critical incidents related to supervision of individual practicum foster counseling students' growth across different levels of counselor education (Aladağ, 2014). Researchers are invited to deepen our understanding with respect to this line of inquiry (Aladağ, 2014) and this invitation aligns with the purpose of the current study, which is explained below, in detail.

1.1 Purpose of the study

This study aims to investigate the school counseling practicum and supervision experiences of counseling students in undergraduate counselor education program at a public university in Istanbul. More specifically, this study aims to explore the critical incidents in the school counseling practicum with a focus on how the counseling practices and received supervision, both at the practicum site and the

academic department, have impacted counseling student's professional and personal growth in general and their career orientation in particular.

The research questions of the present study are as follows:

1. What are the critical incidents counseling students experience in school counseling practicum with respect to their (1) counseling practices, (2) interactions with supervising school counselors (site supervisors), (3) interactions with faculty supervisors in group supervision, and (4) interactions with peers in group supervision?
2. How do these critical incidents impact the (1) professional development, (2) personal development, and (3) career orientation of counseling students?

1.2 Significance of the study

Counselor education in Türkiye has its own characteristics, and this uniqueness is expected to impact counseling students' experience as well as their journey.

Although previous studies using the Critical Incident Technique have described student growth in individual and group supervision (Aladağ, 2014), critical incidents in school counseling practicum and its supervision can be further examined. With the recent introduction of national standards for counselor education, it is important to understand how these changes affect students' learning and professional development. Moreover, because accreditation efforts are relatively new, programs may still vary widely in how they organize practicum placements and implement supervision at their institutions. And these differences have the potential to enrich our understanding of which aspects of school counseling education and its supervision most effectively promote student growth. Detailed insights into these practices can be gained through case studies, which allow for in-depth examination

of the conditions and hence future adaptation of strategies that best support counseling students' growth.

The current study aims to identify critical incidents in the school counseling practicum, particularly in counseling practices in school, supervision received as part of their required school counseling practicum experience, and engagement and experiences with peers. This study's significance lies in its exploration of critical incidents at school counseling practicum from a comprehensive perspective. In addition, current study's focus on clarifying the incidents that impact counseling students professional and personal growth in general, as well as career orientation in particular, set it apart. Studying one particular program that approaches school counseling practicum and its supervision in an intentional and comprehensive manner would enrich our understanding. Having an in-depth understanding of the moments in school counseling practicum that facilitate counseling student growth and career orientation could guide our training and supervision practices and promote our effectiveness and efficiency in fostering the development of counselors. That, in return, could facilitate better counseling outcomes for the clients we serve.

CHAPTER 2

LITERATURE REVIEW

Literature review aims to provide an overview of (1) school counseling practicum and supervision as essential components of counselor education, (2) studies on professional and personal development as well as career orientation and decision-making processes of counseling students, and (3) current state of Critical Incidents literature that focuses on counselor education. To set the stage, we start with an introduction of counselor education as well as school counseling education in the West as well as Türkiye. Then we shift our attention to the place of school practicum in counselor education as it is conceptualized by leading associations and agencies, and studies on nature and effectiveness of supervision are summarized. Having introduced the literature on school counseling practicum and its supervision, we shift our attention to the literature on professional and personal development of counseling students as well as their career orientation. Finally, studies that utilized Critical Incidents Technique in exploration of counselor education in the West and Türkiye are shared.

2.1 Counselor education

Since the focus of the current study is school counseling practicum experience, first it is important to gain a clear understanding of how counselor and school counselor are defined as well as what counselor education and school counseling education entails. In that light, this section starts with defining counselor and counseling education, and it continues with presenting how counselor education is provided particularly in the West and also in Türkiye. After summarizing standards for

counselor education in general along with a brief history of its development, we switch our attention to who a school counselor is and varying standards for school counselor education in the Western countries. And lastly, current standing and recent developments with respect to school counselor education in Türkiye is introduced.

2.1.1 Counselor education in the West

When defining who a counselor is and what counselor education is, we focus on references based on the United States (US), and American Counseling Association (ACA) given US's leading position in the counseling profession and counselor education (Arslan, 2018). ACA defines professional counselors as “graduate-level mental health service providers, trained to work with individuals, families, and groups in treating mental, behavioral, and emotional problems and disorders” (ACA, n.d.).

ACA requires individuals to receive training from counselor education programs accredited by CACREP or other independent agencies that recognize ACA. CACREP (2024), whose mission has been providing accreditation to counselor training to create a unified counseling profession (Glosoff et al., 2013), defines counselor education as “a distinct academic discipline that has its roots in educational and vocational guidance and counseling, human development, supervision, and clinical practice.” CACREP describes the focus of counselor education as training and preparation of professional counselors who are competent to practice, comply with the ethics of the counseling profession, and have strong professional counselor identities (CACREP, 2024).

In attempting to explore how counselor education is delivered in different countries worldwide, it is again sensible to look at the model and standards

developed and implemented in the US, as many other countries prefer to do (Arslan, 2018). The rigorous efforts for the standardization of counselor education in the history of the counseling profession in the US spans over 100 years. Select associations have been highly active in the development and national implementation of standards recognized by the Council of Higher Education. First of all, ACA has led and supported the institutions that have formed under ACA in putting effort into creating the minimum standards required for accreditation since its establishment in 1952. And in the 1970s, ACES and ASCA developed preparation standards for master's level counselor education called "Standards for Entry Preparation of Counselors and Other Personnel-Service Specialists" (Glosoff et al., 2013). In fact, it was these efforts that led to the establishment of CACREP, which as mentioned above oversees the accreditation process to create a unified counselor profession (Glosoff et al., 2013).

To achieve this unified counselor profession, CACREP has established and has since then updated standards for entry-level (master's level) and doctorate-level counselor education that define the accreditation requirements (CACREP, 2024). The standards are organized into six sections: (1) the learning environment, (2) academic quality, (3) foundational counseling curriculum, (4) professional practice, (5) entry-level specialized areas, and (6) doctoral standards for counselor education and supervision (CACREP, 2024). These standards established for counselor education in the US meet the majority of the competencies expected of a professional discipline: (a) demanding knowledge and research from professionals, (b) establishing professional organizations, (c) governing training, (d) establishing codes of ethics, and (e) establishing standards for entering and remaining in the profession (Glosoff et al., 2013).

In the US, to work as a counselor, it is necessary to obtain a government-issued state-based professional license (ACA, n.d.). This licence indicates that the person has met the minimum competency requirements for the profession and is able to engage in that profession while protecting the health, safety, and welfare of the community (Shimberg, 1981). While specific requirements to receive licensure change from state to state, graduating from programs accredited by CACREP or another independent agency that recognizes ACA tends to be a common requirement regardless of the state in which one is licensed as a counselor (ACA, n.d.), which demonstrates minimum standards that education programs must meet (CACREP, n.d.). Supervised experience is also among the shared requirements though minimum hours expected for service and supervision varies across states. Each state also requires applicants to show competency with respect to state-specific laws and rules, as well as general knowledge and skills relevant to the field. The latter tends to be assessed through National Clinical Mental Health Counseling Examination (NCMHCE) and/or National Counselor Examination for Licensure and Certification (NCE), which are the two national exams that states may require for the candidates to pass to be licensed (NBCC, n.d.).

Having introduced the counselor education system in the US, we can enrich our understanding of how counselors are trained in the West by exploring the models in Canada and the UK. Countries aiming to improve the counseling profession and counselor education seem to be adapting the developments in the US to the context of their country or creating their own system with inspiration from there (Arslan, 2018).

The counselor education system in Canada appears somewhat similar to the system in the US. The Canadian Counseling and Psychotherapy Association

(CCPA), one of the most recognized organizations in Canada, has established the Council on Accreditation of Counselor Education Programs (CACEP) to provide accreditation to counselor education programs. Individuals who wish to work as counselors must obtain a master's degree in counseling or educational psychology (CCPA, n.d.). This education includes completing coursework and 150 hours of direct practice under supervision. Education programs receive accreditation through various associations to meet distinct quality and standards. After completing their education, individuals must be certified by CCPA or other relevant organizations to work as counselors. Yet this certification process does not require candidates to pass a national licensing exam.

The counselor education in the UK, appears to be different from the models used in the US and Canada. In the UK, there is no formal licensing process; however, various associations hold the mission to accredit the counselor education programs to achieve high standards of knowledge, experience, and development in counseling, as it has been in the US and Canada. The British Association for Counseling and Psychotherapy (BACP) is one of the most widely recognized professional bodies in the UK. To practice as a counselor under BACP guidelines, individuals are required to complete a postgraduate diploma or master's degree in counseling or psychotherapy, which must include at least 100 hours of supervised practical experience (BACP, n.d.).

Having introduced three different Western models of counselor education, we now shift our attention to school counselor education as a subspeciality of counselor education. School counselor education and school counselor are defined and standards of school counselor education as well as the requirements to work as school counselor in the West are provided in the next section.

2.1.1.1 School counselor education in the West

School counseling, as a subspecialty of the counseling profession, aims to support students' academic, career, social and emotional development in educational settings. The primary responsibility for delivering this support in educational settings belongs to school counselors, who hold specific qualifications and skills and provide an array of services to meet their students' diverse needs. ASCA recognizes school counselors as "highly educated, professionally certified individuals who help students succeed in school and plan their career" (ASCA, n.d.).

Since school counselors play a major role in educational settings that shape the well-being and academic success of students, it would be important to understand the education they receive to carry out this profession effectively. School counselor education refers to the academic and professional training required to become a school counselor. As a specialized branch of counselor education, school counselor education focuses on preparing individuals to work as school counselors in K-12 educational settings. This education encompasses courses that provide not only knowledge on theories, practice, and research but also supervised practical experience with the aim of preparing individuals to be qualified to support student development and well-being in educational settings.

Having defined school counseling and school counselor, and having introduced school counselor education, we can turn our attention to the educational standards and requirements for becoming a school counselor in Western countries, starting with the US. In the US, individuals who wish to work in schools must hold a minimum of a master's degree in school counseling. Then, they must complete supervised practicum and internship in K-12 schools to obtain the certification/licensure required by most states.

Overseeing the school counselor education in the US, ASCA encourages school counseling programs to “establish benchmarks for ensuring school counseling students graduate with the knowledge, skills, and attitudes needed to develop school counseling programs” (ASCA, 2019, p.1). When it comes to standards of school counselor education, ASCA provides a highly structured model. ASCA’s required qualifications to become a school counselor include having a minimum master’s degree in school counseling and meeting state licensure/certification standards (ASCA, n.d.). ASCA has also published standards similar to CACREP’s standards in terms of education components and categorization, focusing on the knowledge and skills required for school counselor preparation programs (ASCA, 2019). The standards are organized into seven categories: (1) foundational knowledge, (2) core theories and concepts, (3) instructional and school counseling interventions, (4) student learning outcomes, (5) designing, implementing, and evaluating comprehensive school counseling program, (6) professional practice, and (7) ethical practice (ASCA, 2019). These standards serve as a guiding system in school counselor education, outlining the necessary elements and key considerations in training programs to educate trainees, supervise their practice, and prepare them for professional life.

When compared to the school counselor education system in the US, there is no specialized association in Canada that is dedicated exclusively to school counseling, providing guidance for school counselor education standards. While a background in counseling or a related field is expected, there is no requirement to have a specialized school counselor training. Individuals who obtained a master’s degree in counseling or educational psychology and are certified by CCPA or other relevant organizations can work as counselors in school settings (CCPA, n.d.).

The UK also does not have a specialized association that is dedicated to school counseling to provide school counselor education standards. Similar to Canada, in the UK, specialized education in school counseling is not mandatory for working as a counselor in a school setting in the UK. In fact, a bachelor's degree in a related field is also not mandatory. However, individuals who completed a postgraduate diploma or a master's degree in counseling or psychotherapy within 100 hours of supervised practical experience and wish to work as school counselor must register to BACP or other recognized professional bodies. And while certification is not mandatory for working as a school counselor, organizations like BACP encourage it.

Having introduced three different Western models of counselor education, we now shift our attention to how counselors in general and school counselors in particular are trained in Türkiye. A brief overview of counselor education along with agencies and associations overseeing the process of standardization in Türkiye is provided next.

2.1.2 Counselor education in Türkiye

Counseling first emerged in Türkiye in the 1950s and hence is considered a relatively new profession (Korkut-Owen & Güneri, 2015). The counselor education system was developed through the collaboration of American counselor educators and Turkish scholars who had studied in the US (Doğan, 1998). While counselor education in Türkiye was influenced by American counselor training programs, systems, and publications in its early stages, it developed into its own unique form over time (Tan, 2011).

One of the most prominent features of this unique form is that in Türkiye, unlike many other countries, entry-level counselor education begins at the undergraduate level. CoHE opened the first undergraduate program in 1965 under the name of “Educational Psychology and Guidance” (Korkut-Owen & Güneri, 2015). Then, in 1981, the CoHE opened the “Guidance and Psychological Counseling” program that has been in place since then. Now, Turkish universities provide bachelor’s, master’s, and doctoral-level counselor education.

There are no specialized school counselor education programs in Türkiye. Hence, the undergraduate-level counseling education program not only prepares Turkish counseling students to be qualified counselors, but also to work in school settings, and shape their professional development with both theoretical and practical courses. The undergraduate counselor education programs provide courses focusing on general knowledge and skills training, such as introduction to education, introduction to psychology, introduction to sociology, developmental psychology, statistics, research methods, abnormal psychology, theories of counseling, counseling skills, group counseling, and ethics. In addition, the program includes theoretical courses related to school counseling, such as guidance and counseling in school, measurement and evaluation in education, career counseling, and classroom management. Moreover, some programs provide specialized counseling courses like crisis counseling, career counseling, and family counseling. The GPC programs also provide opportunities for practice through coursework, such as group counseling practicum and individual counseling practicum. For counseling students to gain practical experience in a school setting, they are required to attend two semesters-long courses that require school counseling practicum. In these practical courses, counseling students are expected to enhance their professional skills by observation

of guidance and counseling services provided at the practicum school and performing practices related to school counseling such as facilitating testing and developing and implementing psychoeducational workshops or other counseling services. In Türkiye, a bachelor's degree in GPC is enough to meet the requirement for working as counselors at schools. There is no obligation to register with a professional organization or obtain a certificate. Master's and doctoral level GPC training is sought out by counselors with academic career plans (Arslan & Sommers- Flanagan, 2018) or those wishing to advance their professional development as counselors. Whether or not these advanced degrees in GPC involves a practicum depends on the program, yet when an experiential component is present at the undergraduate or graduate level, supervision of the experience is deemed important (Kalkan & Can, 2019).

While there had been variations in how practicum is implemented across the undergraduate and graduate level GPC programs, tangible advancements in the counseling field—such as research, publications, training, professionalization, and recognition—have begun to emerge. Alongside, counselor educators focusing on improving education quality, started to investigate how counseling practicum and its supervision are implemented in different universities with the intention to improve the quality of education (Özyürek et al., 2021). These studies not only provided a view of the landscape of counselor education, but also accelerated the process of establishing standards and accreditation efforts, which were led by the TPCGA.

TPCGA is the main association that carries out valuable efforts in the practice and education of the counseling profession in Türkiye. Founded in 1989, the TPCGA has been actively working to advance the field of counseling in Türkiye as both a scientific discipline and a professional practice (TPCGA, n.d.). Significant efforts

have been made in recent years, particularly in accreditation processes and establishing counselor education standards. TPCGA established the Commission for the Evaluation and Accreditation Unit for Psychological Counseling and Guidance Education Programs in 2019 and was authorized by CoHE for accreditation of counselor education programs in December 2022 (TPCGA, 2022). In addition, TPCGA published the national standards for undergraduate counselor education programs in April 2022. The standards were organized into nine sections: (1) aims and objectives, (2) program outcomes based on competency areas, (3) structure and content of the education program, (4) students, (5) program evaluation and improvement, (6) academic staff, (7) infrastructure, (8) institutional support and budget opportunities, and (9) organization and decision-making processes.

These standards provided guidelines about some aspects of practical training at undergraduate-level GPC programs. Most related to the focus of this thesis, all counselor training programs were asked to include at least one compulsory course that would provide the opportunity to observe and conduct counseling practices under supervision in various institutions (TPCGA, 2022). The importance of feedback was also acknowledged. Standards asked for all students to be provided with regular and qualified feedback opportunities about their performances for development and success (TPCGA, 2022). Further detailed guidelines and national standards for school counseling practicum have also been established by the TPCGA and will be introduced under the section on school counseling practicum.

Although these developments are still very recent, they mark a significant turning point in Türkiye's counselor education system. Arslan and Sommers-Flanagan (2018), highlighting these developments in the field, stated that counseling in Türkiye has entered a new stage. The authors indicate that this process may

contribute to raising the quality standards of GPC education programs, aligning professional competencies more closely with international criteria, and enhancing the professional qualifications of graduates. Furthermore, the accreditation process would encourage the continuous evaluation and improvement of education programs, creating a more structured and reliable framework for both students and educators. In the long run, these advancements may support the strengthening of professional identity in the field of GPC, provide a clear definition of ethical standards, and increase the effectiveness of delivering counseling services to society (Arslan & Sommers-Flanagan, 2018).

In this section, we have defined counselor, school counselor, counseling education and school counseling education. We also provided a brief picture of counseling education in the West and Türkiye, with a specific attention to how one becomes a school counselor, which seems to differ across countries. Having set this foundation, we now turn our attention to an important aspect of school counselor education, school counseling practicum and its supervision, which constitutes the focus of the current study.

2.2 School counseling practicum

As we have established in the previous section, school counselor education may look different across countries. And yet both in the US and Türkiye, supervised practice in the school setting appears as a valued, and indeed mandatory part of education.

Practicum can be a formal way in which counseling students can engage in such supervised practice. In this section, we first clarify what counseling practicum and school counseling practicum are and how school counseling practicum is structured in the US and Türkiye before briefly attending to current Western and Turkish

literature on school counseling practicum that speaks to its impact on counseling students.

Counseling practicum is a critical component of counselor education and is designed to bridge the knowledge learned in the coursework with real professional settings. CACREP (2024) defines practicum as an “entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge”. Counseling students often complete their practicum experience in institutions that are relevant to their specialized areas with the site supervisor and faculty supervisor’s support (Bernard & Goodyear, 2019).

School counseling practicum is a structured, supervised training experience that gives counseling students the opportunity to apply their knowledge and skills that are learned in classes in a real school setting. ASCA (2019, p.1) refers to practicum as a professional responsibility that must be met by school counselor candidates and indicates that “candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understanding their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity”.

The school counseling practicum tends to be a structured process that takes place over a limited period of time. In the US, counselor education programs accredited by CACREP (2024) require a minimum of 100 hours of school counseling practicum experiences, including a minimum of 40 hours of direct services with actual clients who are students at K-12 schools. Assessment, counseling, psychoeducational activities, and consultation are a few examples of direct services. Moreover, counseling students are expected to provide individual counseling and

lead or co-lead a counseling or psychoeducational group during school counseling practicum (CACREP, 2024).

In Türkiye, in line with TPCGA's (2022) recommendations for counselor training programs to include at least one compulsory course providing an opportunity to observe and conduct counseling practices under supervision, programs may offer and/or mandate different practicum opportunities. Yet the only universally compulsory practicum in undergraduate level counselor education programs is a two-semester school counseling practicum as mandated by CoHE. In other words, in Türkiye, undergraduate level counseling students may have practice opportunities at different sites embedded into their program as determined by their department; yet all students attend two semesters of school counseling practicum.

This compulsory school counseling practicum experience is operated within the scope of MoNE's teaching practicum. MoNE oversees all school practicums conducted for undergraduate level students at Education Faculties across the country and their guidelines facilitate school practicum experience of all teachers-in-training. Since Guidance and Psychological Counseling education programs are placed under Education Faculties, counseling students are required to do their CoHE mandated school counseling practicum at a MoNE school, following MoNE "Directive on Teaching Practice for Practicum Students at Educational Institutions Under the Ministry of National Education" (MoNE, 2018).

MoNE (2018) states that GPC practicum in schools is carried out by actually participating in the activities determined by the practicum teacher in accordance with the specified semesters and durations, taking into account the nature of the practice. School counseling practicum must be carried out in public and private educational institutions located in the province where the relevant higher education institution is

located (MoNE 2018). Counseling students must participate in school counseling practicum for at least two semesters, and each must last for 12 weeks, with 6 class hours per week, completing a total of 144 class hours at the practicum site (MoNE, 2018). These guidelines delineate which schools are acceptable for school counseling practicum, how long and how frequently practicum students are to attend practicum, and how and when the evaluation is to be conducted. MoNE guidelines also require a minimum of two service deliveries to be conducted per semester. The rest of the details regarding how the practicum student would spend their time on site and what types of services they will observe or deliver are left to practicum teachers (i.e site supervisors).

In addition to MoNE's guidelines, TPCGA's continued efforts have resulted in an important achievement with the publication of the *National Standards for School Counseling Practicum* in September 2022 (TPCGA, 2022). These standards are organized into six categories: (1) course description, (2) course learning outcomes, (3) practicum to be provided for opportunities for counseling students, (4) qualifications and responsibilities of the supervisory faculty member, (5) qualifications and responsibilities of school counselors, and (6) recommended practicum activities.

According to these standards, undergraduate counseling students are required to enroll in "School Counseling Practicum" courses—one in the seventh semester and the other in the eighth semester of their undergraduate counselor education program. TPCGA has outlined a list of recommended practices to be implemented throughout the courses. These include observing school counselors' practices, conducting classroom guidance activity, group guidance/psychoeducational activity, organizing informational meetings with school counselor, applying individual

assessment techniques, creating bulletin boards and brochures, organizing seminars or conferences, engaging in consultation activities, and reviewing and evaluating the school counseling program (TPCGA, 2022).

In addition to the recommended practices to be implemented as part of the school counseling practicum, TPCGA has also specified the duration of the school counseling practicum. Counseling students are expected to attend practicum schools to complete a total of 24 weeks and a minimum of 144 hours of practicum over two semesters, 12 weeks per semester, and at least 6 hours per week (TPCGA, 2022).

The practicum standards also address the practicum supervision and the qualifications and tasks of the supervisors. These details will be presented under the section of “Supervision in School Counseling Practicum”.

Having clarified what school counseling practicum is and how it is structured in Türkiye in particular, we can next reflect on both Western and Turkish literature that sheds light onto its impact. School counseling practicum facilitates counseling students’ development as school counselors (ASCA, 2019). A number of studies support this claim and give us insight regarding the ways in which school practicum shape characteristics of counselors in training. For instance, Joe and others (2021), who explored master’s-level school counseling practicum students’ school-based clinical practicum experiences, suggested that practicum facilitates self-efficacy and ensures unique collaborative experiences. Similarly, other studies also discovered that counseling students who provided direct services with the support of practicum supervision had increased self-efficacy after completing the practicum (Ikonomopoulos et al., 2016; Fırıncı-Kodaz & Vural-Batık 2018).

In addition, findings suggest that school-based practicum allows for an understanding of family and school systems (Joe et al., 2021). Similarly, Coker and

Schrader (2004) concluded that school counseling practicum allows counseling students to explore family systems and explore what theories to use when working with the youth in a school environment and to work with parents.

Atıcı and Çam (2013) conducted a study in which they presented a current portrait of the effectiveness of the school counseling practicum course in Türkiye. The study investigated undergraduate level counseling students' views on behalf of the practicum course experience and its contributing role in their development. Their findings were consistent with the previously mentioned studies in revealing that counseling students viewed school counseling practicum course as educative and instructive for providing opportunities to apply theoretical knowledge. Furthermore, the school counseling practicum course was found effective and beneficial in terms of developing problem-solving and school counseling skills. Additionally, school counseling practicum was identified as an essential opportunity for counseling students to allow them to recognize their qualities that require improvements (Atıcı & Çam, 2013).

There have been various practices that are utilized to support and enhance the counseling students' school counseling practicum experience. Supervision comes as one of the important elements of practicum. Literature regarding provision of supervision in school counseling practicum is explored next.

2.2.1 School counseling practicum supervision

Counseling practicum, whether it is a subspecialty such as school counseling practicum or not, often requires counseling students to receive site supervision and/or faculty supervision (Bernard & Goodyear, 2019). The supervision method to be used in the practicum can differ depending on the purpose of supervision, the learning

objectives, the faculty supervisor's preferences, and the standards of the institution providing the supervision. According to ACES (2011) and CACREP (2024), three fundamental supervision methods are necessary for counseling students' development during their training: individual supervision, triadic supervision, and group supervision. CACREP (2024) standards specify that counseling students must receive at least one hour of individual supervision or triadic supervision, along with one and a half hours of group supervision per week throughout the practicum. In addition, CACREP (2024) also speaks to supervisor qualifications and indicates that site supervisors should have training on counselor supervision to work with students in practicum. As CACREP (2024) approaches counseling practicum from a general and all-encompassing perspective, their suggestions remain very much relevant for school counseling practicum. ASCA further shapes the supervision standards for school counseling practicum. Below, we separately explore site supervision and faculty supervision provided as part of school counseling practicum, clarifying the role of each supervisor, summarizing the required supervisor qualifications, and reflecting on the literature that speaks to the impact of site and faculty supervision in the US and Türkiye.

2.2.1.1 Site supervision

Site supervision is a major component of the practicum supervision that counseling students must receive during their school counseling practicum. ASCA (2019) stated its position on the matter by emphasizing the importance of quality school counseling supervision in counselor education. According to ASCA (2019), a school counselor site supervisor is responsible for fostering practicum students' professional and personal development, enabling them to serve in complex educational settings

effectively. Additionally, they have the responsibility to gatekeep the profession by ensuring that future school counselors are adequately prepared for the field. They also play a crucial role in guiding practicum students toward ethical behavior under supervision (ASCA, 2019).

According to CACREP (2024), site supervisors must have a minimum of a master's degree in counseling or in a relevant profession and a minimum of two years of professional experience in the field of school counseling. Additionally, relevant training in school counseling supervision and an understanding of the programs' objectives, requirements, and evaluation processes are necessary qualifications for the site supervisor. Lastly, the site supervisor should also work in collaboration with the faculty member on a regular basis (CACREP, 2024).

Site supervisors have a primary influence on the development of school counseling students (Wilder et al., 2022). This influence is rooted in the fact that practicum students trust site supervisors to connect theory and practice (Brown et al., 2018). Additionally, site supervision is an opportunity for the school counseling students to develop the skills necessary to effectively meet the needs of the students (Swank & Tyson, 2012). Coker and Schrader (2004) also unveiled the influential role of on-site supervision when they used a school-based practicum model with counseling students. They concluded that through supervision and guidance, the school counseling students developed a clear counseling approach to working with youth in the school setting as well as to working with parents (Coker & Schrader, 2004). This impact of site supervision on the development of counseling students is possible through qualified site supervisors (DeKruyf & Pehrsson, 2011; Dollarhide & Miller, 2006; Wilder et al., 2022). Ladbury (2012) identified exceptional site supervisors as being always conscious of the counseling student's counseling skill

level; performing the roles of educator, counselor, and supervisor over the course of the counseling student's school counseling practicum experience; and staying self-aware and reflective as a practicing school counselor and as a site supervisor.

Despite the critical place of site supervision in school counselor practicum experience, studies have shown that most site supervisors do not have adequate supervision training (Bryant-Young et al., 2014; Magnuson et al., 2004; Wilder et al., 2022). Most master's level counseling programs do not include a formal course for supervision (DeKruyf & Pehrsson, 2011; Dollarhide & Miller, 2006). Given that most counselors are entry-level practitioners with limited or no training in supervision, counselors are not adequately prepared to meet the expectations of the supervisory role (Corey et al., 2020). Furthermore, site supervision is often conducted primarily as an administrative role rather than clinical (Perera-Diltz & Mason, 2012). In this case, practicing school counselors' knowledge and ideas on providing supervision are limited to their own personal supervision experience (Brown et al., 2018; Studer, 2005). Wallace and others (2010) state that lack of proper training in supervision may cause the site supervisors to be ineffective and unproductive in meeting the needs of the practicum students during the supervision process. More importantly, they may be insensitive in noticing and acting on these needs (Wallace et al., 2010). When entering the school counseling practicum experience, the counseling students often assume that the site supervisor has the necessary qualifications, and they may be frustrated when this expectation is not met (Bultsma, 2012; Yılmaz & Acar, 2015).

Having introduced the role of site supervision in school counseling practicum and highlighted the importance of site supervisors' training, now we turn our attention to the delivery of site supervision in Türkiye, where MoNE plays a

significant role in overseeing the practicum process and also naming the roles and qualifications of the site supervisors. MoNE refers to site supervisors as ‘practicum teachers’ and requires students to carry out all their school practicum activities under the supervision of this site supervisor during the practicum. This requirement stands very much in line with TPCGA’s school counseling practicum standard, which requires the school counseling practicum course to be conducted under supervision. While neither MoNE nor TPCGA provides any guidance regarding which supervision method should be used, MoNE (2018) provides some guidelines regarding the tasks and responsibilities of site supervisors: Site supervisors are expected to implement the required practicum activities in line with the planned schedule, guide the student, monitor and evaluate their activities, and formally assess the students’ performance at separate occasions (with a minimum of two observations) at the end of the semester. In addition to MoNE’s guidelines, TPCGA (2022) also identifies the task and responsibilities of site supervisor in recently established school counseling practicum standards: Site supervisors are expected to ensure that counseling students are informed about the school’s regulations, rules, and available resources and supporting their adaptation to the school environment; providing appropriate settings and conditions for the implementation of practices; guiding, observing, and evaluating counseling students their practices; and observing at least one group guidance work conducted by the counseling student and providing feedback. In addition, the site supervisor is expected to meet with the counseling student once a week to carry out the supervision process regarding the counseling student’s practices, provide feedback, monitor the student’s development, and support them in managing any problems or challenges they encounter (TPCGA, 2022).

MoNE (2018) also speaks to qualification requirements for site supervisors, which include having a minimum of a bachelor's degree in the GPC program and receiving MoNE-approved "Teacher Practicum Supervision Training Course Certificate" (MoNE, 2018). This certificate is designated to ensure that the site supervisor is familiar with the basic expectations MoNE has from 'practicum teachers' and that they can operate the online platform that oversees attendance and evaluation. In addition, TPCGA's qualification requirements regarding the qualifications of site supervisors are also parallel with those of MoNE: school counselors who will deliver site supervision must have a bachelor's degree in GPC education program and hold MoNE-approved "Teacher Practicum Supervision Training Course Certificate" (TPCGA, 2022). No further supervisory training is required by either MoNE or TPCGA.

Studies investigating the training of site supervisors in Türkiye, though very limited in number, points to a lack of supervision training (Koçyiğit-Özyiğit & İşleyen, 2016). Even at the doctoral-level, only a few counselor education programs offer courses related to theoretical and practical supervision training (Siviş-Çetinkaya & Kararımak, 2012). While it can be speculated that the site supervisors' knowledge and skills regarding how to facilitate the supervision process might remain limited to their past experiences and personal efforts to build a supervisory skillset, literature seems to be in need of additional studies that explore the training of counselors who deliver site supervision and the impact of their supervision related knowledge and skills on counseling students' practicum experiences.

Overall, being always conscious of the counseling student's counseling skill level; performing the roles of educator, counselor, and supervisor over the course of the counseling student's school counseling practicum experience; and staying self-

aware and reflective as a practicing school counselor and as a site supervisor appear among the factors that influence the effect of site supervision on counseling students' development, thus enhancing the school counseling practicum experience. Having a site supervisor who is trained to provide site supervision ensures that counseling students are supported during their school counseling practicum and makes site supervision in particular and the school counseling practicum in general meaningful and effective experience in counselor education. After describing the site supervision component of the school counseling practicum, we shift our focus to another essential component of the practicum which is the faculty supervision and its interaction with school counseling practicum.

2.2.1.2 Faculty supervision

Another element of counseling practicum in general, and school counseling practicum in particular, is faculty supervision, which refers to the supervisory processes led by an academic affiliated with the counselor education program at which counseling students' study. Faculty supervision can be provided in individual, triadic or group format, with the commonly preferred format being group supervision (Bernard & Goodyear, 2019). In the US, counseling practicum students receive group supervision for about one and a half hours per week regularly throughout the practicum (CACREP, 2024). This group supervision is organized with a maximum of 12 people per group (CACREP, 2024). Group supervision is provided either by a faculty member of the counselor education program or a supervising doctoral student who is under the supervision of a counselor education program faculty member (CACREP, 2024). During these weekly meetings, students are expected to bring counseling cases and ethical issues to discuss and analyze with their peers and the

faculty supervisor. They are also encouraged to bring problems related to practicum, such as issues with the site supervisor or the school administration, to receive support and seek solutions. CACREP also sets clear and detailed standards for the credentials of core faculty, such as having a doctoral degree in the field, as well as the qualifications of faculty and doctoral students who supervise practicum students. As mentioned above, these standards established by CACREP (2024) include all counseling practicum with its varying subspecialties; hence, their suggestions remain very much relevant for school counseling practicum. Unlike the expectations identified for the site supervisors, ASCA does not set formal requirements for faculty supervisors in counselor education programs and leaves that responsibility to CACREP.

In Türkiye, a review of the guidelines and standards for school counseling practicum reveals that clinical supervision by faculty is not included by MoNE as a requirement of the school counseling practicum supervision. Yet, MoNE ensures that each counseling student in school counseling practicum is assigned to a ‘practicum academician’ who can be a faculty member or a research assistant affiliated with the department. Working with a maximum of 12 practicum students at a time, faculty supervisors are expected to observe each practicum student delivering a service for a minimum of two occasions and provide a formal evaluation through MoNE’s system at the end of each semester.

Regarding the delivery of faculty supervision, TPCGA presents detailed information in its’ school counseling practicum standards including the tasks and responsibilities of the faculty supervisor: Reviewing the plans and programs prepared by counseling students regarding their practices and providing feedback; observing each counseling student at least twice during their group guidance/psychoeducational

practices in each semester and providing feedback; and evaluating all activities conducted by the students at the end of the semester, and providing both written and verbal feedback. TPCGA also requires the faculty supervisors to meet with counseling students on a weekly basis to monitor and provide feedback on practices as part of the faculty supervision process. No further information is presented regarding the duration of weekly faculty supervision meetings.

There is not any information in TPCGA's school counseling practicum standards regarding the supervision method to be operated in faculty supervision (e.g., individual, triadic, or group supervision). However, the TPCGA addresses the qualifications of faculty supervisors: Supervisory faculty members who deliver faculty supervision must hold a doctoral degree and be employed in the Department of Guidance and Psychological Counseling. In addition, the supervising faculty member is expected to conduct courses and studies related to school counseling (TPCGA, 2022).

A review of studies examining the counseling practicum courses shows that many universities provide faculty supervision, mostly in form of group supervision, both in the school counseling practicum course and in other practicum courses (i.e. individual counseling practicum, group counseling practicum) (Bakalım et al., 2018; Erbaş et al., 2020; Koçyiğit, 2020; Özyürek, 2009). Nonetheless, school counseling practicum and its supervision standards are established in a recent past, the extent to which these standards are implemented might vary in different programs. (Teke & Avşaroğlu, 2022).

Having introduced the current standards and requirements regarding faculty supervision, particularly group supervision, both in the US and Türkiye, we now turn our attention to presenting group supervision, commonly preferred form of faculty

supervision, its benefits for counseling students in practicum, and the factors that facilitate its effectiveness, in light of the relevant international and national literature.

Group supervision has numerous benefits that contribute to its frequent preference. These can be listed as follows: (1) The opportunity to supervise a large number of counseling students at once, (2) allowing counseling students to gain diverse perspectives on various cases and different counseling styles, (3) providing opportunities for vicarious learning by offering counseling students the chance to learn through observation and modeling, (4) providing the chance to receive feedback from peers and (5) facilitating the normalization of experiences by providing the opportunity to witness peers experiencing similar struggles and sharing common feelings (Bernard & Goodyear, 2019; Borders, 2014; Corey et al., 2020; Hillerbrand, 1989).

The group supervision experience provided by the faculty was found to be instrumental in the growth and development of counseling students (Minor & Duchac, 2021). Having students perform different roles (case presenter, peer supervisor, and supervisee) in group supervision has a positive influence on their professional development (Minor & Duchac, 2021).

There are several factors that facilitate counseling students' group supervision during the counseling practicum. One factor is having clear objectives and structure. A study conducted by Koçyiğit (2020) on investigating the phases of undergraduate level group supervision in "Individual Counseling Practice Course" revealed that the first phase in group supervision is supervision structuring phase. At this phase, counseling students are informed about the group supervision's aims, functions, and goals. Being informed at the beginning allows the counseling students to clarify their expectations and be aware of their roles and responsibilities along with the roles and

responsibilities of the supervisor. According to the study, counseling students report that being informed about the structure and objectives beforehand helps decrease their anxiety and leads to feeling of relief. Providing information to the counseling students about the objectives and structure at the beginning of the group supervision process is an essential and effective element that facilitates group supervision (Koçyiğit, 2020).

Another significant element that facilitates group supervision is the presence of a qualified and supportive supervisor. Group supervisors play an essential role in creating a safe, accepting environment that encourages supervisees to engage in the supervision process (Corey et al., 2020). Counseling students pointed out the motivating influence of the presence in an environment where they can express themselves comfortably (Atıcı & Çam, 2013). It is a task that group supervisors should fulfill in order to foster counseling students' professional and personal growth and development of their counseling skills (Holloway & Neufeldt, 1995). In addition to creating a safe and trustful environment, establishing a secure supervisory relationship with counseling students also impacts the supervision process's effectiveness (Erbaş et al., 2020). The group supervisor should establish reliable communication with the counseling students and build the relationship on a non-judgmental, supportive, and sincere basis to achieve quality supervision (Erbaş et al., 2020). In addition to a trustful supervisory relationship, the group supervisors should be able to give constructive and practical feedback to promote counseling students' professional development (Rønnestad et al., 2019). Making time management in a way that opens space for all counseling students and includes them in the group process is essential, especially in group supervision, and is effective in keeping counseling students engaged with the group supervision process (Atik & Erkan-Atik,

2019). The group supervisor's ability to adequately address and resolve conflicts that may arise in the group is also a factor in the effectiveness of group supervision. Group supervisors should also be able to give information and advice as needed (Erbaş et al., 2020).

The prominent factor separating group supervision from other supervision formats is the presence of peers. Several studies investigated the impact of peers in group supervision. Peers are found to contribute to counseling students' professional development by providing diverse perspectives and a broader range of insights into various cases and problem-solving approaches (Borders, 2012; Ikonomopoulos et al., 2016; Prikhidko et al., 2020). By interacting with peers along with the group supervisor, counseling students were able to learn, inform and modify their counseling practices (Minor & Duchac, 2021). A study conducted by Atik and Erkan-Atik (2019) examined the views of counseling students regarding structured peer group supervision. The authors emphasized the facilitative role of peers in group supervision, stating that seeing different counseling styles through peers supports the professional growth of counseling students (Atik & Erkan-Atik, 2019). Also, it is noted that being in a supportive environment increases the counseling students' self-confidence (Atik & Erkan-Atik, 2019). One benefit peers provide during the group supervision process is reduced feelings of isolation. Realizing that peers going through the same process are experiencing similar challenges leads the counseling students to feel a sense of universality and makes it easier for counseling students to normalize their experiences and reduces their anxiety levels (Bakalım et al., 2018; Borders, 2012; Eryılmaz & Mutlu, 2018; Liu et al., 2021).

Finally, feedback is a critical component in facilitating group supervision and thus enhancing counseling students' counseling practicum. Constructive feedback is

crucial for counseling students' skill improvements (Pamuk & Yıldırım, 2016; Tanhan, 2018). Group supervision enables counseling students to receive feedback from their peers besides the group supervisor. In their study, Erbaş and others (2020) examined the views of counselor candidates regarding the group supervision process. They reported that counseling students found receiving feedback encouraging and practical in coping with the anxiety that arose during their first counseling practices. In addition to their group supervisors' feedback, receiving feedback from their peers supports the counseling students emotionally. Linton and Hedstrom (2006) investigated the group processes in group supervision and found that counseling students significantly value the feedback their peers give each other in a supportive environment. Moreover, Prikhidko and others (2020) examined the emotional regulation of counseling students. The authors noted that counseling students recognize receiving feedback from their peers and group supervisors as one method of receiving emotional support (Prikhidko et al., 2020).

Overall, having a clear structure and goals, the presence of a supportive and competent group supervisor, the presence of peers, and receiving feedback appear among the factors that facilitate the effectiveness of group supervision, thus enhancing the counseling practicum experience. Having a safe space where counseling students are supported during their counseling practicum makes group supervision meaningful and effective in counselor education. After describing the site and faculty supervision components of the school counseling practicum, we shift our focus to professional and personal development of counseling students and its interaction with school counseling practicum and its supervision.

2.3 Professional and personal development of counseling students

This study focuses on the impact of school counseling practicum and its supervision to investigate the critical incidents that shape counseling students' growth and career orientation. This section provides a brief introduction to the concepts of professional and personal development, which are frequently examined across a range of mental health fields. For the sake of simplicity, we use the term *counselor* throughout this section, although the literature on professional and personal development often includes practitioners from diverse backgrounds—most commonly counselors and psychotherapists. While care has been taken to relate the literature to the field of school counseling, the literature presented here addresses the professional and personal development of all practitioners and is relevant to students across all counseling specializations, including school counseling. Although limited in number, relevant studies conducted with Turkish counseling students are also included.

2.3.1 Professional development of counseling students

The professional development of counselors and therapists was defined by Rønnestad et al. (2019) as “changes in the skillfulness, attitudes, cognitive capacities, emotional and interpersonal functioning, and vocational identities” (p.2).

Professional development of counselors is considered to be crucial for effective results in counseling practice (Rønnestad et al., 2019). Being a never-ending process, professional development begins with entry-level counselor education and is expected to continue as long as the person remains in the profession. In this section, we introduce the different phases of counseling student development and present the factors that foster students' professional development.

Enhancing knowledge and improving counseling skills are recognized as essential components of counselors' professional development (Rønnestad et al., 2019). Enhancing knowledge is achieved by continuing education through attending various seminars, workshops, and certified training programs. Keeping up to date with the literature by following new findings in the profession is essential for enhancing knowledge as well. Continuous improvement of counseling skills is equally important for the effectiveness of the counseling practice and must be improved through practice and supervisor feedback (Rønnestad et al., 2019). Novice counselors are generally more in need of feedback and supervision (Howard et al., 2006; Koçyiğit, 2024; Rønnestad & Skovholt, 2013). Although the frequency of this need decreases over time, supervision is acknowledged as a practice that counselors should be looking for as long as they maintain their practice (Howard et al., 2006; Rønnestad et al., 2019).

The professional development of counselors is recognized as an ongoing process, taking place over time and occurring through experience (Gibson et al., 2010). Moreover, counselors go through different phases in their journey of change and growth, which is well-described by Rønnestad and Skovholt (2019) in their Minnesota Study that guides our understanding of the professional development of counselors, along with the role of supervision throughout this developmental process. The Minnesota Study explains practitioner development in five phases: novice student phase, advanced student phase, novice professional, experienced professional, and senior professional. In the student phases, including both the novice student phase and the advanced student phase, the primary tasks are to obtain conceptual knowledge and the therapeutic skills necessary for competence through the training program. In the novice student phase, findings indicate that counseling

students who come with high ideals experience fear of failure, feel anxious, and question their abilities (Rønnestad & Skovholt, 2019). Moreover, counseling students experience performance anxiety when they see their first client (Rønnestad & Skovholt, 2019). By the time the novice phase ends, counseling students learn how to deal with emotional reactions through role-plays and feedback from their supervisor (Rønnestad & Skovholt, 2019).

In the advanced student phase, on the other hand, counseling students acknowledge that therapy is a sophisticated work. They are concerned that there is a lot to learn and yet a limited time. To cope with this anxiety, counseling students are looking for support and guidance from their supervisors (Rønnestad & Skovholt, 2019). Following the two student phases, there are three post-graduate phases. In these post-graduation phases, novice professionals struggle with developing identity and shifting from dependence to independence (Rønnestad & Skovholt, 2019). It is also the period when they go through feelings of disappointment in themselves, their profession, and the education they received, and most counselors seek supervision during this time (Rønnestad & Skovholt, 2019). On the other hand, the experiences of seasoned professionals reveal that a sense of professional growth and resilience emerges in this phase (Rønnestad & Skovholt, 2019). Finally, senior professionals state that they have reached the point where, alongside the preceding phase, they are considering retirement and are attempting to ease the caseload over time by preparing their clients (Rønnestad & Skovholt, 2019).

There are several sources of influence that affect the professional development of counselors and experiential learning appears to be one of the most powerful factors (Furr & Carroll, 2003; Orlinsky et al., 2001). When Orlinsky and others (2001) asked four thousand therapists what were the influences on their

development, the most significant positive influences for practitioner development emerged as practice-based interpersonal incidents, mainly working directly with clients, receiving supervision, and getting individual therapy. Moreover, receiving supervision and having a positive experience in one's personal therapy seemed to boost the counseling students' learning from their experience with clients. Academic learning was also reported to be a significant influence but it came in second place (Orlinsky et al., 2001).

In addition to these general components that apply to counseling trainees and professionals across all specialized areas of the field, counseling students are also expected to enhance their professional knowledge and skills specific to their chosen practice area through both theoretical coursework and applied training (CACREP, 2024). For school counseling, which is the focus of this study, applied training that promotes students' professional development includes completing their initial counseling practice in K–12 school settings under supervision (ASCA, 2019). Another aspect that fosters professional development is observing and becoming familiar with the school culture and the functioning of the counseling unit in a school environment (Schrader, 2004). This observation enables counseling students to gain a clearer understanding of their roles and responsibilities as future school counselors.

2.3.2 Personal development of counseling students

Personal development is described as gaining self-understanding or awareness through experiencing changes in cognitive, emotional, and behavioral levels (Kiweewa et al., 2013). In the case of counselors, development captures the personal elements that interact with the practice of counseling. CACREP has recognized the importance of improving personal development in counselor education (CACREP,

2024). In this section, we provide an overview of the factors that influence the personal development of counseling students through a review of the relevant literature.

In an instrumental case study, Liu and others (2021) examined counseling students' personal growth during experiential growth groups and found that group experience is a significant contributor to counseling students' personal development. The study revealed three growth categories: intrapersonal growth, interpersonal growth, and group cohesiveness. According to the authors, improved self-reflection, emotional awareness, and self-concept were prominent evidence for counseling students' intrapersonal growth. The increase in interpersonal communication, which was characterized by being transparent and mindful, and in interpersonal attitude, which referred to counseling students' attitudes towards self and others, stood out as evidence of interpersonal growth as well (Liu et al., 2021).

Another important study in the national literature highlights how group experiences facilitate the personal development of counseling students in Türkiye. Atıcı, Sanberk and Ortakale (2011) examined the views of third-year undergraduate-level counseling students who participated in an 11-week group counseling experience as part of their group counseling practicum course. The findings of the study revealed that, besides improving counseling skills, the group experience contributed to the counseling students' personal development in various ways, such as recognizing and expressing emotions and thoughts, changing certain beliefs and behaviors, understanding others, and improving communication skills.

Literature also points out the way personal development intersects with professional development. Critical learning experiences are recognized to be vital for counselors-in-training in order to attain the skills they need to grow through

developmental phases (Rønnestad & Skovholt, 2013; Stoltenberg, 2019). The acquisition of coping skills to navigate overwhelming feelings associated with being a novice counselor stands out as a personal growth area that overlaps with professional growth. Counseling students experience self-doubt and anxiety associated with external evaluation (Prikhidko et al., 2020), deal with repeating inner dialogues, which negatively affect the emotional regulation process and lead to rumination and elevated negative feelings (Prikhidko et al., 2020), and get emotionally triggered by their interactions with clients or supervisors (Furr & Carroll, 2003; Prikhidko et al., 2020). Moreover, counseling students could not be quite aware of the deep personal journey that is ahead of them as they start their programs (Furr & Carroll, 2003). All these factors add to counseling students' difficulty with regulating their emotional and cognitive states and bring forward the necessity for them to develop intrapersonal tools that would aid them in managing such states (Rønnestad & Skovholt, 2003).

Interventions that intentionally target such personal growth have shown to impact students' professional growth as well. One example comes from a study conducted by Bochecker et al. (2016). In an experiential small group study, providing counseling students with mindfulness skills as well as time to practice lead to increased awareness, moderate judgments about self, better ability to manage overwhelming emotions, and a decline in the anxious thought process (Bochecker et al., 2016). Learning and practicing mindfulness not only increased counseling students' capacity for self-reflection and ability to comprehend cognitive complexity, but also gave them an opportunity to experience therapeutic factors including group cohesion, and facilitated their intrapersonal growth, which is parallel to Liu et al.'s

(2021) findings mentioned above. Moreover, students began to use the skills they have learned in their counseling practice (Bohecker et al., 2016).

Supervision was identified in both Western and Turkish literature as another facilitator of personal growth. Furthermore, group supervision, which allows counseling students to be involved in the conceptualization and discussion of various cases of other counseling students, seems to increase self-efficacy levels of counseling students (Eryılmaz & Mutlu, 2018). Not only professional and personal growth go hand in hand but students' commitment to the field can be impacted by this growth process. That brings us to the last variable of interest of the current study, which is whether or not students are interested in working in the field upon graduation. Having briefly introduced the literature on the professional and personal development of counseling students, we shift our attention to the concept of career orientation. Literature on career decision making and its potential interaction with school counseling practicum and its supervision is presented next.

2.4 Career orientation of counseling students

Choosing a career path is a crucial decision that significantly impacts students' future professional lives. Although students enter the educational program of their chosen profession by choice, the decision of whether they will pursue this profession in the future can be influenced by the experiences they have acquired during their education. Throughout their education, regardless of their program or track, university students can have numerous valuable learning experiences, but the most important and most effective one is the first practicum experience they have in their chosen profession (Wylie, 1999).

Practicum as part of the university education program is a perfect time for counseling students to obtain this experience. Formal and structured engagement with the professional work environment provides students with the opportunity to explore the reality that they previously only knew through conceptual knowledge (Csikszentmihalyi & Schneider, 2000). Students have the opportunity to explore themselves, experiment with new roles, and develop social and decision-making skills (Mortimer et al., 2002). Furthermore, this experience allows students to engage in work-related activities and daily routines to understand whether they really want to work in that profession and whether they have the required skills to work in that field (Wylie, 1999). The practicum experience helps students' career goals become clarified and more committed (Mansor, 2017; Wylie, 1999). In addition, practicum experience can be influential in career decision-making and goal setting (Mansor, 2017) as it enables students to explore career opportunities (Brooks et al., 1995; Pedro, 1984).

Although the above-mentioned studies shed some light onto the influence of practicum experience on students' career choice, we were not able to locate studies that investigate the same phenomenon specifically for counseling students. It is possible that this inquiry is less relevant for counseling students in the US where the entry-level of counselor education tends to be at the master's level and students, who go through a rigorous application and entry process to be accepted at their counseling programs, are expected to have dealt with their career decision making process before starting graduate school. While their decision to stay in the field can be informed by their studies and hands-on experiences as identified above, they might be starting with a relatively clear intention to become counselors.

Whether counseling students in Türkiye start their studies with such clear intention to become a counselor is less certain. The entry level of counselor education in Türkiye is at the undergraduate level. The admittance process does not include any interview or written statement that can be indicative of prospective students' interest in the applied field, nor their commitment or interest is a factor determining their acceptance. Instead, Turkish students are placed in undergraduate programs through their performance on a single centralized exam and ranking of potential programs that they would like to study (Korkut-Owen et al., 2014). To study counseling, one must simply obtain the score necessary for admittance to that particular GPC program at a given university and place the program on their ranking sheet. While some students might be intentional in choosing a professional path as they start their studies in GPC programs, others may start with different motivations or career paths in their minds. Hence, in the context of Türkiye, there can be a variation in students' orientation towards becoming a counselor from the start of their academic journeys.

Özyürek and Atıcı (2002), studying the factors influencing university students' career choices, confirms this possibility. Their findings suggest that some students are only partially motivated to enter their selected program and may have reflected less on their interests and abilities compared to others. Furthermore, their findings also suggest that some students are entirely unmotivated toward their selected program and do not find it satisfactory in terms of meeting their professional values. The first counseling practicum experience is often anticipated with a mix of excitement and anxiety; yet little is known about what happens to these partially motivated or entirely unmotivated students when their first practicum is a two-semester mandatory school counseling placement. How they experience practicum,

and how their practicum experience possibly changes their career trajectory, are potential questions to investigate. Exploring the ways in which the mandatory school counseling practicum experience influences the career choices of undergraduate level counseling students in Türkiye could expand our understanding of their professional journey.

2.5 Studies using critical incidents technique

Until today, there have been many studies using the CIT to understand counseling students' experiences in counselor education and their growth journey as counselors. These studies examined various aspects of counselor education to explore the counseling students' perceptions with respect to critical incidents that shape their development. This section presents CIT studies that offer insights into counselor education and examine their similarities with and differences from the current study.

Furr and Carroll's (2003) study can be introduced as an example of the comprehensive studies that explore the critical incidents (CIs) in counselor education programs that shape counselor development. Their findings categorized reported CIs into the following groups: (a) existential issues/value conflicts, (b) cognitive development, (c) beliefs about competency, (d) professional development, (e) perceived support, (f) perceived obstacles, (g) personal growth in the counseling program, (h) personal growth outside the counseling program, and (i) skill development. The authors found that counseling students mostly reported critical incidents from experiential learning courses and counseling practicum experiences. In fact, the authors indicated that the most commonly reported CIs were about counseling practicum experiences which have shaped counseling students'

professional development, introduced perceived barriers, and promoted personal growth (Furr & Carroll, 2003).

Furr and Carroll's (2003) study provided other valuable insights. For instance, their findings suggested that not only positive but also negative CIs reported by counseling students could be influential and growth-promoting. As CIs are explored, it is important to recognize how negative incidents can be helpful for students to identify personal limitations and gain valuable insight. In addition, interpersonal factors came forward among the CIs facilitating counselor development. CIs highlighted the importance of perceived support from peers and faculty members as well as relationships outside academia. Especially with respect to personal growth, connections that occurred outside of the program such as their relationship with partners, families, and friends came out as influential CIs. Overall, the study provided in-depth insight into the significant incidents that influenced counseling students' professional and personal development throughout their education.

While Furr and Carroll's (2003) study was an example of studies that examine the counseling students' overall experience, there have been other studies using CIT to explore counseling students' perspectives on their practicum supervision experiences. Trepal, Bailie, and Leeth (2010), for instance, investigated the CIs in master-level practicum supervision that facilitated counseling students' professional growth. Participants were asked to write a paragraph describing a CI that could be positive or negative. The study's findings identified three categories of CIs, which were positive/supportive, neutral, and negative/harmful. The authors suggested that positive/supportive critical incidents, which included feedback, observation/vicarious learning, and normalization, were indicators of the functional

role of practicum supervision. The neutral CIs included re-evaluation as an experience promoting students' professional development, indicating that practicum supervision can enable the counseling students to reconsider their preconceived notions about counseling. Lastly, negative/harmful CIs, linked to poor supervisory behavior, were recognized as a lack of support and unprofessionalism. Trepal and others (2010) suggested that CIs were the evidence that practicum students are very much able to notice when something goes wrong with supervision or when the supervisor's behavior is inappropriate or unethical. Authors suggested that both counseling students and practicing supervisors must be educated on supervision to improve quality of supervision and hence to facilitate professional development (Trepal et al., 2010).

Another study focusing on CIs in practicum supervision was conducted by Aladağ and is a pioneering work for using the CIT in counselor education studies in Türkiye. Aladağ (2014) examined the individual counseling practicum supervision experiences of counseling students enrolled in individual counseling practicum courses across different counselor education levels and explored practicum supervisions' impact on counseling students' development as counselors. This qualitative study was conducted with 34 students, including 8 doctoral, 7 master's, and 19 undergraduate students. Data was collected through the Critical Incidents Form developed by the researcher. Content analysis was used to (1) determine the CIs in practicum supervision that most significantly affected the students and were reported as important, and (2) clarify the effects of the CIs in practicum supervision on the students' professional development.

The author elaborately evaluated salient CIs in practicum supervision that affected the students under five themes: supervisor feedback, supervisor

characteristics, peer feedback and behaviors, vicarious learning, and supervision techniques (Aladağ, 2014). Supervisor feedback was prominent among the five themes in responses to CIs at different educational levels and comprised the majority of responses. Counseling students at different education levels seemed to consider different feedback styles to be effective. For instance, results suggested that directive feedback was perceived as more important by undergraduate trainees than doctoral students, which might be the result of the differences in their professional development (Aladağ, 2014).

Other developmental differences were also recognized. CIs regarding supervision technique were reported only by the undergraduate-level students and not mentioned by master's and doctoral students. CIs related to peer feedback and behavior were reported more by doctoral students. While students at the undergraduate level appeared to be more in need of getting the supervisor's approval, students at graduate level seemed to become less dependent on the supervisor and instead care more about getting approval from their peers (Aladağ, 2014).

The effects of the CIs in practicum supervision on students' development as counselors were presented under six themes: session management, professional self-efficacy, conceptual knowledge, skills and awareness, self-awareness, emotional experience and supervision (Aladağ, 2014). The findings showed ways in which the CIs in practicum supervision affected counseling students' development and how this impact varied based on students' educational level. For instance, while undergraduate students reflect on CIs impact on issues such as professional knowledge, skills, and awareness, doctoral students focused more on personal awareness and emotional experience. These findings were significant for facilitating our understanding regarding how clinical supervision in individual counseling

practicum affects the development of students at different educational levels.

Findings also provided guidance for improving the clinical supervision process.

In addition to studies examining CIs in counselor education or solely in practicum supervision and their impact on counselor development, there are also studies that explore CIs related to counseling students' initial practicum experiences and supervision together. Howard and others (2006) investigated the CIs in supervised clinical practicum that affected the development of novice counselor students at master-level counseling training. The authors assessed the critical incidents under five categories: (a) professional identity, (b) personal reactions, (c) competence, (d) supervision, and (e) philosophy of counseling (Howard et al., 2006). Approximately one-third of reported CIs were about counseling students' professional identity, which referred to their perception of themselves as counselors. The findings revealed that the counseling students' embracement of the counselor role, awareness of responsibilities, and motivation for their professional journey were essential elements for their development as counselors (Howard et al., 2006). The category of 'personal reactions' referred to the counseling students' reactions to their clients and encompassed two significant awarenesses (Howard et al., 2006). The first one was self-awareness, which assisted the counseling students in recognizing the internal reaction that arises towards the client. The second one was self-insight, which provided an awareness of how the internal reaction affects the counseling students' behaviors, which may in turn affect the counseling process.

The category of 'competence' reflected CIs that affected counseling students' sense of self-efficacy regarding their counseling practices and beliefs in their capacity to deliver effective counseling. According to the responses, experiencing meaningful moments promoted counseling students' competency levels, even though

this feeling went up and down through time. Fourth category was ‘supervision’. Responses regarding supervision reflected critical incidents in counseling students’ supervision sessions and their relationship with the supervisor. While some counseling students noted that these incidents positively impacted their development, others mentioned a negative impact, which may be due to the interpersonal dynamic between the counseling students and the supervisor. Finally, the category of ‘the philosophy of counseling’ reflected the CIs that enabled counseling students to develop their conceptual frameworks as counselors. Findings revealed that experiences in supervised clinical practicum shaped the counseling students’ theoretical perspectives and thoughts about how the counseling process works and provided a deeper understanding of the theories learned in courses through practice (Howard et al., 2006). In addition, counseling students emphasized that their experiences were effective in understanding the importance of tolerating ambiguity in counseling (Howard et al., 2006).

In another study, Joe and others (2021) conducted a phenomenological study by interviewing 10 masters-level counseling students in order to better understand the school-based clinical practicum experiences of master's level counseling students. The findings of the study revealed the following emergent themes: (1) professional growth and development, (2) collaboration and teamwork, (3) knowledge gains, and (4) preparation (Joe et al., 2021). The findings of the study demonstrated that school-based clinical practicum promote counseling students' self-efficacy. In addition, the study described unique collaborative experiences that counseling students gained through school-based clinical practicum. Additionally, school-based clinical practicum appeared to enhance counseling students’ understanding of the family and

school system and that on-site faculty supervision served as a mediator in fostering this understanding (Joe et al., 2021).

While studies conducted by Howard et al. (2006) and Joe et al. (2021) shed light onto practicum CIs that influence counseling students' development, these studies examined the school counseling practicum experiences of Western master's-level counseling students, with the age range of 23 to 34 where on-site supervision was provided by faculty. However, in Türkiye, first school counseling practicum of novice counseling students occur at a developmentally different level and on-site supervision is not provided by faculty but a school counselor who serves as a site supervisor at the practicum school. Faculty supervision may or may not be part of the practicum experience and when provided it can be different in style and focus. Moreover, practicum and its supervision takes place in a different culture which is often seen as a blend of Western and Eastern influences. And student motivation and commitment to the field may be more varied due to the nature of the university placement process. These differences limit the generalizability of the above-mentioned studies to Turkish counseling students.

While the literature has started to explore CIs in supervision that impact development of counseling students in Türkiye, given the multiple elements of school counseling practicum and unique aspects of Türkiye's counselor education system, there is room to explore Turkish counseling students' CIs with respect to diverse experiences of school counseling practicum process. Given the complexity of counseling students' potentially engaging in practicum without knowing whether they want to pursue a career in the field, examining whether the school counseling practicum and its supervision influence counseling students' orientation towards working as a school counselor remains to be studied.

Overall, school counseling practicum and its supervision is recognized as a foundational component of counselor education to facilitate professional and personal development of counseling students. Literature suggests significant overlaps with respect to critical incidents that shape counselor growth and some specific elements such as self-efficacy was found linked to commitment to one's career path. While significant steps are taken in the field of counselor education in Türkiye towards standardization of school counseling practicum and research on counselor training is rapidly expanding, our understanding of how CIs related to different elements of school counseling practicum such as counseling practice, individual supervision, group supervision, and interactions with peers and their impact on counseling students' professional and personal development as well as career orientation can be deepened. The current study intends to contribute to counselor education and CIT research in Türkiye through focusing on CIs experienced by counseling students studying at a Guidance and Psychological Counseling undergraduate program of a public university, engaging in a yearlong school counseling practicum through the 4th year of their program, and receiving individual supervision from their on-site supervisor and group supervision from their faculty supervisor.

CHAPTER 3

METHODOLOGY

In this section, information on the methodology of the current study is provided. Details of the research design, participants, instruments, procedure, and data analysis are presented respectively. Identity of the researcher is also shared to offer insight into potential influences on the study and contribute to its credibility and trustworthiness.

3.1 Research design

The study was conducted as a qualitative case study to explore counseling students' critical incidents in school counseling practicum and its supervision received at the practicum school and the academic department. According to Hammarberg et al. (2016), the qualitative method is used when the researcher intends to answer questions about participants' experiences, meanings, and perspectives and get in-depth information from participants' points of view. It allows the researcher to study things in their natural settings to interpret the participants' given meaning to the phenomenon (Denzin & Lincoln, 2011). A case study is a qualitative approach that investigates a time and space-bounded system that exists in real life (Creswell & Poth, 2016). Taking this information into consideration, it was considered that a qualitative case study where we focus on a single case with rich dynamics would be suitable for an in-depth exploration of critical incidents in school counseling practicum and its supervision. Through conducting a qualitative case study, we aimed to tap into the complexity of counseling students' journeys as practicum students in a way that amplifies their voices and diverse experiences.

3.2 The case

In this study, the case was the undergraduate-level Guidance and Psychological Counseling program at Boğaziçi University. More specifically, students in Boğaziçi University's Guidance and Psychological Counseling Undergraduate Program who completed the “School Counseling Practicum I” (ED 477) and the “School Counseling Practicum II” (ED 478) course were targeted. The purpose was to explore the critical incidents in the school counseling practicum courses with a focus on how the practicum course and its supervision, as it was designed and delivered in this case, have impacted counseling students’ professional and personal development and their career orientation. Below, the case was introduced in detail. In addition, bounding of the case was provided.

Boğaziçi University is a mid-size, highly recognized public university in Istanbul, Türkiye. Undergraduate and graduate level Guidance and Psychological Counseling programs at Boğaziçi University are provided by the Department of Educational Sciences under the Faculty of Education. The undergraduate program has 60-70 students per grade. As required by the Higher Education Council and structured by the Ministry of Education, engaging in a school practicum for two semesters is a mandatory aspect of the program for undergraduate level counseling students at Boğaziçi University.

While the requirement of a two-semester mandatory school counseling practicum applies to all Guidance and Psychological Counseling undergraduate programs across the country, how the Department of Educational Sciences at Boğaziçi University structures training around school counseling for their undergraduate students may be unique in many ways. First, applied courses such as field experience, school counseling practice, individual counseling practice, and

group counseling practice, which are defined by TPCGA as part of the counselor education standards (TPCGA, 2022), are mostly combined into two courses at Boğaziçi University, which are called “School Counseling Practicum I” and “School Counseling Practicum II”. “School Counseling Practicum I”, which is offered in the Fall semester of the fourth year, is the prerequisite to “School Counseling Practicum II”, which is offered in the Spring semester of the fourth year. Students are strongly encouraged by the faculty to take both courses within the same academic year; hence majority of students in the undergraduate program complete their practicum courses back-to-back within the same academic year, which coincides with their last academic year.

These two courses, namely “School Counseling Practicum I” and “School Counseling Practicum II”, are designed to facilitate professional development of counseling students through a wide range of expectations and a number of highly structured requirements. In fact, the nature of practicum requirements, how the school practicum experience itself is structured, how the practicum sites are assigned, and what these two courses cover is interrelated and together offer a relatively unique school practicum experience for the students enrolled in this department. What the school counseling practicum courses provided by the Department of Educational Sciences at Boğaziçi University aim, include and require is provided throughout this section.

These two courses share purposes, which are identified as follows:

- Providing students with hands-on experience in school counseling.
- Enhancing students’ group counseling skills through developing and implementing a group counseling program.

- Enhancing students' individual counseling skills through providing support to a client on an individual basis.
- Facilitating students' professional knowledge through discussion of issues related to being a beginning counselor and counseling topics relevant to school practice.
- Facilitating students' professional identity and ethical practice through analysis of ethical issues relevant to professional practice at schools.

Above-mentioned purposes are achieved through students' engagement in three main components of the course, which are (1) practicum experience at a school counseling unit where students also receive on-site individual supervision from a school counselor (also known as site supervisor), (2) weekly group supervision provided by a faculty member (also known as faculty supervisor or group supervisor), and (3) meeting an array of course requirements graded by the same faculty supervisor and can be summarized as taking exams and writing reports. Below, these three components are explained in detail.

3.2.1 Practicum experience with an on-site supervision

The first component of both “School Counseling Practicum I” and “School Counseling Practicum II” courses offered by the Department of Educational Sciences at Boğaziçi University is regularly attending the practicum at a school counseling unit. The department asks incoming practicum students to be active participants in the process of finding their practicum site, which can be considered as a relatively unique approach given that Guidance and Psychological Counseling programs at other universities in Türkiye tend to assign practicum students to sites directly. At Boğaziçi University, four to five months prior to their enrollment in “School

Counseling Practicum I”, students identify potential sites, initiate contact with school administration and/or school counselor(s), and have on-site or phone interviews with potential site supervisors. Whether the site can support the practicum student in meeting the requirements of these courses and whether the school counselor at that particular site is willing to work closely with that student as the site supervisor are clarified. Once students receive such confirmation and make their final decision regarding their site and site supervisor for the incoming Fall term, they submit this information to the department through the practicum coordinator, who oversees the formal assignment process and related paperwork. The practicum coordinator ensures that each practicum student is officially assigned to their selected site and site supervisor through the Ministry of Education’s system. The practicum coordinator also ensures that each student enrolled in “School Counseling Practicum I” and “School Counseling Practicum II” courses end up with a site and a supervisor.

Practicum students are required to participate in their assigned school counseling unit for a minimum of 6 hours per week for 12 weeks per semester. As part of their practicum experience, practicum students are expected to (1) observe the counseling services provided at the school along with an attention to ethical considerations, (2) receive ongoing supervision by the appointed school counselor (site supervisor), and (3) provide services to the school community. Services that practicum students were expected to provide include engaging in an individual counseling process with a student for 5-6 sessions for one semester and conducting a short-term (5-7 meetings), small (7-9 clients) psychoeducation group for another semester. Practicum students are also encouraged to provide additional services as assigned or approved by their site supervisor, as long as the task is within the boundaries of their competence. Providing a psychoeducational workshop to students

or parents, developing content for a bulletin board, or assisting with the administration of a certain data collection or testing are among the examples of such services.

As mentioned above, practicum students of the program are required to receive on-site supervision throughout their school practicum, and this supervision is provided by a school counselor who has agreed to work closely with the practicum student as their site supervisor. This supervision is often given in the format of individual supervision. On occasion, the same site supervisor might provide supervision to two practicum students at the same time, but such arrangements are discouraged by the department, even if the supervisor has multiple practicum students. Although there are no specific requirements regarding the frequency and duration of the supervision meetings, practicum students are expected to be in ongoing contact with their site supervisor. In particular, they are expected to meet with the site supervisor with respect to counseling services they provide on-site to discuss and receive feedback on the practicum student's work. Since the practicum students are asked to shadow their site supervisor throughout their practicum experience, some aspects of training, supervision, and evaluation take place informally. At the end of the semester, on-site supervisors provide a formal evaluation of the practicum student through the Ministry of Education's online evaluation platform.

3.2.2 Group supervision with faculty supervisor

While the first component of both “School Counseling Practicum I” and “School Counseling Practicum II” courses offered by the Department of Educational Sciences at Boğaziçi University is regularly attending the practicum at a school counseling

unit with on-site supervision, the second component is to be part of weekly faculty supervision at the university. Both courses start with practicum students attending all-group orientation meetings designed and delivered collaboratively by all faculty supervisors. After attending these orientation meetings for two or three times per semester, practicum students start to attend a weekly group supervision with six to nine peers. This supervision is provided by an assigned faculty member who stays the same for both “School Counseling Practicum I” and “School Counseling Practicum II” courses. The faculty supervisor meets with students once a week at the designated time for 90 minutes. Students are expected to regularly attend and actively participate in these group supervision meetings. During these meetings, students are expected to bring counseling cases and ethical issues to discuss and analyze with their peers and the faculty supervisor. They are also encouraged to bring problems related to practicum, such as issues with the site supervisor or the school administration, to receive support and formulate solutions. Group supervision serves as a way to facilitate practicum students’ professional growth and a way to observe and evaluate their performance.

Faculty supervision also includes an opportunity for students to supervise one another and sample an experience similar to peer supervision. Two to three times a semester, instead of the usual group supervision, practicum students are invited to form smaller groups of 3-4 students to have peer-to-peer supervision for 45 minutes. The faculty supervisor remains present in the room but away from the smaller student groups. Once the 45-minute peer-supervision time is over, students come together as a larger group and reflect on what has been shared and learned with the leadership of the faculty supervisor for 30-45 minutes. The goals of this practice are identified as to facilitate a deeper sharing of the students’ school counseling

practicum experiences and plant the seeds of post-graduation collaborations and consultations among peers.

3.2.3 School counseling practicum course requirements

The third and last component of “School Counseling Practicum I” and “School Counseling Practicum II” courses offered by the Department of Educational Sciences at Boğaziçi University can be categorized as school counseling practicum course requirements. Practicum students are expected to take certain exams and report their experiences and services in written format. Faculty supervisors are in charge of overseeing these processes and evaluating practicum students’ performance. This oversight informs the formal evaluation they provide at the end of the semester through the Ministry of Education’s online evaluation platform, and also determines the course grade students receive. Below exams students take and the reports they write are explained in detail.

Mandatory exams prepared and graded by the faculty supervisors include (1) an exam covering counseling related materials assigned for the semester, and (2) an ethics exam. The exam on counseling issues covers 6-7 readings and 2-3 recorded presentations that aim to educate students on topics such as crisis intervention, learning disabilities, bullying, suicidal ideation, self-harm, etc. The multiple-choice exam covering the assigned materials is administered either as a mid-term or a final, depending on the semester. The ethics exam, on the other hand, covers a set of required and recommended readings and an approximately four-hour lecture on ethical issues in counseling and ethical decision-making models, which overlaps with the readings and is presented to students as part of the orientation period. This exam is conducted only as part of the “School Counseling Practicum I” course with the

aim of ensuring that practicum students have the minimum ethical competency to engage in service delivery at their practicum site. The ethics exam asks students to analyze ethical issues related to school counseling and showcase how they would utilize a decision-making model to resolve an ethical dilemma. Practicum students are required to pass this exam by receiving a minimum of 70 points out of 100 to be able to provide any counseling services at their practicum school. Students who are not able to receive a passing grade on the first exam take a second exam with a similar structure, and students who fail the second exam are not allowed to engage in counseling work for that semester, and they submit written work on ethics to ensure ethical competency.

Reports that practicum students are asked to write can be divided into (1) informal reporting in the form of keeping a practicum diary and (2) formal reporting of the provided counseling services. Students are expected to keep a practicum diary as soon as they begin their practicum experience. For each visit, practicum students are expected to share their observations, their engagement, and their personal reflections. They are expected to give a balanced view on what has happened at the practicum during that day and how they have experienced the day. They are also invited to reflect on ethical considerations. For both “School Counseling Practicum I” and “School Counseling Practicum II” courses, students keep a single diary, making submissions mid-semester and end-of-semester. Their last submission includes a wrap-up report where they answer a set of questions that allow them to review the entirety of the practicum experience across the span of two semesters. Students receive feedback from the faculty supervisor per submission.

Formal reporting requirements include an individual case report and a group work report. Practicum students, who are required to provide short-term individual

counseling to a student and conduct a short-term, structured psychoeducation group work, are also expected to provide a case report and a group work report where they describe their work and share their personal reflections. Both reports are detailed and highly structured. The reporting format and structure are provided to students in the course syllabi. Students receive feedback from the faculty supervisors regarding both reports.

Overall, the school counseling practicum at the Department of Educational Sciences at Boğaziçi University is a comprehensive and highly demanding two-semester experience with multiple facets. Practicum students are expected to shadow and support their assigned site supervisor, receive ongoing feedback from their site supervisor, attend weekly group supervision with their faculty supervisor, keep a professional diary to reflect on their experiences, demonstrate ethical competency, conduct at least one psychoeducational group and serve one client through short-term individual counseling, provide reports on both services, and expand their knowledge regarding relevant counseling related topics. Weekly work at the school with ongoing support of the site supervisor and weekly group supervision meetings with the faculty supervisor and their peers are the main tenets of the practicum experience, and the focus of the current thesis.

Yin (2018) identifies bounding the case as an essential element of case study research and invites researchers to clarify temporal and structural boundaries. The current study limited its scope to exploring school practicum and its supervision experiences of counseling students of the Guidance and Psychological Counseling undergraduate program at Boğaziçi University to reveal how the practicum and its supervision shape their professional and personal development as well as career orientation.

The time frame of the study consisted of two semesters, during which counseling students were enrolled in “School Counseling Practicum I” and “School Counseling Practicum II” courses, typically taken in the fourth and final year of the program. Temporally, the study examined practicum experiences that occurred between the 2021-2022 academic year and the 2023-2024 academic year. These years were chosen to ensure consistency in faculty team members providing the course and course requirements. Structurally, the scope of the case includes four dimensions of the school counseling practicum experience: (1) the services provided at practicum sites, (2) site supervision, (3) faculty supervision, and (4) peer engagement. These dimensions reflect the organizational framework through which the practicum was implemented at Boğaziçi University. With the boundaries of the case established, the following section introduces the study participants.

3.3 Participants

Participants of the current study were graduates of Boğaziçi University Guidance and Psychological Counseling undergraduate program who were enrolled in and successfully finished “School Counseling Practicum I” and “School Counseling Practicum II” courses between Fall 2021 and Spring 2024. In other words, our participants were the graduates who had completed their mandatory, two-semester school counseling practicum during 2021-2022, 2022-2023, and 2023-2024 academic years.

Utilizing purposive sampling, a method widely employed in qualitative research to identify individuals with direct experience of the phenomenon being studied (Kelly, 2010), especially when working with limited resources (Palinkas et al., 2015), we intended to ensure that the obtained data would be relevant and

insightful, enabling a focused exploration of the school counseling practicum and the supervision experiences of counseling students studying at Bogazici University.

At the planning stage, we had targeted Boğaziçi University Guidance and Psychological Counseling students who took “School Counseling Practicum I” and “School Counseling Practicum II” courses in the 2023-2024 academic year. That group consisted of 53 students. The targeted sample size was determined to be between nine and twelve based on previous qualitative studies related to the topic (i.e., Gray, 2005; Shin, 2021; Trepal et al., 2010). In order to reach this number, our inclusion criteria and the recruitment procedure had been expanded during the recruitment process. While the details of our recruitment efforts are provided in the procedures section, our inclusion/exclusion criteria is clarified below. Potential reasons for not being able to recruit enough participants from the group of 53 potential participants are speculated in the limitations section of the study.

To reach the targeted sample size, we expanded our inclusion criteria to include the students who completed “School Counseling Practicum I” and “School Counseling Practicum II” in 2021-2022 and 2022-2023 academic years. While this change has also expanded the time boundary of our case, we remained confident in the dependability of our study as the “School Counseling Practicum I” and “School Counseling Practicum II” courses provided during 2021-2022, 2022-2023, and 2023-2024 academic years had been structured the same and provided by the same team of faculty members. In other words, students who had participated in school counseling practicum for these three consecutive academic years were supervised by the same faculty supervisors, and their course requirements were identical.

In the updated inclusion/exclusion criteria, the cut-off for participation was set as graduates who completed their school counseling practicum after the 2020–

2021 academic year. There were three reasons for this exclusion criterion. First, the school counseling practicum in the 2020–2021 academic year was a unique, fully online experience due to the COVID-19 pandemic. Second, the team of faculty supervisors overseeing the practicum and related course requirements changed after that year, creating a different program structure. Third, the thesis student, as a graduate of the same program, completed her practicum during the 2020–2021 academic year. In order to maintain the contextual integrity of the data, protect the structural coherence of the case and avoid potential dual-role conflicts between the researcher and participants, individuals who completed their practicum during the 2020–2021 academic year or earlier were excluded from the study.

As we have extended our study invitation to graduates who attended practicum during 2021-2022 and 2022-2023 academic years, our sampling process also involved elements of convenience sampling, which refers to the selection of participants who are readily accessible and willing to take part in the study (Etikan et al., 2016). This approach was employed out of practical necessity, as it allowed us to reach the intended number of participants while maintaining the research focus and staying true to the purpose of the study.

Having expanded our inclusion/exclusion criteria and diversified our recruitment procedure, seven graduates from the program volunteered to participate in the study, and six of them were included in the study. One applicant was excluded due to the exclusion criteria mentioned above, as they had completed their practicum during the 2020-2021 academic year. The recruitment phase ceased once a male graduate participated in the study, which also coincided with the content received from the participants starting to repeat, indicating that data saturation might be

reached (Fusch & Ness, 2015). Participation in the research was voluntary, and no compensation was provided.

Having explained our recruitment process in detail, next, information about the participants obtained through the Demographic Information Form is provided. As mentioned above, the current study was conducted with 10 graduates of the Boğaziçi University Guidance and Psychological Counseling program. Participants consisted of nine women and one man. The age range of the participants was between 22 and 27. Seven participants were 2024 graduates, two were 2023 graduates, and one was a 2022 graduate. This also meant, seven participants had attended practicum during the 2023-2024 academic year, two during the 2022-2023 academic year, and one during the 2021-2022 academic year. To ensure confidentiality, each participant was given a number by order of interview dates and is to be referred by that number for the entirety of the study. Table 1 summarizes the demographic information of the participants.

Table 1. Demographic Information of the Participants

Participant	Age	Gender	Graduation Year	Faculty Supervisor	Practicum Site Across Semesters
P1	23	Woman	2024	Faculty member A	Different
P2	22	Woman	2024	Faculty member B	Different
P3	27	Woman	2024	Faculty member C	Same
P4	23	Woman	2024	Faculty member A	Same
P5	23	Woman	2024	Faculty member C	Different
P6	24	Woman	2023	Faculty member C	Same
P7	26	Woman	2023	Faculty member C	Same
P8	26	Woman	2022	Faculty member A	Same
P9	26	Man	2024	Faculty member C	Same
P10	22	Woman	2024	Faculty member A	Same

Note. P=Practicum Student

As there were three faculty supervisors between 2022 and 2024 in the department, we have looked into the distribution of students across these three faculty members. To protect their anonymity, each faculty member was assigned a letter randomly. Four of the participants (P1, P4, P8, and P10) were in Faculty Member A's section, one participant (P2) was in Faculty Member B's section, and five of the participants (P3, P5, P6, P7, and P9) were in Faculty Member C's section.

While the majority of the participants in the study shared faculty supervisors, none of the participants attended the same practicum site, and hence none of the participants had the same site supervisor. And while participants' faculty supervisor remained the same across two semesters, some of the participants had changed their practicum site and hence their site supervisor. Seven of the participants (P3, P4, P6, P7, P8, P9, and P10) reported at the beginning of the interviews that they attended the school counseling practicum in the same school throughout the academic year, and they worked with the same site supervisor for both semesters. Three participants (P1, P2, and P5), on the other hand, reported that they had attended the school counseling practicum at different schools per semester, and hence worked with two different site supervisors across the academic year.

Participants were also asked if their opinions about working in the field of counseling as a school counselor had changed after having completed their practicum experience. Seven participants reported that their opinion had not changed, while three participants indicated a change. More specifically, four participants (P2, P5, P6, and P10) reported that they considered working in the field as a school counselor before the practicum and that this opinion remained the same after the practicum. During the interview, these participants specified that, in fact, their existing intention to become a school counselor was reinforced through the practicum. Three

participants (P3, P7, and P8) reported that they had not considered working as a school counselor before and that they maintained that decision after the practicum. During the interview, two of these participants (P7 and P8) reported that while their career orientation has not changed, practicum helped them have a more positive view towards school counseling, where they could see how sophisticated, effective, and rewarding the profession could be. One participant (P3) expressed that practicum allowed her to be even more sure of her decision to not work at a school. Three participants (P1, P4, and P9) who reported a change indicated a similar direction of change. They reported that they began considering that career option after their practicum, while they were either unsure about or decidedly against working as a school counselor before the practicum.

Lastly, information about participants' history of receiving psychological support was inquired. The majority of the participants reported having current or past psychological support. Five participants (P2, P4, P5, P7, and P10) reported currently receiving psychological support, while four participants (P1, P3, P8, and P9) reported having received psychological support in the past. Only one participant (P6) reported never having received psychological support.

In addition to the information that participants provided through the Demographic Information Form, we have also obtained information at the beginning of the interviews that depicted the characteristics of our participants. Since this information was not directly tied to the research questions, it is not included in the Findings section. However, excluding it would present an incomplete picture of who our participants were. Therefore, it is provided here to support a more comprehensive understanding of the participants, which can also enrich the discussion of the study's findings.

When invited at the beginning of the interview to briefly reflect on their practicum experience, the common response was that the practicum was an enjoyable, fulfilling and informative process. Four participants stated that it even exceeded their expectations. Independent of whether the participants considered working as a school counselor in the future, they reported having a positive experience. Another common ground among the participants was their experience with respect to the supervision they had received from the faculty members. All participant remarks were positive, defining group supervision provided by the faculty supervisors as a meaningful and supportive experience.

Participants' responses regarding their experience with their site supervisor, on the other hand, revealed a varied experience. Participants differed in how they perceived their relationship with their site supervisor and how they categorized their working relationship, with some participants reporting being reluctant to call their experience supervision as there were no clinical aspects to their engagement.

Overall, the participants of the study were young adults and mostly women, graduates of the 2021-2022, 2022-2023, and 2023-2024 academic years, and nine of them have a history of receiving psychological support. Distribution across three faculty supervisors was not equal and one faculty member was underrepresented. The majority had only one practicum site and site supervisor. Participants shared a positive view of their practicum experience as well as their group supervision with their faculty supervisor, while how they have experienced the supervision that they received from their site supervisors had shown variation. Participants were also varied in how practicum affected their intention to pursue a career in school counseling.

3.4 Instruments

In the present study, a demographic information form and structured interview protocol were used for data collection. The practicum diaries were initially considered as a third instrument to support data triangulation. However, upon review, it was determined that the diaries focused solely on the school-based component of the practicum and did not cover the faculty supervision experience or experiences with peers, which was central to the research focus. As a result, the diaries were not considered suitable for cross-checking and were excluded from the data collection process. Detailed information regarding the instruments that were used is provided below.

3.4.1 Demographic information form

A demographic information form was used to collect participants' personal information. Information about the participants' names, ages, contact information, year of graduation, semester information, history of psychological support, their willingness to work as school counselor before and after the school counseling practicum, their willingness to work in the profession before and after the school counseling practicum, and their willingness to work in the profession before entering the program and after graduating were included (See Appendix A for the English version and B for the Turkish version of the demographic information form).

3.4.2 Structured interview protocol

In this study, participants were interviewed using the Critical Incidents Technique to capture critical incidents related to the delivery of counseling practices, supervision provided by site supervisors, faculty supervisors, and peers in group supervision. The

Critical Incidents Technique (CIT) is a procedure that allows the researcher to obtain detailed information about important events from observers (Flanagan, 1954). With this method, data are obtained by participants reporting their observations from memory.

Interview questions of the current study were informed by the CIT literature on school counseling practicum and its supervision. Questions were designed to explore the critical incidents of counseling students during school counseling practicum and its supervision that shaped their professional/personal development as well as their career orientation.

A pilot study was conducted with two graduates of the Boğaziçi University Guidance and Psychological Counseling undergraduate program. They were enrolled in “School Counseling Practicum I” and “School Counseling Practicum II” during the 2022-2023 academic calendar to evaluate the intended interview protocol and determine whether the questions were (1) understandable to the participants, and (2) appropriate for answering the research questions. The researcher and thesis advisor reviewed the responses and revised the interview protocol. The final version of the interview protocol consisted of 12 main questions and 24 sub-questions.

The first part of the interview consisted of general evaluation questions exploring participants' “School Counseling Practicum I” and “School Counseling Practicum II” experience and how it had an impact on their professional and personal development, as well as career orientations. In the second part of the interview, participants were asked about critical incidents in four different contexts: critical incidents regarding (1) the counseling practices at practicum school, (2) the site supervisor, (3) the faculty supervisors in group supervision, and (4) the peers in group supervision. For each critical incident, in addition to descriptive questions, participants were asked

about their thoughts and feelings regarding the incident and its personal meaning. In the last part, questions regarding the impact of critical incidents on professional development, personal development, and orientation toward doing the profession were asked. (See Appendix C for the English version and D for the Turkish version of the structured interview protocol)

Example set of questions regarding a critical incident included:

- Can you describe a positive or negative critical incident you experienced with the school counselor during the supervision in your school practicum?
- What was the critical incident?
- Who was involved in the critical incident? (Opening question)
- What were your thoughts when the incident occurred?
- How did you feel when the incident occurred?
- Can you explain the significance of this incident for you?
- How did the critical incident affect your professional development?
- How did the critical incident affect your personal development?
- How did the critical incident affect your orientation toward pursuing the profession?

3.5 Procedure

The researcher applied to the Ethics Committee of Boğaziçi University Institute of Social Sciences (SBINAREK). The pilot study and the data collection process began only after permission from the SBINAREK and the thesis committee had been received in July 2024 (See Appendix E for permission from the Ethics Committee of Boğaziçi University Institute of Social Sciences).

The target population was first reached through one of the research assistants of the *School Counseling Practicum* course who forwarded the thesis students' invitation e-mail regarding the current study to all counseling students who took the "School Counseling Practicum I" and "School Counseling Practicum II" course in the 2023-2024 academic year (See Appendix F for the English version and G for the Turkish version of invitation e-mail content). One follow-up e-mail was sent 4 days after the original invitation as a reminder. Then, a second follow-up e-mail was sent 8 days after the first one. Once the participant number obtained via e-mail invitations stopped at four, the recruitment method was extended to social media platforms. An announcement containing information about the study and the researcher's contact information was shared on the thesis advisor's Instagram stories to reach recent graduates. Those interested in participating were directed to a Google Form that allowed the participants to reach the Informed Consent Form (See Appendix H for the English version and I for the Turkish version of the Informed Consent Form), Demographic Information Form (See Appendix A for the English version and B for the Turkish version of the Demographic Information Form), and a section that inquires about availability for online interviews.

The researcher contacted the participants via their preferred choice of communication (e.g., e-mail, telephone call, or WhatsApp messaging) to set the interview date according to the participants' preferred date and time. The researcher then followed up with an email to each participant, which reminded the agreed-upon meeting date and time and provided the link for the online meeting.

Interviews were carried out via Google Meet, a video chat platform. Interviews were conducted online. Google Meet was preferred as the platform since it is free of charge, offers privacy, and allows users simple access without

downloading an application. To ensure confidentiality and avoid interruptions, the researcher conducted the interviews in a private setting, wearing headphones. Likewise, participants were recommended to participate with headphones in a private setting where they feel comfortable answering questions.

Before the start of the interview, the participants were reminded of their right to withdraw from answering a question or conducting the interview. All participants who had already given electronic permission for the interview to be audio-recorded were asked to give a verbal confirmation as well. All interviews were conducted in Turkish and lasted between 50 and 90 minutes, and the average duration was 65 minutes. All the interviews were conducted by the researcher in July and August 2024.

At the end of each interview, the researcher invited the participants to contact the researcher via phone or e-mail if they had any questions about the research. However, none of the participants contacted the researcher after the interviews.

After the interviews, each participant was given a participant number (i.e., P4) to ensure confidentiality. Interview transcripts and audio recordings were labeled with the matching participant numbers and transferred to an encrypted file on the researcher's password-protected personal computer. The researcher was the only person accessing the raw data, including participants' identity information.

3.6 Data analysis

The data were analyzed using content analysis. Content analysis is a method that involves a set of procedures to systematically analyze the content of the communication (Krippendorff, 2013). Krippendorff (2013) states that content analysis allows to draw valid and replicable inferences from the data to provide new

insights and practical guidance to act. While the critical incident method allowed the collection of rich and detailed information about the significant events in the school counseling practicum, content analysis allowed the identification of recurring patterns and themes. This combined approach provided a more in-depth and rich understanding of the explored phenomenon.

After data collection was completed, the interviews were transcribed. The transcripts were read a number of times to be familiar with the data. After reading the data several times, analysis was begun in accordance with the research questions. First, for each context, based on similarities of critical incidents, the researcher identified the main categories and subcategories. Second, the impacts of critical incidents on professional development, personal development and career orientation were categorized into main categories and subcategories by the researcher based on the similarities.

Member checking was conducted to enhance the credibility of the findings and trustworthiness of the study (Chase, 2017). This process allows the researchers to compare their understandings with the actual meanings intended by the participants and it is commonly carried out by sharing transcripts or analyzed data with participants for their review (Birt et al., 2016). In this study, analyzed data was shared with the participants via their preferred communication method (i.e., voice or video call) for their review. We were able to reach six of the 10 participants and asked them to review the analyzed data and confirm whether the analyzed data accurately represented their thoughts and statements. All six participants indicated that the analyzed data reflected their experiences well and overlapped with what they have meant to share. None of them provided additional information when asked if they wished to add anything further.

To ensure consistency, the thesis advisor also reviewed the data set following the researcher and confirmed that the coding seemed to accurately reflect what participants have shared during the interviews. Since the thesis advisor was also one of the faculty members involved in the school counseling practicum courses at Bogazici University supervisors, precautions were taken to avoid potential effects of the dual relationship on participants' responses. First, participants were reached only after the grading period had completed. Second, access to participants' identifying information was restricted only to the researcher. Furthermore, the thesis advisor had only access to the anonymized interview transcripts.

3.7 Identity of the researcher

As a researcher, my interest in the topic of counseling practicum's impact on counselor development comes from my journey of becoming a counselor. I completed my bachelor's degree in Guidance and Psychological Counseling at Boğaziçi University in 2021. As my understanding of counseling gradually increased throughout my undergraduate years, so did my interest and passion for the field. I realized how deeply fulfilling it was for me to be able to touch people's lives and help them by building relationships and using communication as a tool to make a difference in their lives. Listening to the case examples shared by my instructors in lectures felt like witnessing a miracle. I was certain that I wanted to experience this miracle—this time, as a counselor myself.

For many years of my undergraduate studies, I was eagerly anticipating the practicum that would take place at my last academic year in the program. Yet as my senior year coincided with the Covid pandemic, I had to do an online practicum instead of experiencing it in person. It was unexpected and disappointing to engage

in an online and relatively limited school counseling practicum experience. Both the site and faculty supervisors were new to this format; we all struggled as we found our way through online modality. Still, within the given circumstances, and with the support of my instructors, I completed this process in the best way possible. Throughout this period, my professional knowledge in the school counseling field expanded significantly. I gained valuable experience on how to navigate my practices in challenging times like the Covid pandemic. I also gained experience with online counseling, which has been growing increasingly since then. All these experiences were incredibly valuable and unique. However, the fact that it was not the traditional practicum experience left me feeling as if something was missing. This feeling led me to pursue a master's degree to complete that missing part of my journey to become a counselor.

After completing the master's-level theoretical coursework during the first year of graduate school, as a second year graduate student, I was finally ready to experience an in-person practicum, which felt both exciting and intimidating. I was afraid of making a mistake and harming a client. Moreover, I doubted my competency; I could not help but think I was not qualified to work in this profession. The practicum experience and group supervision experience in particular, played a crucial role in changing this mindset. Before, I was sure that what I felt was unique to me, and it was happening because of *me*. Hearing my peers in group supervision meetings had a strong and healing effect on me, and sharing my concerns made me feel heard and understood. In addition, supervision simultaneously helped me improve my counseling skills and allowed me to gain significant insights about myself as a person and as a counselor. Discussing cases, sharing our struggles, and receiving feedback from my peers and supervisor allowed me to believe that I am

competent enough to be in this profession. It also allowed me to internalize and accept that the feelings and thoughts I perceive as flaws were an essential part of the growth journey in becoming a counselor, and it will only help me do better.

Overall, supervision turned out to be a powerful and meaningful experience that fostered my professional and personal growth significantly. And this very recognition got me curious to understand how other counselor candidates experience their practicum process and how practicum supervision impacted them. Moreover, since my undergraduate-level school practicum coincided with the Covid pandemic, I found myself curious about the experiences of undergraduate students who completed their school practicum in person, wondering if they experienced those moments that were like sparkling turning points during undergraduate school practicum, as I did during the master's level practicum. I wanted my thesis study to shed light onto the critical moments that facilitate counselor growth so that what felt indescribable could not only be described but also shared with other counselor students and educators.

As I was in the process of clarifying my thesis subject, I was also inspired by the opportunity to give a voice to my future colleagues who have received the very same education that I have received. My personal experiences, combined with support from the literature, guided me in preparing the research questions to explore the 'clicking moments' in school counselor practicum and its supervision - moments where all the pieces fell into its place and things made sense or in other words, 'clicked'. Focusing on the institution where I have studied also provided an opportunity to give back to my alma mater. The enthusiasm and interest of my past supervisor as my now thesis advisor further increased my motivation to explore the practicum experience of counseling students.

Being a counselor trained at Boğaziçi University has been an important part of my professional identity. And being trained as a researcher has been part of my professional growth journey and prepared me to conduct the current study. At the undergraduate level, I took courses on research methodology and applied research. As part of my master's level training, I studied advanced research methods and qualitative research methods. This coursework provided me with the necessary foundation. To build on this foundation, I have immersed myself into literature on critical incidents as well as school counseling practicum. I also deepened my understanding of qualitative studies through utilizing resources such as Creswell and Poth's (2016) *Qualitative inquiry and research design: Choosing among five approaches* book and articles written about qualitative studies (i.e. Fusch & Ness, 2015; Hammarberg et al., 2016; Kelly, 2010).

I was intentional at every stage of the study to capture counseling students' experience at their school counseling practicum. Given my ties to the case and my positively biased experience, I took steps at the planning, data collection, and data analysis stages to ensure that my connection to the program and my own experiences did not overshadow voices and experiences of the participants. I was careful in both structuring and delivering the interview questions to remain neutral and curious about the participants' experiences. I was transparent about my connection to the program and I underlined the ways in which I took steps to protect participants' identities to help participants speak in an informed and free manner. I was intentional in building a relationally safe space for participants to facilitate their reflective process. Overall, I took steps to ensure that participants were given the opportunity to explore and express their own truths. I approached data analysis with a similar mindset. When analyzing the data, I went over the transcripts numerous times and

received support from my thesis advisor. We were rigorous in our efforts to lead with curiosity and prioritize counseling students' voices.

As I write these words, I see clearly that different pieces of my journey as a counselor, including my education, my supervised practicum experiences, and unique aspects of my experiences such as completing school practicum online during the Covid pandemic have guided me to ask the research questions this thesis explored and conduct this study. Without realizing it, my personal and professional journey made this study possible.



CHAPTER 4

FINDINGS

In this section, the findings of the study are presented. Paralleling our research questions, first critical incidents in school counseling practicum and then perceived impacts of these critical incidents on professional development, personal development, and career orientation are provided.

Before delving into our findings, we would like to offer some clarifications.

At the beginning of the interview process of the current study, participants were asked to evaluate the practicum course in general as a way to help them warm-up to thinking about their school counseling practicum and its supervision. Their answers to these preliminary questions are not included here in the Findings section of the study as these questions did not correspond to our research questions. An analysis of the answers provided to these warm-up questions revealed that their content was consistent with and mostly captured by the responses to the questions we posed. Only a few of the answers were unique and deemed useful for understanding who our participants were. That information was placed above under the Participants section.

In addition, we would like to reiterate how we have used the terms ‘site supervisor’ and ‘faculty supervisor’ in this study. To promote consistency and clarity, supervising school counselor is referred as ‘site supervisor’, while the supervising academic faculty member is referred as ‘faculty supervisor’. The site supervisor is a counselor who works at the practicum school, oversees practicum students’ experience in the practicum school, and provides individual supervision to the practicum student. Meanwhile, the faculty supervisor is a faculty member who

works at the university and serves both as the instructor of the school counseling practicum course and the supervisor of the group supervision given to the practicum students. In the studied case, practicum students tend to refer to their supervisors, especially their faculty supervisor, as “teacher”. To make it more clear for the reader, we utilized parentheses to specify which supervisor was being referred to in the quotes we shared.

4.1 Critical incidents in school counseling practicum and its supervision

Under this section, participants were asked to report critical incidents they experienced in school counseling practicum to answer research question 1: “What are the critical incidents counseling students experience in school counseling practicum with respect to their (1) counseling practices, (2) interactions with supervising school counselors (site supervisors), (3) faculty supervisors in group supervision, and (4) peers in group supervision?”. The findings were presented under the headings of (1) CIs related to counseling practices in school counseling practicum, (2) CIs related to site supervisor in school counseling practicum, (3) CIs related to the faculty supervisor in group supervision, and (4) CIs related to the peers in group supervision. Table 2 below summarizes the categories and sub-categories of critical incidents.

Table 2. The Categories and Sub-categories

CI Categories	Sub-categories
CIs related to counseling practices in school counseling practicum	Recognizing a misjudgment Unexpected responsibility Witnessing a severe case
CIs related to site supervisor in school counseling practicum	Attitude to practicum students Conduct with students Embrace of counselor role Positive feedback
CIs related to the faculty supervisor in group supervision	Regulation skills Constructive feedback Supportive attitude Conceptual enrichment Being overlooked
CIs related to the peers in group supervision	Giving support Shared experiences Witnessing peer's case supervision Observing changes in peer

4.1.1 CIs related to counseling practices in school counseling practicum

Participants were asked to report a critical incident related to their counseling practices in school counseling practicum. One common characteristic of the critical incidents reported by all ten participants was that these experiences were unexpected for participants. The reported incidents were grouped under the following categories: (1) recognizing a misjudgment, (2) unexpected responsibility, and (3) witnessing a severe case. Table 3 below summarizes the CI's related to counseling practices in school counseling practicum.

Table 3. CI's Related to Counseling Practices in School Counseling Practicum

Critical incidents	Frequency
Recognizing a misjudgment	5
Unexpected responsibility	4
Witnessing a severe case	1

Note. N=10 (the total number of participants)

4.1.1.1 Recognizing a misjudgment

Five participants reported critical incidents in which they realized that their perceptions of having harmed the client or being ineffective in their counseling practices were not true. In these five incidents, participants were misjudging themselves or their service and becoming aware of their misjudgment was identified as a critical experience.

Three of these five participants described incidents where they thought that their counseling practices were ineffective and that students were not getting anything out of these practices but later realized that it was the opposite and that there were actually positive outcomes. Participant 1 stated that she asked for feedback in the last session of the group work, and receiving positive feedback from the students she least expected was a critical incident for her. Her words describing the incident can be found below:

I asked them to draw pictures, etc. I was very emotional when I read them. Because it was something I had not expected. Especially from one student. Because they did not seem to be present during activities. Realizing that I had an impact and that I could actually have a mark on the students' future made me feel thrilled. (P1, Appendix J, 1)

Likewise, Participant 7 narrated receiving positive feedback from a parent regarding their child's participation in the group work. Participant 7 stated that she thought the student was not benefiting from the group work, hence receiving this positive feedback was surprising for her:

In group counseling, there was a student who didn't want to participate in any activity and was always doing something different. I thought that this student wasn't getting anything out of it. Then one day, my supervisor [site supervisor] at the school called me over and said, "You know what? The parent came in today and said that he's been happier at home, playing more with his sibling and that they are glad he participated in the group." I was really surprised because I never expected anything like that from him. (P7, Appendix J, 2)

Lastly, Participant 10 reported an incident where she thought her client's avoidance of the termination phase was due to her ineffectiveness. She only realized after receiving supervision that it might indeed be the opposite, and the avoidance could very well be about student's not being ready to say goodbye as a result of the rapport they had built:

The student I worked with [in individual counseling] didn't like school and had a bad relationship with his teachers. In the second-to-last session, I told him we would have our last session next week. Then, as we were nearing the end of our session, he wanted to go to the bathroom. I didn't let him because this student had boundary-related issues. Later, when we discussed this in supervision, we talked about the possibility that the student wasn't ready to say goodbye. In fact, we only had our last session three weeks later. A part of it made me happy because it showed that we had built a relationship, and at that moment, the student wasn't able to say goodbye. So, for me, it had an aspect that made me feel good professionally. (P10, Appendix J, 3)

In all of these three incidents participants misjudged their counseling practices as ineffective, and then realized that they had in fact achieved positive outcomes. Similarly, Participants 4 and 5 reported incidents in which they had a realization. This time, participants reported incidents in which they had the misjudgment that they had harmed their clients, only to later realize that this was not the case.

Participant 4 stated that after she received an unexpected reaction from a group member in return for making an assumption out loud, she thought that she harmed the student which led the participant to feel bad. Later, she realized that this

was not the case and expressed that this recognition was a critical incident for her in the following words:

I was doing group work with elementary-level students, and as an icebreaker activity, everyone was telling the story of their name. One of the students was sharing my sister's name, whom I named. It means his father's ornament. The student said her name, and I said, "Your relationship with your father is good then." After I said that, it dawned on me, and I thought, "Where do you get this judgment from?". The child said, "No" and I was frozen. I felt terrible afterward. I thought she had a bad relationship with her father, and I reminded her again. I thought I had ruined her day. But when I talked to her later, I realized that such a thing did not happen. It wasn't a disastrous scenario like I had thought. (P4, Appendix J, 4)

Similar to Participant 4, Participant 5 also had concerns about causing harm to the students. However, after implementing the interventions, she realized that harm she feared to inflict had not occurred. In fact, the group work progressed to a much better point. Participant 5 expressed that she had come to recognize that negative experiences in counseling practices could sometimes create space for growth. Participant 5 stated that her initial sadness turned into happiness and described this experience and the accompanying realizations as a critical incident and explained the details of the incident as follows:

During a group activity, I was asking questions. When I asked one of these questions, I noticed that the students' bodies tensed up and it created a sense of discomfort. I felt very guilty... After noticing this, we worked on body regulation. Then, we tried to connect with our resources. After a while, their bodies truly relaxed. Later, I realized how beneficial it was for them to connect with their resources... And at that moment, I understood that sometimes what we perceive as negative can actually be something that unites us and helps us take steps forward. In that moment, I was solely focused on what I did wrong and the negative aspects. But later, I realized that even uncomfortable emotions can help us grow. Experiencing this was critical for me. It was an incident I will remember in my professional life. (P5, Appendix J, 5)

Overall, for these five participants recognizing the inaccuracy of their perceptions of being ineffective or causing harm as a counselor was a critical

incident. It can be said that through their critical incidents all five participants experienced that there might be something beyond what initially seemed negative.

4.1.1.2 Unexpected responsibility

Four out of ten participants described unexpected responsibilities they were assigned during their school counseling practicum and identified these experiences as critical incidents. Two of the reported responsibilities were being matched with a case beyond competence, one was being left to manage a class, and the other was navigating the integration of an unexpectedly arrived student into a group.

Two participants stated that their site supervisors matched them with cases beyond their competence for individual work, which became apparent for both participants during their first individual meeting with their clients. While the two participants shared a very similar critical incident, their take-home messages seemed to differ from one another significantly. Participant 3 stated that the critical incident turned positive even though the incident itself was challenging and made her feeling panicked and anxious at that time. Her words can be found below:

When I started talking to the client, I heard she had a history of psychological support and had been through very difficult things... The first thing that came to my mind was: "This is really beyond your competence right now. But you can't make her feel that." I had completed fifty minutes, but it felt very heavy when I left. Because it happened unexpectedly, and the case was severe... Then, I talked to my group supervisor [faculty supervisor] ... She gave me the feedback, "Even though it was beyond your competence, you managed very well," which made me feel at ease that if one day, a case that is beyond my competency comes, I can at least provide the necessary and sufficient service for 50 minutes and then refer someone else. (P3, Appendix J, 6)

Participant 8 stated that the case assigned to her was not only challenging but also had a negative impact on her afterward. Her words can be found below:

The student I was working with had a hair-pulling problem, and my supervisor [site supervisor] was unaware that it was repeated when she referred the student to me, and it turned out later that it was a case beyond my

competence... It was a situation that my teacher [site supervisor] confirmed as being beyond my competence... It was a moment when I felt very vulnerable, anxious, and scared... I was already anxious and experienced such a thing after my teacher [site supervisor], whom I trusted in that environment, said, "This is a student you can work with." And the neglect there also affected me... I don't know what I am doing here but am trying to learn something. I was always very anxious about harming, and it was something we emphasized a lot when during our training. It was a bit of a confidence breaker for me to experience this as a risky situation. (P8, Appendix J, 7)

Participant 8 also shared that at the time of the incident she did not realize that the incident had such a negative impact on her professional confidence. She reported that she became aware of its impact during the interview and how worried she was at that time as she was reflecting on the questions.

Although the critical incidents reported by Participants 3 and 8 were similar, the factor that led to the difference in their perceived effects seemed to be presence of supportive supervision, or there lack of. Despite being matched with a case that was beyond her competency level, Participant 3 reported gaining positive outcomes from this challenging experience with the support and feedback she received from her faculty supervisor. On the other hand, Participant 8 highlighted that she did not receive the support she needed from her site supervisor in the presence of a case that was beyond her competence, and, in her own words, she was left feeling "vulnerable and alone". Hence, this critical incident turned into a negative experience for her.

Another unexpected responsibility was reported by Participant 2. She stated that the site supervisor unexpectedly gave her a responsibility to manage a classroom. The participant stated that although she was worried about this responsibility, she was able to fulfill this task as she interpreted the assignment as a sign of her site supervisor's trust in her. In fact, this very trust she attributed to her supervisor and subsequent confidence she felt seemed to make the incident critical. Her words describing the incident can be found below:

The teacher of a class had to leave, and my school supervisor wanted me to enter that class. At first, I was very scared, but later, thanks to the trust of my teacher [site supervisor] and my ability to deal with the students calmly and manage the class, I said, “Yes, I am doing this right now. There is someone who trusts me. And I am not letting that trust go. And I can do this.” That is why I felt confident there. This was a really important turning point for me. Afterward, I began to enter the classes with even more confidence. (P2, Appendix J, 8)

When asked how she felt when the incident occurred, she stated that she felt relieved and safe. She said, “At some point in my professional life, I will probably look back and say, ‘Look, you were able to do something here. Someone trusted you’” (P2, Appendix J, 9).

Lastly, Participant 6 described the responsibility of managing the integration of a new and perhaps unfit student into a psychoeducational group led by the participant as a critical incident. According to Participant 6, a student was assigned to the group by the site supervisor without any pre-group contact with or consent of the counseling student, and after the group had reached its quota and was closed to new members. The participant reflected that managing this situation was a challenging and an impactful task for multiple reasons. The details of the incident, as described by Participant 6, are as follows:

A student I had not met before and did not have consent from his family suddenly joined my group work. This happened within my school supervisor’s knowledge... The student continued to participate in the next few weeks but did not participate in the activities... There were students whose participation we could not approve due to the quota, but this student came directly and left after 3-4 sessions without saying anything... That was a bit critical for me because I could not predict the attitude I should take. And the student said clearly that he came to skip classes... Two female students in the group talked to me and said they were worried about being judged because of that student’s attitude. It was an incident that I could not intervene in. (P6, Appendix J, 10)

When asked how she felt when the incident occurred, Participant 6 stated that the feelings of anxiety were dominant. She also expressed a sentiment much similar to what Participant 8 shared as she reported that the interview helped her realize how

triggering the experience had been for her. She said, “I had not thought about it that much. I mean, it was a triggering thing for me at that moment, but I realize now that it affected me this much” (P6, Appendix J, 11).

In all four reported incidents involving unexpected responsibilities, the participants seemed to face challenging and unexpected situations. For Participants 2 and 3, this challenging and unexpected responsibility had a positive outcome, while for Participants 6 and 8, the challenging nature persisted, and no significant positive outcome was achieved. In fact, Participant 8 expressed clearly that the incident had negative impacts on her confidence. Although the critical incidents reported by Participants 6 and 8 were different from each other, the common factor appeared to be their desperation of not knowing what to do and feeling alone due to not receiving the support they needed from their site supervisors. Based on this, it can be stated that site supervisor support played a role in whether these incidents were positive or negative for the practicum students.

4.1.1.3 Witnessing a severe case

One participant identified witnessing a severe case during one of the individual sessions conducted by the site supervisor as a critical incident. Participant 9 stated that even though he was merely observing, hearing highly severe details of self-harm from the least-expected student and noticing how the site supervisor conducted the session were impactful. The details of the incident, as described by Participant 9, are as follows:

While observing my supervisor’s [site supervisor] individual session, a student admitted and showed that he was cutting himself and burning himself with cigarettes. And I was shocked. It was hard to deal with the question of “Why would someone harm themselves?” ... It made me grow a lot. I mean, it reminded me that our profession is not just a sunshine and rainbows profession, but that we actually touch on very different areas... Additionally,

it provided me with a detailed perspective on what I should focus on more carefully when formulating a case. Emotionally, it was challenging, but professionally, it was a valuable learning experience—a critical moment for me in terms of growth and competence. (P9, Appendix J, 12)

When the participant was asked how he felt when this incident occurred, he expressed that he was surprised and saddened by witnessing this case. Additionally, Participant 9 stated that he felt uncomfortable and anxious.

In terms of the significance of the incident, Participant 9 stated that it reminded him that a student might visit the guidance service for something as basic as mild anxiety, but at the same time, another student might visit due to risky behaviors. He said, “It showed that if only we build a bond of trust with students, we can reach their inner mechanisms of behavior” (P9, Appendix J, 13). Overall, observation of a session conducted with a student with highly severe symptoms was identified as a critical incident by only one participant.

When considered together, the the critical incidents that participants shared with respect to counseling practices at their school counseling practicum included (1) realizing that their conclusions regarding ineffectiveness or causing harm was misguided, as reported by five participants, (2) managing unexpected responsibilities that were beyond the competency or comfort level of the practicum student, as reported by four participants, and (3) witnessing a counseling session of a case with high severity, as described by one participant. Counseling students’ feelings towards these critical incidents varied; yet presence of a supportive supervisor and attributions of the counseling student seemed to shape if the incident had a positive or negative impact. And the interview questions allowed at least two participants to recognize the impactful nature of the identified critical incidents.

4.1.2 CIs related to site supervisor in school counseling practicum

Participants were asked to report a critical incident related to site supervisors in the school counseling practicum. Based upon the participants' answers, these incidents were grouped under the following categories: (1) attitude to practicum students, (2) conduct with students, (3) embracement of counselor role, and (4) positive feedback. Table 4 summarizes the CI's related to site supervisor in school counseling practicum.

Table 4. CIs Related to Site Supervisor in School Counseling Practicum

Critical incidents	Frequency
Attitude to practicum students	4
Conduct with students	3
Embracement of counselor role	2
Positive feedback	1

Note. N=10 (the number of participants)

4.1.2.1 Attitude to practicum students

Four participants reported incidents related to the attitude of the site supervisors toward them. While two participants reported positive site supervisor attitude, two participants reported negative site supervisor attitude.

For Participant 6 and Participant 7, critical incidents concerning their site supervisor was the supervisor's positive attitude. Participant 6's practicum site was the high school that she attended and the incident she described was shaped by the interpersonal dynamics of her dual-role at the site. Participant 6 reported that while she was conducting an individual session with a student, the vice principal, whom the participant had known from her school days, suddenly entered the room and started chatting, causing the participant to panic. As the participant was trying to explain that they were in a counseling session, the site supervisor came in and assisted the vice

principal in leaving the room. What Participant 6 found critical was the supportive conversation she had with the site supervisor following this incident. As they processed what happened, Participant 6 reported sharing her fears of how the scenario might have played out. The participant highlighted that her site supervisor's response to her fears reflected how much the supervisor seemed to trust in the participant's ability to handle difficult situations, which was deemed critical. Participant 6 highlighted that her site supervisor's supportive and trusting attitude made her feel very excited and happy. The details of the incident as described by Participant 6 can be found below:

I talked to my supervisor [site supervisor] after the incident and said, "I never expected something like this to happen." I was thinking, "What if the student had been crying then? What if the student had opened about something very private? What would I have done there?". However, this supervisor [site supervisor] had such a supportive attitude and said that it was sudden, there was no problem, and that she [site supervisor] had confidence that I could manage the process well if I had encountered such a moment. It was a very positive moment for me. I remember that it was a moment when I stopped, felt grateful, and happy. (P6, Appendix J, 14)

Another critical incident regarding the positive attitude of the site supervisor came from Participant 7. According to the participant, the site supervisor generally had a supportive and inclusive attitude. The participant recalled a specific memory of the site supervisor asking for help to decide on a topic for an academic study. Participant 7 framed this incident as an example of her supervisor's collaborative attitude. Participant 7 reported feeling honored in response, that it felt as if her ideas were valued. Participant 7 also expressed that she felt a sense of collegiality.

On the contrary, for Participant 2 and Participant 10, the critical incident concerning their site supervisor was the supervisor's negative attitude. Participant 2 stated that the site supervisor often left the participant alone in their office and did not include the participant in the relevant activities. She expressed feeling lonely and

useless at that time. The participant, who described these negative behaviors as indicators of the supervisor's overall negative attitude towards the participant, explained one of these moments in following words:

It was actually something that regularly happened during the practicum. My supervisor [site supervisor] was going to class for an activity. I was sitting. She [site supervisor] took the activities and said something like, "See you later." and left. I just stood there like that, and I was like, "Was that it?" I mean, at least if she [site supervisor] didn't want me to come, she [site supervisor] could have said that. Like, "I'll do it alone, and you can do this instead." I felt terrible. I felt lonely and useless. It affected me immensely. (P2, Appendix J, 15)

Participant 10 reported another critical incident of negative site supervisor attitude. Participant 10 shared that as she was trying to recruit members for her psychoeducation group, she was assisted by another school counselor since her site supervisor was busy with other tasks. Yet, they had difficulty finding members for the group which then came up in her conversations with the site supervisor. According to Participant 10, during this process, the site supervisor, reflecting her stress on the participant, acted as if the participant imposed an extra workload on her. Participant 10 expressed that she was affected and felt like a burden by this attitude so much that she utilized her practicum diary to process and vent, therefore considered the site supervisor's negative and blaming attitude as a critical incident.

It is understood here that the attitudes of site supervisors at the practicum school can be quite critical in shaping the practicum experience. While the participants who encountered positive attitudes expressed that they felt trustworthy and valuable, the participants who encountered negative attitudes expressed that they felt like a burden to their site supervisors.

4.1.2.2 Conduct with students

As a reply to our inquiry of critical incidents related to their site supervisor, three participants reported critical incidents that involved the conduct of their site supervisors. Both the site supervisors' professional and unprofessional conduct, as well as their ways of being with students which can look different from supervisor to supervisor reportedly impacted three of our participants.

Participants 1, 4, and 9 emphasized that observing the conduct of the site supervisor with the students at the practicum school was a critical incident for them. Participant 1 identified the critical incident related to her site supervisor as her observation of the site supervisor's unprofessional relationship with some of the students. The participant reported witnessing moments that looked more like a friendship. She specifically reflected on her break time observations where she thought that her supervisor failed to establish boundaries with the students with whom the supervisor also had a counseling relationship. Participant 1 reported that witnessing this unprofessional conduct made her feel worried and shocked and showed her first hand how the ethical considerations they learned at the faculty were not always applied in practice.

Another critical incident of unprofessional conduct was reported by Participant 4 as an observation regarding how the site supervisor referred a student to the local Guidance and Research Center for a diagnosis. According to Participant 4, the site supervisor was trying too hard to convince the family to get a diagnosis for educational reasons and crossed professional boundaries to facilitate the referral, such as talking to the family at 11 pm for two hours. You can find her words describing the incident below:

Later, when the teacher [site supervisor] said something like, “I talked to the grandfather all night, trying to convince him,” I felt bad about it. We are already in a position of authority compared to them. Of course, the family knows what’s best for the child, but if they are going to trust a professional, they also need to take the advice seriously. They should consult with us in some way. I felt like maybe we shouldn’t lower our position that much. (P4, Appendix J, 16)

Lastly, Participant 9 reported an incident related to the site supervisor’s conduct, highlighting how professional the site supervisor was while interacting with a student. Participant 9 shared his observations where the site supervisor unintentionally got into a personal matter with a student during break time and was surprised to learn that one of the student’s parents holds a highly influential political position. Participant 9 identified the way the site supervisor handled this situation in a professional manner was a critical incident that made the participant feel amazed and described his observations in following words:

It was one of my very critical moments when he [site supervisor] used the event in a smooth transition after the answer he [site supervisor] received at that time. Because at that moment, my hands and feet were shaking, but it was impressive that he [site supervisor] continued without breaking his professional stance, without breaking his bond with the student, and communicated with the student on new topics. (P9, Appendix J, 17)

Participants’ responses suggested that while the practicum students observe the practices of their site supervisors, they also evaluate their behavior in terms of ethics and professionalism, some of which become critical incidents for them.

4.1.2.3 Embracement of counselor role

Two participants reported critical incidents involving their observations on site supervisors’ embracement of the counselor role. Participant 3 mentioned an observation of how the site supervisor approached students in a way she could not see fitting for the role of a mental health professional. The participant stated that the site supervisor had a dismissive attitude and that observing her site supervisor

“acting like a civil servant” rather than a counselor was a critical incident. In addition, Participant 3 articulated that this observation had strengthened the pre-existing desire not to work at the school. Participants’ words on the critical incident can be found below:

It was one of the reasons why I did not want to work at school. The relaxed attitude of the supervisor [site supervisor], like “Oh, they are adolescents anyway, this is how they are” actually made me feel a little... I'm sorry, but it's as if we are psychological counselors and they become civil servants at school... While we positioned ourselves as mental health workers, she [site supervisor] positioned herself in a different place. (P3, Appendix J, 18)

Participant 5 also reported a critical incident that was related to the school counselors’ embracement of the counselor role. Participant 5 reflected on her observations of not only her site supervisor but all counselors in the team and identified that seeing the differences was impactful. She shared her concerns for the rigid “teacher role” that school counselors could take. She also recognized how the same student would be treated differently by different counselors. Participant 5 identifying her observation of this variation in counseling role as a critical incident, described the details of the incident as follows:

There was more than one school counselor in the practicum school. And their attitudes towards students could be different. It was a critical incident for me to observe how the differences in their approaches resonated with the students... In fact, the same student would apply to counselors about the same issue, but there were completely different approaches... While one counselor [site supervisor] was trying to understand the student more, the other counselor [site supervisor] was more rigid, definite, and had a teacher-like attitude. (P5, Appendix J, 19)

4.1.2.4 Positive feedback

The last critical incident regarding the site supervisor was identified as receiving positive feedback and was endorsed by only one participant. Participant 8 reported that her site supervisor appreciated how she handled a situation during group work

and gave her encouraging feedback, which was a critical incident for the participant and made her feel excited. Participant 8, who said that hearing such comments for a first-time service delivery was confidence-boosting, described the incident with following words:

I received feedback from the supervisor [site supervisor] after she [site supervisor] observed the group work, and it was important for me that something I chose to do was greatly appreciated. She [site supervisor] said that I had taken the right approach and had been insightful. I remember receiving feedback like, “How nice. You are talented in this. It is in you” and getting excited because it was one of my first experiences. It also increased my self-confidence because we were creating the group work plan ourselves, and I felt that I had put a lot of myself into it. Therefore, it was very meaningful to me, and it was one of the critical incidents. (P8, Appendix J, 20)

Overall, when the participants reflected on their experiences with their site supervisors in school counseling practicum, identified critical incidents included, (1) site supervisors’ attitude towards the practicum student, as reported by four participants, (2) site supervisors’ conduct with students at the practicum school, as reported by three participants, (3) site supervisors’ and other school counselors’ embracement of the counselor role, and (4) receiving positive feedback from site supervisor, as reported by one participant. It appeared that observing the site supervisor's functioning as a school counselor within the school environment and how the site supervisor approached the practicum students was highly impactful for the participants. Findings also suggest that participants were highly attuned to ethical and professional conduct of their site supervisors.

4.1.3 CIs related to the faculty supervisor in group supervision

Participants were asked to report a critical incident related to their faculty supervisor in group supervision. Based upon the participants’ answers, these incidents were grouped under the following categories: (1) regulation skills, (2) constructive

feedback, (3) supportive attitude, (4) conceptual enrichment, (4) being overlooked.

Table 5 summarizes the CI's related to faculty supervisor in group supervision.

Table 5. CIs Related to the Faculty Supervisor in Group Supervision

Critical incidents	Frequency
Regulation skills	3
Constructive feedback	2
Supportive attitude	2
Conceptual enrichment	2
Being overlooked	1

Note. N=10 (the total number of participants)

4.1.3.1 Regulation skills

Three participants reported critical incidents regarding their faculty supervisors' regulation skills during group supervision sessions. Each participant stated that their faculty supervisor's behavior made them feel assured that "there is someone in control". For instance, Participant 4 reported an incident in which the faculty supervisor managed activation and helped supervisees regulate themselves through drawing clear boundaries in terms of roles and responsibilities. Simply observing this exchange seemed to impact the participant, making her feel relaxed and safe. Her account of the incident can be seen below:

One of the peers was sharing an incident they experienced during their practicum in group supervision and got really angry while telling it. Then said, "I've taken up too much time already. I've shared a lot, and I'm taking away from my friends' time. I should stop now. It is enough for now." The supervisor [faculty supervisor] responded, "I am the one responsible for managing this space and distributing tasks. You are only responsible for sharing. And right now, I want you to keep sharing. Please continue." The supervisor [faculty supervisor] drew such clear boundaries and handled the situation so beautifully. They basically said, "Right now, I want to understand you. I see that there's something important behind this incident. It's my job to manage the time. You're not the one who has to think about it. And right now, you can keep sharing." (P4, Appendix J, 21)

Participant 4 mentioned that it was good to know that the process was under the faculty supervisor's control and continued:

Trusting the authority figure really made me feel like, “Oh, we’re fine now.” ... As long as the supervisor [faculty supervisor] is there, no one intrudes on anyone else’s space, and everyone clearly knows their boundaries. There’s no chaos. It felt so good to experience that. Someone is in control. They’re aware of what’s happening, and we’re not drifting aimlessly in some void. (P4, Appendix J, 22)

In addition, Participant 4 mentioned that this incident was significant because it made her feel that she could share freely when she needed to. She said, “I felt like when I need to share something, I can share it enough, and it’s listened to, cared about, and time is given to it” (P4, Appendix J, 23).

Another example of faculty supervisors’ regulation skills being critical came from Participant 8, who identified the case-specific guidance she received from her faculty supervisor when she was highly activated as a critical incident. Participant 8 narrated an incident when she panicked because she would not be able to attend a scheduled session for individual counseling, and she did not know how to carry out the cancellation process without damaging her relationship with her client. Her words describing the incident and highlighting the way her faculty supervisor guided her process can be found below:

There was a session that couldn’t make as planned, and I remember panicking a lot and bringing it to supervision, especially because I had no idea what to do. In that critical moment, the supervisor [faculty supervisor] calmly addressed my panic, almost using a Socratic questioning method, asking me things like, “What do you plan to do? Why is it that way?” I’d answer, “Because I’m worried... I’m worried they might think this, or do that,” and through this process, the supervisor [faculty supervisor] guided me toward what was actually the most logical and correct thing to do. Seeing how easily this situation could be handled and having that support—feeling that sense of trust—made the supervision experience even more meaningful for me. (P8, Appendix J, 24)

Afterward, Participant 8 talked about her feelings related to the incident and stated that the faculty supervisor's clear and practical suggestions caused a sense of

relief. She reported that her anxiety decreased and was replaced by a greater sense of control:

I felt a sense of resolution. It was something that seemed like an unsolvable, huge problem to me at the time. I was certain that whatever I feared would happen—that the student would grow distant from me or think something bad about me. I was stuck in this big mode of trying to compensate. But what stayed with me from that experience was the realization that it could actually be handled or brought under control with a professional approach. So, I remember feeling a sense of relief. And part of that relief came from the fact that it was coming from my supervisor [faculty supervisor]. Initially, there was a lot of anxiety, but afterward, I remember feeling more of a sense of control. (P8, Appendix J, 25)

Lastly, Participant 10 described a critical incident related to the faculty supervisor's regulation skills, where she witnessed the faculty supervisor managing a tense interaction with a peer. She stated that at a group supervision meeting, the faculty supervisor became very angry when she learned that the peer who had serious problems with the site supervisor did not take steps to change her site as they had previously agreed upon. Participant 10 stated that the critical incident for her was to observe the changing attitude of the faculty supervisor, who was upset and frustrated at first, but then regulated her emotions and approached the situation with more understanding. You can find her words describing the incident below:

At first, she [faculty supervisor] seemed upset with our friend [peer], like, "Why didn't you change your school?" But as the friend [peer] opened and explained more, that anger shifted into a more understanding tone. It was surprising for me to witness that anger because I wasn't used to seeing her [faculty supervisor] angry. It also made me feel a bit tense—after all, when your teacher [faculty supervisor] is angry, it naturally creates a certain tension. But at the same time, I saw that the teacher [faculty supervisor] was also saddened by the situation. I observed how she [faculty supervisor] calmed themselves, regained control, and continued speaking in a composed way. Her [faculty supervisor] ability to regulate emotions so well in that moment really stood out to me. (P10, Appendix J, 26)

Subsequently, when asked about the significance of this incident for her, Participant 10 stated that after such a negative dialogue in everyone's presence, she assumed that peer's relationship with the faculty supervisor would worsen afterward.

But instead, the opposite had happened; her peer was comfortable to engage in the group supervision process. Participant 10 reported that this allowed her to change her assumptions about outcomes of public confrontations. Her description of the incident can be found below:

As I said, seeing how she [faculty supervisor] expressed her emotions and witnessing it—how she [faculty supervisor] handled that problem and what she [faculty supervisor] said about it—was really significant. One of the reasons it stuck in my mind was that they went through something really intense that day. And I remember leaving supervision thinking, “Maybe my friend [peer] will be more hesitant after this. Maybe their relationship with the supervisor [faculty supervisor] will get a little worse.” But the exact opposite happened. In the following weeks, I actually noticed that my friend [peer] could speak more comfortably. She [peer] could open more easily and express herself better. So, I had this assumption that when something bad happens between two people in front of everyone, the outcome has to be negative. But I saw that this wasn’t the case. I think that was the important part for me. (P10, Appendix J, 27)

For all three participants, the faculty supervisor's ability to regulate the activation that the practicum student may feel through defining the roles and responsibilities and engaging in interventions such as Socratic questioning, as well as their ability to regulate their own feelings were critical. Feeling the presence of an authority figure who has the process “under control” seemed to help the participants feel relieved. Leadership role of the faculty supervisor appeared to be an essential element of group supervision, making a significant impact on the practicum students’ experiences.

4.1.3.2 Constructive feedback

Two participants identified receiving constructive feedback from the faculty supervisor as a critical incident. Participant 1 narrated an incident where she received feedback regarding her individual counseling practice and expressed that she found

the feedback unexpected and unsettling at first but constructive and satisfying at the end of the day, describing the incident as follows:

I gave individual counseling during the second semester under supervision. The feedback I received stayed with me. During my second session with the student, she [student] said, "It's a very good process for me too", etc. She [student] gave me nice feedback. When I shared this in supervision, my supervisor [faculty supervisor] said: "Could she have said that to please you?". Suddenly a glass broke inside me. I said, "Oh". That had a critical impact on me. (P1, Appendix J, 28)

When asked about her feelings on the incident, Participant 1 stated that although she felt upset at first, she felt better and glad for the exchange afterward in following words:

I mean, I was upset at first because it kind of hit me out of nowhere. I realized I'd done a few things in counseling that I shouldn't have. I was upset, but then once I realized it was constructive feedback, I was actually glad. (P1, Appendix J, 29)

Participant 7 was the other person who mentioned receiving constructive feedback from her faculty supervisor as a critical incident. She described her faculty supervisor's feedback still useful to this day:

I think it was really good feedback for me. I still use it. I use it with other people as well. She [faculty supervisor] told me, "You look like a swan from the outside. You float on the water, but your feet are spinning like this below. You absorb people's anxiety and worries. You need to set boundaries," which my school supervisor [site supervisor] also used to say a lot. "Don't feed emotions. Set boundaries." I really took that in, and it was one of the best feedback I received. (P7, Appendix J, 30)

Participant 7, while talking about her feelings about the incident, stated that she felt as if it all made sense thanks to the feedback of the faculty supervisor. It appeared that this feedback was critical in facilitating the participant's understanding of her anxiety and related patterns, as can be seen in her words below:

I suddenly felt like things clicked in my mind. I was really anxious, and on top of that, I was carrying the client's anxiety too. I realized this in a very somatic way because I had been waiting for a whole week. So, when the supervisor [faculty supervisor] said that everything just fell into place in my mind, and I thought, "Yes, I look calm on the outside, but I'm not calm at all,

and I'm really carrying other people's anxiety." In that sense, things really clicked in my head. (P7, Appendix J, 31)

4.1.3.3 Supportive attitude

Two participants talked about their faculty supervisors' supportive attitude toward them in general and said that finding a specific moment was hard because this attitude made the whole group supervision a critical process. Participant 5 and 6 expressed that their faculty supervisor's supportive attitude made them feel valued, refreshed, relieved, and calm.

Participant 5 stated that the faculty supervisor cared about their students' personal processes while supporting them in their practicum-related practices. Participant 5 also stated that it was a critical incident for her that the faculty supervisor was interested in the person of the practicum students:

The process was already critical... I think it was a critical incident for me that the attitude of the supervisor [faculty supervisor] by whom I was supervised was always inclusive and that she [faculty supervisor] was always in a place where she [faculty supervisor] was always looking out for her own student. I think it was important that she [faculty supervisor] did not only look at it on a case basis but also always made an effort to hear how it resonated with the student. It was supporting the process. She [faculty supervisor] was not only interested in what you did. She [faculty supervisor] was also interested in you there, in you while it was happening. (P5, Appendix J, 32)

When the participant was asked about the significance of this incident for her, she stated that she found the attitude of her faculty supervisor confirmed her commitment to the field. She said, "It was such an inspiring moment for me, you know? Seeing that definitely made me think, "Yes, this is what I want to do in my professional life.'" (P5, Appendix J, 33).

Similar to Participant 5, Participant 6 narrated the faculty supervisor's supportive attitude as well. Participant 6 remarked that this attitude was carried throughout the whole group supervision process and described the critical incident in

which she felt the faculty supervisor's understanding and compassion most deeply as she needed a moment to step out. Her description of the incident can be found below:

I was talking about how enjoyable and beautiful the process was, even though it was during a tough time for me. Looking back on it, how both my peers' attitude in group supervision and my supervisor's [faculty supervisor] attitude was, I'll never forget that experience in my life. As I was thinking about the compassion I was shown, I got really emotional. And right at that moment, I wanted to keep talking and I wanted to finish my sentence because I felt really overwhelmed. I remember trying to express my gratitude, and then my supervisor [faculty supervisor] said, "If you want, you can step out." So, I got up, stepped out of the classroom, took a deep breath, relaxed, and then came back in and continued talking. (P6, Appendix J, 34)

Participant 6 pointed out that what her faculty supervisor said at that moment was just a few words and continued by stating that this was a critical moment that fed the intense feeling of support she felt again and again during the supervision process:

I was honestly so incredibly happy and pleased with my group supervisor. There was this moment where I couldn't help but think, "How can someone be so compassionate, so accepting in everything they do and say?" It made me both happy and amazed at the same time. Like I said, the thing I remember very clearly is that we were all talking about how the process was going for us and what accompanied us through it. For me, it coincided with so many back-to-back things that I found hard to talk about. But when I was sharing them, I just remember that overwhelming moment. It all came to a head when I thought about how kind and supportive my supervisor's [faculty supervisor] approach was toward me. That was the peak of it all. (P6, Appendix J, 35)

After describing the critical moment when she deeply felt the support and compassion of her faculty supervisor, Participant 6 expressed the importance of this critical aspect for her and talked about how healing the presence of a non-judgemental and accepting person in someone's life:

That was the moment I truly felt how healing acceptance and non-judgment can be for a person. Realizing that someone like this exists in your life—and that it's your professor, someone who doesn't have to unconditionally love or accept you, someone who isn't your parent—showed me how valuable it is. It hit me how meaningful it is for someone who isn't obligated to provide that kind of support to still offer it. (P6, Appendix J, 36)

It is prominent that for both participants, what stood out during the long and challenging practicum process was feeling not only supervised as practicum students but also recognized and valued as people. In addition to receiving supervision support for their practices, being emotionally supported and, most importantly, being seen and encouraged in moments of difficulty were highly critical experiences for these participants. Based on this, it can be stated that the supportive attitude of faculty supervisors in practicum, particularly during group supervision, seems to play a crucial role in the practicum experience.

4.1.3.4 Conceptual enrichment

When asked to share critical incidents involving faculty supervisors, two participants provided examples of conceptual enrichments facilitated by the perspectives their faculty supervisors offered. For instance, Participant 3 narrated the faculty supervisor's teaching about the flow of life in one session as a critical incident:

I'm saying, but it's a bit, how shall I put it? It was like the subject of that lecture. There's the inverted 8. In the course of life, things go bad, then they get better. This flow is constant, but only sometimes when we are at the bottom, maybe it will last for ten years. But maybe the good will last for a minute. But surely, that flow of good and bad will last forever. She [faculty supervisor] told us this in a group supervision. She [faculty supervisor] explained it in such a way. In other words, the way she [faculty supervisor] introduced that visual and then the discussions she [faculty supervisor] built on it afterward were critical for me as a package. (P3, Appendix J, 37)

Participant 3 emphasised that the feeling she felt when this incident took place was relief. Then added that this state of relief was group wide. When asked about the reaction of her peers to this incident, participant stated that it was very comforting that the faculty supervisor's conceptualization was assuring and instilling trust that they were going to be okay even if they are currently dealing with the uncertainty and stress of approaching graduation.

Another example of conceptual enrichments came from Participant 9, and it was the faculty supervisor's perspective on a peer's case. Participant 9, sharing this incident, described a moment when the faculty supervisor approached the case from a unique perspective which contrasted the viewpoint of the peer who brought the case to the supervision and the other supervisees. Her words can be found below:

Our supervisor [faculty supervisor] pointed something out there and asked us, "Can you see that this student is a fighter?", "She is a survivor and a warrior." And all of us said, "Yes!" Because that student, despite everything—despite her parents, financial struggles, and social challenges—had made it to senior year and was still trying to succeed academically, holding on to life against all odds. Gaining this perspective really moved me. It was one of my critical moments. Instead of saying, "Oh no! We're doomed! It's over," it was about evolving to a place where you realize that the whole story can be rewritten from the start. (P9, Appendix J, 38)

When asked about the thoughts that went through his mind at the time of the critical incident, Participant 9 said that his most prominent thought was "I really love my profession" and continued as follows:

Being able to look at it this way is amazing. I mean, at the point where everyone's hopes are exhausted or when they're fed up and complaining, you take a moment to try to see the story from a macro perspective, perhaps trying to make sense of it from a more divine, spiritual place. I think that requires a set of skills, a data set. It's a skill. I thought about that, and as case variety increases, I realized that my approaches will also diversify, and that made me happy and hopeful again. (P9, Appendix J, 39)

4.1.3.5 Being overlooked

One participant reported a negative critical incident. Participant 2 described an incident where the faculty supervisor asked everyone how they felt about what they were going through but failed to ask the participant. You can find her words describing the incident below:

It was during the first semester, and I was feeling really bad about my private school counseling practicum. We were talking about it during supervision, and I was sharing these experiences. But I noticed that while the supervisor [faculty supervisor] was asking others questions like, 'How did that make you feel?' she [faculty supervisor] didn't ask me that. At that moment, what I

needed most was to talk about how I felt. Things were already happening, but I wanted to express how I felt. That week, I was really overwhelmed with emotions, and not being able to share them truly affected me. (P2, Appendix J, 40)

Participant 2 expressed that this incident made her feel ignored and disappointed. Her trust in the faculty supervisor and her positive feelings towards the faculty supervisor seemed to deepen her feelings, as can be seen in her following statement: “I was a little disappointed because she [faculty supervisor] is someone from this field and someone I trust and like very much.” (P2, Appendix J, 41).

Overall, positive critical incidents that participants shared about their faculty supervisor in group supervision included, faculty supervisor’s (1) ability to regulate supervisees and the self, as reported by three participants, (2) constructive feedback, as reported by two participants (3) supportive attitude, as reported by two participants, and (4) conceptual enrichments, as reported by two participants as positive critical incidents. On the other hand, being ignored by the faculty supervisor was a negative critical incident in the group supervision experience, as reported by one participant. Participants’ critical experiences with their faculty supervisors seemed to be very positive and highly influential even when the impact was negative. Participants seemed to be highly observant of faculty supervisor’s behavior; and being seen, valued, and supported seemed to make a difference for the participants.

4.1.4 CIs related to the peers in group supervision

Participants were asked to report a critical incident related to the peers in group supervision. This inquiry encompassed all peer interactions. As described under the Methods section, the group supervision which was led by the faculty supervisor at the case included a peer supervision time where a sub-group of 3-4 students came together and shared their practicum related experiences without the presence of the

faculty supervisor. This peer supervision took place 2-3 times a semester for 40 minutes or so and each interaction was followed by a 40-minute all-group meeting under the guidance of the faculty supervisor to process what peers shared in the previous session. While this element existed for the case, our research question was focused on all types of peer interactions that took place at the group supervision. The obtained answers included instances from the above-mentioned peer supervision experience, but neither our focus, nor participants' accounts of critical incidents was solely on that peer supervision time. Based upon the participants' answers, these incidents were grouped under the following categories: (1) giving support, (2) shared experiences, (3) witnessing peer's case supervision, and (4) observing changes in peer. Table 6 summarizes the CI's related to the peers in group supervision.

Table 6. CIs Related to the Peers in Group Supervision

Critical incidents	Frequency
Giving support	6
Shared experiences	2
Witnessing peer's case supervision	1
Observing changes in peer	1

Note. N=10 (the total number of participants)

4.1.4.1 Giving support

When asked to describe a critical incident regarding their peers in group supervision, the prevalent theme was the peers giving support to each other. Six out of ten participants stated that when they brought the school system-related problems or challenging cases they encountered during their school counseling practicum to the group supervision, they felt welcomed and accepted by their peers. According to these six participants, they felt understood, they exchanged ideas and strived to solve each other's problems. Peers stated that when they had hardship and thought of

giving up, they got back on their feet with the encouragement and support offered by their peers. They noted that their faculty supervisors also displayed an attitude that supported this peer solidarity and opened up space for them.

Participants 2, 5, and 10 described the support they received when they brought their hardships to the group. Participant 2 brought up her concern to the group when she thought of dropping out of practicum school due to the problems she encountered, and the support she received from peers soothed her. Participant 2 reported feeling good when they encouraged her to continue and reminded her of what she could do to make the practicum more manageable; hence, this incident was critical for her.

Another critical incident example of receiving peer support came from Participant 5. According to the participant, in group supervision, peers shared an environment in which they supported each other through their verbal and physical expressions and with a nonjudgmental attitude, which was critical for her to feel this solidarity. Participant 5 reported that when she brought up her practice related struggles to the group, her peers focused on appreciating what she had done correctly and highlighting her strengths, before attending to her potential mistakes, which was critical. In addition, Participant 5 also said that hearing different perspectives on the same matter was further beneficial. The details of the critical incident Participant 5 reported regarding receiving support from peers can be found below:

We were people with different thoughts and judgments. There were various perspectives, but when presenting them, they approached it not from a place like “It should be like this” but from a place like “Could it be something like this?” with a non-judgemental tone. On the other hand, as I said, the group was paying attention to showing that they understood, sometimes with facial expressions and sometimes with words. When I shared my struggles, where I saw myself as wrong, they focused on the process and reminded me of this again. If there was something they could appreciate, they appreciated it, and then they supported it by talking about what could be done. (P5, Appendix J, 42)

Similar to Participants 2 and 5, Participant 10 also described an incident of receiving support from peers and highlighted the general supportive attitude in group supervision. Participant 10 reported finding out about an incident of abuse at her practicum school through social media just before she started her practicum. When the participant shared this situation in the group supervision, she stated that her peers asked her how she was doing, supported her, and offered to be contacted if she had difficulties at school. Participant 10 stated that receiving this support from peers and knowing she had resources helped her feel better. The participant also noted that this supportive attitude reminded her she was not alone and felt a sense of solidarity. Hence, she considered this to be a critical incident.

The other participants who described peers' giving support to each other as critical incidents were participants 6, 7, and 8. When these participants described peers' support, they described critical incidents that illustrated the support they gave to a peer as a group rather than the support they received. As Participant 6 narrated, a peer brought feelings of inadequacy that had arisen in practicum, and what stood out as critical for the participant was to see how the peers collectively supported the peer, highlighting what could still be accomplished despite the sense of inadequacy, engaging in encouraging conversations and how this helped the peer. Participant 6 described those moments as below:

I remember a moment when one of my friends [peer] was intensely describing herself as inadequate... Talking about intervening in something, and said, "I feel so inadequate, how am I going to do it? I don't have the authority to do this." I remember a phase where the peer spoke very intensely, I saw them physically blushing, and their voice started to stutter. There, not only me, but the others in the group found it surprising that this peer felt so anxious, but we tried to make our friend [peer] talk about what could be done, the supervisor remained a little more passive there, and we talked among ourselves... We said things like, "You feel inadequate and unqualified, but what could be done here?" And I remember how, as we talked, they started coming up with options like, "I could have done this, I could have done that", listing multiple possibilities. (P6, Appendix J, 43)

Additionally, when Participant 6 was asked about the significance of this incident for her, she expressed that she appreciated her peers. That peers in the group were understanding of the use of the supervision time to talk about this peer's difficulties and that they were willing to prioritize a peer in distress without resentment for not having time to discuss their experiences. Her words sharing this appreciation can be found below:

In the supervision, all the students [peer] were sharing their issues or other positive things they had experienced. But in that session, for example, we had discussed that one topic in such depth. However, no one had an attitude like, "Oh, I wanted to share this, but I couldn't." That was nice for me. Because towards the end of the session, I remember a few of my friends [peer] telling the supervisor [faculty supervisor], "Something happened, can I tell you about it separately?" There was no feeling of, "I couldn't share, we spent the whole time on this." There was none of that. Because we realized how important the issue was and how much our friend [peer] had struggled. (P6, Appendix J, 44)

Participants 7 and 8 both narrated an incident in which one of their peers shared being disturbed by a particular person at the practicum school and struggling to deal with it. For both participants, what stood out in this incident was that the group used the supervision space to allow their peer to share distress and get support through collaborative problem-solving. These moments, in which the group shared ideas and suggestions so that the peer could undergo the practicum process more comfortably and protect themselves, made Participants 7 and 8 feel the spirit of solidarity. Therefore, they stated that these moments stood out as critical incidents for them. The details of the critical incident indicating the group's giving support to their peer are as follows:

One of our friends [peer], I think, was disturbed by one of the teachers at the school or something like that, but it's a very blurry memory... The group supervisor [faculty supervisor] had asked, "Does the school counselor [site supervisor] know about this, is this or that happening, or not?" I remember mentioning that if messages are being sent, they should take screenshots, etc. We generally gave advice. We were worried... We felt uncomfortable and gave certain suggestions to help them protect themselves... We were very

much in agreement with other peers as well. That's something that felt good in a way because it gave a sense of having a protective circle around us. You carry that general uneasiness, but at the same time, there was also this feeling of strength and solidarity among us, I think. (P7, Appendix J, 45)

Similarly, Participant 8 narrated an incident where the group gave support to their peer who was being disturbed by site supervisor at the practicum school and struggling to deal with it:

I remember that one of the people [peer] in supervision brought up an issue they were having with their own supervisor [site supervisor]. And I recall the discussion we had about it. They mentioned that the supervisor [site supervisor] had behaved, quote-unquote, in an unprofessional or overly casual manner, and I remember us talking about what we could do regarding this. A discussion started about how we might address the supervisor's [site supervisor] practice, at least within the context of the practicum, and possibly improve it. We talked about things like, "What if you tried this? What would happen if you did that?" I remember having a conversation aimed at improving their situation. (P8, Appendix J, 46)

For all six participants, peer support seemed to play a significant role both in their group supervision experience and their overall practicum experience. While some participants reported the support they received from their peers as a critical incident, others highlighted the support they collectively provided to a peer as a critical incident. The shared sense of solidarity appears to have been a key factor that positively impacted the practicum students. Additionally, encouraging one another, listening without judgment, and, most importantly, using the supervision space for the benefit of whoever needs it were highly valued by the peers. This experience reportedly fostered a desire among participants to have a similar supportive group in their future professional lives.

4.1.4.2 Shared experiences

Participants 1 and 4 reported incidents that occurred during peer supervision time, which was described under the Methods section when describing the case and was

again briefly explained above as we introduced the CIs related to peers in group supervision. Both participants indicated that when in peer supervision, they came to the realization that their struggles and their emotions are similar and that they are not the only ones going through these challenges. Participant 1 talked about sharing her difficulty with her client's being very quiet in peer supervision and described the incident as follows:

There, we were doing peer supervision. I was really enjoying it. The sharing sessions were going well for me. I can give examples from those. The peers were great. In individual counseling, my client was speaking very little, while my peer's client was the opposite and giving a lot of information. I was struggling a bit because my client spoke so little. Then hearing the opposite situation made me realize that having a very talkative client is also challenging. It's kind of like water finding its own path. It's such a personal thing, you know? That realization helped me accept my client's characteristic more—helped me embrace it, really. (P1, Appendix J, 47)

Likewise, Participant 4 also reported an incident that occurred during peer supervision which helped her realize that they were all going through similar challenges. Hearing this common ground as they were sharing experiences was a critical incident for her:

It mostly happened during peer supervision. We all seemed to be feeling the same way. For example, something happened, and I shared it. I said, "I don't feel competent", and someone else said, "Me too. I couldn't do this either. Weeks have passed, and the child still isn't opening to me. Things aren't progressing as they're taught in class." That's how it went during peer supervision. I felt like I wasn't alone. Somehow, we were experiencing the same emotions throughout the process. Even though everyone seemed to be doing great and perfect on the outside, that wasn't how they felt inside. There were a lot of thoughts like, "Yes, I did it, but I don't know if the other person received it or not. I'm not sure how they reacted. I'm still not sure if I'm doing well." Those kinds of thoughts came up often in our discussions. (P4, Appendix J, 48)

When participants were asked how they felt when this incident occurred, they stated that they felt relieved, as if they could breathe, not alone, and hopeful. Additionally, Participant 4 expressed that she felt she could carry on after this incident. She said, "I felt very relieved, and it was nice to feel that I wasn't alone. It

truly felt like, 'Yes, I can continue with this. I can't quit or give up now.'" (P4, Appendix J, 49).

4.1.4.3 Witnessing peer's case supervision

Participant 3 reported an incident in which she witnessed peer's case supervision which had personal relevance. She reported that one of the peers brought a case to the group similar to what the participant experienced years ago but did not think about it until that day. The case was about a student hearing her passed-away mother's voice while she was half awake and half asleep. Hearing the faculty supervisor's comments about the case led to the resolution of an unresolved matter for Participant 3. The details of the incident identified by the participant as critical are as follows:

What made this a critical incident for me was this: I also lost my father. During the period right after losing him, I constantly experienced nightmares, voices, and images in a state between sleep and wakefulness—it was overwhelming and lasted for about a year. Of course, this was a long time ago, nearly 7–8 years. At the time, I thought, “I must be losing my mind,” but since I didn't have the financial means to seek psychological help, I couldn't get any. Somehow, I managed to resolve it on my own, and honestly, I never specifically revisited the issue of hearing voices after that. At that moment [in group supervision], I realized this was actually a very common experience. The teacher [faculty supervisor] also started to explain how we might re-live memories—recreating voices, scents, or images—because we don't want to lose them and how this isn't connected to schizoid tendencies. In fact, the teacher [faculty supervisor] said it could even be a very safe process. Hearing this explanation really helped my friend [peer who brought the case to group supervision] feel relieved because she wouldn't be able to conduct a session with someone with schizoid tendencies. For me, it helped me connect with myself again, and the story my friend [peer who brought the case to group supervision] shared brought up something I hadn't revisited in a long time. In a way, it was resolved for me as well. (P3, Appendix J, 50)

4.1.4.4 Observing changes in peer

One participant reported a critical incident related to one of the peers in group supervision and expressed how the peer's approach to group supervision changed

over time. Participant 9 stated that it was valuable to observe changes in peer's engagement with the group over time and described the details of the critical incident as follows:

For two semesters, I was in the same supervision group with a friend [peer] who, during the first semester, never spoke, never gave detailed answers to the supervisor's [faculty supervisor] questions, and essentially closed themselves off. Consistently criticized the practicum experience and voiced the dissatisfaction in a negative tone. However, in the second semester, there were noticeable changes in the tone. (P9, Appendix J, 51)

Participant 9 emphasized the group's professional growth and the encouragement they received from their faculty supervisors as the underlying reasons for this change. He continued as follows:

We observed that as they grew stronger professionally within the supervision group, changes began to take shape. Our supervisor [faculty supervisor] continually encouraged and motivated them [peer] in specific areas, inviting them to remember their inner strength and capacity to pursue this profession. It was remarkable to witness how this more introverted and withdrawn friend [peer] gradually opened week by week within the group. By the second semester, after a certain point, they [peer] were just as involved as the rest of us, chatting cheerfully and spreading joy. Someone who initially didn't contribute much to the group dynamics suddenly became as engaged and vocal as everyone else. For me, it was critical to observe and witness this transformation. We even talked about it a bit during supervision because there was a specific moment when they [peer] said, "This week went really well" or a week where they started speaking for the first time with a smile. That was a pivotal moment for me. (P9, Appendix J, 52)

Overall, the critical incidents related to peers in group supervision included, (1) the peers' providing support to one another, as reported by six participants, (2) having shared experiences, as reported by two participants, (3) witnessing a peer's case supervision, as reported by one participant, and (4) observing changes in a peer's engagement with group supervision, as reported by one participant. Although there was diversity in the incidents shared, all critical incidents were positive in its nature and the support peers received from one another during group supervision stood out as the most prevalent aspect. This support appeared to foster a sense of

solidarity, which helped the participants to feel valued, to solve problems and to carry on with the practicum process.

4.2 Impacts of critical incidents on professional development, personal development, and career orientation

Participants were asked to describe how the critical incidents they reported had influenced their development and career orientation to answer research question 2: “How do these critical incidents impact (1) professional development, (2) personal development, and (3) career orientation of counseling students?”. Although these three titles were addressed separately during the interviews, an analysis of the responses revealed that participants predominantly discussed how their professional development was impacted. Even in response to the inquiries about personal development and career orientation, they tended to provide answers related to their professional development. The responses regarding the impact of CIs on professional and personal development as well as career orientation are presented under this section. Table 7 summarizes the categories and sub-categories of critical incidents’ impacts on professional development, personal development, and career orientations of counseling students.

Table 7. The Categories and Sub-categories

Categories	Sub-categories
Professional development	Knowledge and skills Professional sensitivity Professional confidence Collaboration and support Professional identity
Personal development	Self-awareness and reflection Emotional regulation and resilience Interpersonal skills Empathy and compassion
Career orientation	Motivation and commitment Perceived fit for the profession Career exploration

4.2.1 Professional development

Participants were asked to describe how the narrated critical incidents regarding their two-semester school counseling practicum experience impacted their professional development. Based upon the participants' answers, professional impact was grouped under the following categories: (1) knowledge and skills, (2) awareness, (3), professional confidence, (4) collaboration and support, and (5) professional identity. Table 8 below summarizes the CI's impact on counseling students' professional development.

Table 8. CIs' Impact on Professional Development

Professional development	Total Sample (N= 10)	Frequency
Knowledge and skills	8	15
Professional sensitivity	7	12
Professional confidence	5	7
Collaboration and support	6	6
Professional identity	3	4

4.2.1.1 Knowledge and skills

The most prominent impact that the participants talked about was the professional knowledge and skills. While 8 participants mentioned the impact of at least one of the reported critical incidents on their professional knowledge and skills, it is understood that such impact was mostly present in the reported incidents related to (1) the counseling practices in the practicum school and (2) the faculty supervisor. The participants stated that they improved their knowledge and skills with respect to using counseling techniques and dealing with challenging and sensitive situations. Additionally, they emphasized that their ability to critically evaluate their practices, seek supervision when encountering difficulties, and utilize feedback in their practices improved significantly. Finally, they expressed that observing their supervisors enhanced their knowledge and skills in understanding how supervision techniques are implemented, how effective sessions are conducted, and how conflicts in groups are addressed.

It is understood that the participants developed their knowledge and skills about the counseling profession through observation and sometimes experience. One example for observational learning could be provided from Participant 4 who shared about increasing her knowledge on how to handle sensitive processes such as Guidance and Research Center (widely known as RAM in Türkiye) referrals and the role that the school counselor plays in the process through observing her site supervisor trying to refer a student to RAM. An excerpt is shared below:

I learned that the RAM (Guidance and Research Center) process is quite long and involves many steps, which I honestly didn't know before. It turns out the role of the psychological counselor there is quite limited. Even if a psychological counselor strongly recommends going to RAM, very different outcomes can come from RAM. That's what I learned professionally. (P4, Appendix J, 53)

Another example of developing professional knowledge and skills through observation can come from Participant 10. The quote below indicates how she learned addressing disagreements or conflicts with the supervisors or peers:

I feel like I experienced something within that supervision process: the “what is happening here and now.” There was truly an issue there, along with an emotion that emerged. And it comes out within the group anyway. It can be discussed there. What’s happening can be named at that moment. That’s what I learned. (P10, Appendix J, 54)

Participant 2, on the other hand, mentioned developing classroom management skills as an example of skills acquired through direct experience. Her words can be found below:

I learned classroom management there. This isn’t just about managing a classroom; it could also be a group activity. Gaining the ability to manage this kind of setting is something I believe will always come up in my professional life, especially in the group activities I conduct. (P2, Appendix J, 55)

4.2.1.2 Professional sensitivity

Secondly, the most prominent impact that the participants talked about was the professional sensitivity. While 7 participants mentioned the impact of at least one of the reported critical incidents on increasing their professional sensitivity regarding the profession, it appeared that such impact is mostly present in the reported incidents related to the counseling practices in the practicum school and the site supervisor. Among the professional sensitivities mentioned by the participants, a better understanding of the counselor's role and professional responsibilities and the impact of personal judgments and biases on counseling practices stood out. They also expressed an improved professional sensitivity of the significance of adhering to ethical guidelines and setting professional boundaries. Lastly, some participants noted an increased professional sensitivity of the differences between theory and practice in school counseling.

One example for an increased professional sensitivity on profession could be provided from Participant 5 who shared how she became aware of the importance of recognizing her personal biases and their impact on counseling practices. An excerpt is shared below:

If we are remaining in this profession, it's really beneficial to look at ourselves from time to time. At that stage, it's also helpful to consult with the people we are working with and share that space. If we're progressing a lot in one area and trying to move forward alone, I think we can start to more clearly label things as right or wrong. However, I don't think the field itself operates in such a way. (P5, Appendix J, 56)

Another example of increasing professional sensitivity regarding the profession can come from Participant 9. The quote below indicates how the critical incident he identified increased his professional sensitivity towards clarifying boundaries and professional responsibilities:

Even though we sometimes make mistakes in the profession—or let's call them minor mistakes, maybe not even mistakes—it reminded me to re-evaluate where and how our professional boundaries should be positioned while experiencing the natural aspects of being human. (P9, Appendix J, 57)

4.2.1.3 Professional confidence

Another significant impact that the participants talked about was professional confidence. While 5 participants identified the impact of at least one of the reported critical incidents on their professional confidence, it is understood that such impact is mostly present in the reported incidents related to counseling practices in the practicum school. Participants expressed that as they acknowledged their achievements through successful client outcomes or positive feedback, their confidence in their capabilities in general, and ability to handle counseling responsibilities in particular has been enhanced. Moreover, some participants expressed overcoming initial fears and doubts about their competency which led to a

sense of confidence and optimism about their professional journey. One example for enhanced professional confidence could be provided by Participant 3 who shared that successfully conducting a session with a case that exceeds competence had a positive impact on her professional confidence. She said: “I think what we need most is self-confidence, and this experience had a nice impact on overcoming the fear of causing harm. It showed me that even with someone far beyond my abilities, I am not causing harm” (P3, Appendix J, 58).

Another example for increased professional confidence can come from Participant 8. The quote below indicates how receiving positive feedback from site supervisor boosted her professional confidence:

It had a role in boosting my self-confidence because I felt like I was putting a lot of myself into it. There were no predefined guidelines; we were creating the group work ourselves. In a situation where the supervisor [site supervisor] was only observing and not involved, receiving such appreciation increased my confidence in my competence, the things I had learned, and the way I applied them. (P8, Appendix J, 59)

While participant 8 mentioning the positive impact of her site supervisor's feedback on her professional confidence, in another critical incident she described, she also expressed that being matched with a case that exceeded her competence and being left alone by her site supervisor in the face of this challenge had a negative impact on her professional confidence and hence on her professional development. She said, “It caused me to take a small pause in my professional development. It felt like I encountered a reality, like hitting a bump, which made me slow down a bit,” (P8, Appendix J, 60). This participant's experiences highlight the extent to which supervisors' feedback and support, or their lack of, can shape practicum students' professional development as a beginner level counselor.

4.2.1.4 Collaboration and support

Understanding the importance of peer collaboration and support emerged as another impact of critical incidents regarding the practicum experience, especially an outcome of incidents related to interactions with peers in group supervision. When reflecting on the impact of the critical incident related to their peers, 6 participants highlighted that these incidents helped them gain a deeper understanding of the significance of peer support networks. These six participants expressed that when they were a practicum student, they had been eagerly waiting for the group supervision meetings to talk about their experiences at their practicum and seek support. In an accepting and nonjudgmental context where they felt a sense of solidarity within the group, the participants reported feeling safe and gaining a deeper understanding of the significance of a supportive group through their group supervision experiences. They expressed their hope to have such a safe and supportive group in their professional lives as a resource. Participant 4 expressed how this was a shared desire among peers with the following words:

We talked about this in every peer meeting: "Please, let's not lose touch when we start our careers. Let's always consult each other. Deal?" Because there will certainly be moments when we struggle, likely in similar areas, or we might be able to brainstorm and support each other. (P4, Appendix J, 61)

4.2.1.5 Professional identity

One last impact that the participants shared in relation to the critical incidents of school counseling practicum was the professional identity. While 3 participants mentioned the impact of at least one of the reported critical incidents on their professional identity, presence of such an impact was reported for incidents related to their site supervisor in the practicum school and the faculty supervisor in the department. These three participants stated that their experiences with their

supervisors gave them the opportunity to clarify what they would prioritize in their future role as a counselor. Both the attitudes and behaviors that made up their professional identity were shaped by their interactions with and observations of their site and faculty supervisors. The words of the Participant 2 regarding the impact on her professional identity are as follows:

I had really thought about this. I will use "How do you feel?" a lot in individual sessions. This is something I value because I realized in that moment [when the faculty supervisor did not ask her 'how she feels'] how it made the other person feel. I thought I would use this more, and it will be a part of my professional approach. (P2, Appendix J, 62)

In conclusion, when examining the impact of critical incidents on practicum students' professional development, it became evident that for the majority of participants these incidents significantly enhanced their professional knowledge and skills as well as their professional sensitivity regarding the profession. Additionally, boosting professional confidence, fostering collaboration and support, and shaping professional identity were highlighted as other professional changes that reported critical incidents facilitated. It seemed that the critical incidents across all four areas examined in the current study, namely practical experience, site supervision, faculty supervision, and peers in group supervision, had some impact on professional development, although not all incidents were tied to every outcome. Critical incidents related to practice and supervision were associated with gains in professional knowledge and skills, heightened sensitivity toward the profession, and greater professional confidence. In contrast, shaping professional identity appeared more strongly connected to incidents involving supervisors. Meanwhile, fostering collaboration and support was only linked to incidents involving peers in group supervision.

4.2.2 Personal development

Participants were asked to describe how the reported critical incidents regarding the school counseling practicum impacted their personal development. Based upon the participants' answers, these impacts were grouped under the following categories: (1) self-awareness and reflection, (2) emotional regulation and resilience, (3) interpersonal skills, and (4) empathy and compassion. Confidence was also mentioned as another impact in response to the inquiry of "How did the critical incident affect your personal development?"; yet upon review, it was observed that the answers that mentioned an increase in confidence were referring to professional confidence. Moreover, this answer came from the same participants who had already mentioned confidence under the inquiry of critical incidents' impacts on professional development and this was already covered under the professional development section. For all these reasons responses mentioning confidence were left out as we presented the findings. Table 9 below summarizes the CI's impact on counseling students' personal development.

Table 9. CIs' Impact on Personal Development

Personal development	Total Sample (N=10)	Frequency
Self-awareness and reflection	10	23
Emotional regulation and resilience	5	5
Interpersonal skills	2	3
Empathy and compassion	2	2

4.2.2.1 Self-awareness and reflection

The most prominent impact critical incidents had on personal development that the participants talked about was self-awareness and reflection, reported by all 10 participants for at least one of the reported critical incidents. This impact was mostly

present in the reported incidents related to the site supervisor and faculty supervisor. It seemed that critical incidents led the participants to reflect on their emotional triggers and personal patterns and hence, increased their self-awareness. One example can be provided by Participant 2. She described that the disappointment she felt when her faculty supervisor failed to ask about her feelings prompted her to reflect on the incident and explore why it had triggered her so deeply. An excerpt is shared below:

I started to explore the impact of being ignored on me quite a lot. In that sense, it was good. Like, why did I feel this way? What's happening? What's the root of this? I approached it more from a psychological counselor's perspective. I think it affected me in that way, leading me to an effort to discover it. (P2, Appendix J, 63)

Additionally, the participants expressed that critical incidents allowed them to recognize their personal strengths and reflect on both their personal and professional values. One example can be provided by Participant 9, who shared that the faculty supervisor's offering a different way to see a severe case prompted him to acknowledge his own accomplishments that accompanied his struggles. He said: "It opened a door for me to honor the areas I've struggled with, the things I've achieved, and the challenges I've overcome, allowing me to remember them and draw strength from them" (P9, Appendix J, 64).

Most notably, five participants expressed that some of the self-awarenesses had emerged as they reflect on the incidents during the interview. One example could be provided by Participant 8 sharing how she came to realize what truly affected her in the critical incident related to her counseling practice as she talked about it during the interview. An excerpt can be found below:

As I said, what's important to me is trust, and I realize, as I talk about it [now during the interview], that my focus shifted from my own anxiety to the loss of trust I felt toward my supervisor [site supervisor]. It was a loss of trust in an authority figure I relied on for support. (P8, Appendix J, 65)

4.2.2.2 Emotional regulation and resilience

Another impact of the reported critical incidents on personal development was emotional regulation and resilience. While five participants mentioned the impact of at least one of the reported critical incidents on their emotional regulation and resilience, such impact seemed to be mostly present in the incidents related to faculty supervisors in the department. The participants expressed that group supervision led by their faculty supervisor provided them with opportunities to develop skills to deal with the emotional difficulties that arose during practicum; hence, enhanced their emotional resilience. One example of this can be provided by Participant 5, who reflected on how she got better in managing and regulating her emotions. An excerpt is shared below:

You can't control the other person's feelings, you can't. Even though I was aware of this, I used to take on a lot of responsibility when something bad happened. I've learned to stop this in such situations in my personal life. Now, when I feel bad, I can say to myself, "There's something here. We can understand it. Let's pause and wait." (P5, Appendix J, 66)

4.2.2.3 Interpersonal skills

Another impact of the reported critical incident on participants' personal development was interpersonal skills. This impact was less prominent than others but still, Participant 6 and Participant 7 stated that their communication skills had improved as a result of the critical incidents related to faculty supervisors in the group supervision and their engagement with peers in group supervision. One of them, Participant 6, described the change in her personal relationships as follows. She said: "From that process to now, over a year, when I think about my friends and family members whom I accepted and genuinely listened to without judgment and

their feedback, I realize how beautifully this has impacted my personal connections” (P6, Appendix J, 67).

4.2.2.4 Empathy and compassion

One last impact of the reported critical incident on participants’ personal development was empathy and compassion, as was shared by two participants. This impact was present in the reported incidents related to counseling practices, which allowed practicum students to develop greater empathy for others. One example can be provided by Participant 5, who described witnessing a severe case at practicum facilitated his having increased empathy and understanding for others with self-harming behaviors. She said: “It helped me better understand people in my surroundings who engage in self-harming behaviors, enhanced my ability to empathize, and prompted me to question whether there are similar patterns in my life” (P9, Appendix J, 68).

In conclusion, in response to our inquiry regarding the impact of critical incidents on counseling students’ personal development, all ten participants reported increased self-awareness facilitated by their reflecting on the incident. Critical incidents also appeared to improve participants’ emotion regulation skills and resilience, interpersonal skills, and empathy and compassion. While participants’ tendency to reflect on professional growth in response to the question inquiring about their personal development reduced the volume of the data, our findings confirmed that the critical incidents encountered by practicum students during their school counseling practicum and its supervision, significantly impacted their personal growth.

4.2.3 Career orientation

Participants were asked to describe how the reported critical incidents regarding the school counseling practicum impacted their career orientation. When the participants' responses to the inquiry of "How did the critical incident affect your orientation toward pursuing the profession?" were analyzed, it was observed that most answers focused on professional or personal development. Moreover, these impacts on professional and personal development were already mentioned in participants' answers to inquiries regarding the professional and personal development. Responses that were already presented in the professional and personal development section were not repeated under the current section.

Based on the remaining answers, the impact of critical incidents on career orientation was grouped under the following categories: (1) motivation and commitment, (2) perceived fit for the profession, and (3) career exploration. Table 10 summarizes the critical incidents' impact on practicum students' career orientation.

Table 10. CIs' Impact on Career Orientation

Career orientation	Total Sample (N=10)	Frequency
Motivation and commitment	6	12
Perceived fit for the profession	5	6
Career exploration	2	4

4.2.3.1 Motivation and commitment

The most prominent impact of the reported critical incidents on participants' career orientation was related to motivation and commitment. While 6 participants mentioned the impact of at least one of the reported critical incidents on their career motivation and commitment to the profession, such impact was mostly present in the incidents related to the counseling practices and peers in group supervision. All of

these six participants reported having had an intention to pursue a career in the profession prior to the practicum, and the critical incidents reinforced their commitment to their professional goals following the school counseling practicum. Not only positive incidents strengthened this commitment, but also negative incidents shaped their motivation to become a counselor with different set of values and conduct. An example can be provided by Participant 2, who shared that she would not allow the adverse incident she had with her site supervisor to discourage her from her professional goals but showed her what not to do as a counselor. An excerpt is shared below:

I thought, yes, I will become a psychological counselor, but I won't be like this. It never made me give up. I never thought, "No, I won't do this." Instead, I acknowledged that this aspect exists. I will say I don't embrace it and continue. (P2, Appendix J, 69)

4.2.3.2 Perceived fit for the profession

Another prominent impact of the reported critical incidents on participants' career orientation was their perceived fit for the profession. While 5 participants mentioned the impact of at least one of the reported critical incidents on their perceived fit for the profession, this impact was mostly present in the incidents related to the counseling practices. It seemed that as participants engaged in counseling practices at their practicum site, they felt reassured in their ability to perform the profession, and their perceived suitability for the profession was strengthened. One example can be provided by Participant 10 who shared this sense of being capable to function as a counselor as follows:

It's a job I want to do, yet on one hand, I face rejections and struggle to find work. But on the other hand, I'm doing something meaningful here [in school counseling practicum], and I can see the positive outcomes of it... This process has helped me build confidence in my ability to pursue this profession. Witnessing the process firsthand and hearing positive feedback

from others [in group supervision] about the good things I've done made me say, "Yes, I really can do this." (P10, Appendix J, 70)

4.2.3.3 Career exploration

The last impact of the reported critical incidents on participants' career orientation was career exploration and it was shared by three participants. It is found that supervision and practical experiences can lead practicum students to remain open to various career opportunities within the counseling profession. For instance, Participant 7, who did not consider pursuing a career in the profession prior to the practicum, expressed how school counseling started to appear as a career option during the practicum. She said: "Perhaps it was one of those door-opening incidents. There were a few incidents like that. As I mentioned, seeing that change and receiving positive feedback is incredibly gratifying. That's something you don't often experience in other jobs" (P7, Appendix J, 71).

Another example of career exploration could be provided by Participant 6. Although she already had the intention of becoming a school counselor, the participant stated that her interest in becoming a faculty member emerged after the group supervision experience. She said: "I didn't really have the idea of becoming an academic professional. But it turns out I could enjoy doing this as well. I thought, 'Why haven't I considered this before? Why did I push it aside so easily?'" (P6, Appendix J, 72).

In conclusion, critical incidents appeared to shape practicum students' career orientation through (1) increased career motivation and commitment to the field, (2) a sense of reassurance about their suitability for the profession, and (3) an expansion in the perceived career options. It became apparent that practicum students' career orientation was impacted by all four studied aspects of practicum, but primarily by

counseling practices they provided as part of the practicum. Despite the loss in data volume due to participants' tendency to focus primarily on professional growth (and to a lesser degree on personal growth) when responding to the inquiries about career orientation, the critical incidents encountered by practicum students during their school counseling practicum still seemed to have an impact on student' career orientation.

In this chapter, the findings based on the narrations of the practicum students were provided. Critical incidents related to counseling practices, site supervisors, faculty supervisors, and peers in group supervision were analyzed and presented separately. Subsequently, the impact of the reported critical incidents on participants' professional development, personal development, and career orientation was analyzed based on the similarities and differences in participants' responses. All four aspects of undergraduate level mandatory school counseling practicum as structured and experienced at the case were found to foster growth and career orientation of the counseling students, though certain aspects appeared to be more prominent in shaping specific outcomes than others.

CHAPTER 5

DISCUSSION

In this section, the findings are discussed in light of previous studies conducted about the experiences of counseling students in school counseling practicum and its supervision, their professional and personal development, and their career orientation. Furthermore, the limitations of the study and recommendations for future research are presented.

The current study aimed to identify the critical incidents that counseling students experienced in a two-semester school counseling practicum course taken in the context of a particular university and program, and examine how these incidents shaped the professional development, personal development, and career orientation of counseling students. Structured interviews with 10 counseling students, who had enrolled and completed their school counseling practicum between Fall 2021 and Spring 2024 were conducted. The obtained data from interviews were analyzed through content analysis.

When the findings of the current study were examined, it was observed that the undergraduate-level counseling students experience a number of critical incidents in school counseling practicum and each incident had implications for their professional and personal development, and career orientation. Both the reported incidents and their impact on the students had similar and divergent aspects; and the relationship between incidents and their impact appeared to paint a rich and relatively complex picture. To facilitate a deeper understanding of the findings, they are discussed in line with the research questions and the relevant literature.

5.1 Discussion of the findings

In this section, the findings of the study are discussed under the headings of (1) critical incidents in school counseling practicum and its supervision and (2) the impacts of critical incidents on professional development, personal development, and career orientation.

5.1.1 Critical incidents in school counseling practicum and its supervision

The counseling students who graduated from the undergraduate level Guidance and Psychological Counseling program at Boğaziçi University were interviewed to study the critical incidents in their mandatory two-semester school counseling practicum and its supervision. In this section, findings of the study regarding the critical incidents in school counseling practicum are discussed under the headings of (1) CIs related to counseling practices in school counseling practicum, (2) CIs related to site supervisors in school counseling practicum, (3) CIs related to the faculty supervisor in group supervision, and (4) CIs related to the peers in group supervision. The nature of the critical incidents that occurred for each studied aspect of the school counseling practicum, namely counseling practices, site supervisor, faculty supervisor and peers in group supervision, is explored in relation to the existing literature.

5.1.1.1 CIs related to counseling practices in school counseling practicum

Experiential learning is an important aspect of counseling education both in the US (ASCA, 2019; CACREP, 2024) and Türkiye (MoNE, 2018; TPCGA, 2022). National regulations regarding teacher education in Türkiye necessitates counseling students to provide a minimum of two services at their practicum site per semester. In our

case, expected counseling services went beyond this requirement and included engaging in a short-term individual counseling process with a student for one semester and conducting a short-term , small psychoeducation group for another semester. Practicum students were also encouraged to provide additional services such as organizing psychoeducational seminars, creating bulletin boards or conducting classroom activities, as long as these services were assigned or approved by their site supervisor, and the task was deemed within the boundaries of competence.

As part of the interview process exploring their school practicum experience, graduates of the Guidance and Psychological Counseling program at Boğaziçi University were invited to share a critical incident related to their counseling practices in practicum. They narrated a variety of incidents that were identified as pivotal moments in their counseling practices at practicum school, which were then grouped under the three categories of (1) recognizing a misjudgment, (2) unexpected responsibility, and (3) witnessing a severe case. While most of the critical incidents were positive in their nature, a few were negative.

It is important to note that participants of the current study were reflecting on their first professional experience as school counselors. The first time they engage in practice holds a significant place in counseling students' professional journey. Counseling students often await their first counseling practices with curiosity and, more often, with anxiety (Koçyiğit, 2024; Kurtyılmaz, 2015; Rønnestad et al., 2019). Each of the three categories of the CIs related to practice seemed to reflect such a state of curiosity and worry, as we illustrate further in this section.

The most commonly reported critical incident related to counseling practices was counseling students' recognition of their misjudgment. Half of the participants

expressed noticing that their perception of being ineffective or possibly harming their client was actually indeed a misjudgment. Through verbal or written feedback from stakeholders at their practicum school (such as clients, parents) or from their supervisors, not only did they realize that what they feared did not happen, but they also noticed that their practices had positive outcomes.

Furr and Carroll (2003) previously stated that during practicum experiences, where knowledge and skills learned in courses are applied for the first time in counseling practicum, counseling students often struggle with their sense of competence. The relevant literature also indicated that counseling students experience performance anxiety and self-doubt when they see their first client. (Kurtyılmaz, 2015; Orlinsky et al., 2001; Prikhidko et al., 2020; Rønnestad et al., 2019). These findings give us a context to make sense of students' having misjudgments about their practice in the first place and how relieving and hence critical it could be to realize that they were effective and clients were not harmed. Our participants indeed reflected on how their sense of anxiety was later replaced by a sense of relief, leading them to define these moments as positive critical incidents in their journey to become counselors. That is also very much in line with the literature indicating that directly working with clients forms critical learning experiences and has significant positive influences on counselor training (Gibson et al., 2010; Orlinsky et al., 2001; Rønnestad & Skovholt, 2013; Stoltenberg, 1998).

Another repeatedly reported critical incident related to counseling practices was about unexpected responsibilities. Four participants narrated incidents where they were assigned responsibilities that were challenging for them. In a state of worrying about performance and doubting one's confidence, it is understandable that

the necessity to deal with challenging tasks would come forward as impactful experiences.

Shuler and Keller-Dupree (2015) suggested that counseling students tend to perceive the unexpected challenges they encounter during their practicum experiences as opportunities for professional growth. Our findings seemed to suggest that the counseling students' attitude towards these unexpected challenges and whether they perceived it as a positive or negative incident were, at least partially, informed by the supervisory support they received around that incident. Receiving support from supervisors seemed to lead the participants to perceive the incident as a positive experience, whereas those who did not receive support perceived it as a negative experience. While the participants who received support felt calm and secure, others felt lonely and vulnerable. Hence, our findings illustrated yet another example of the significant influence supervisors have on counseling students' perception of their first practice experiences, as suggested by the literature (Orlinsky et al., 2001; Rønnestad & Skovholt, 2013). This study also explored the CIs with supervisors separately, yet it is noteworthy that even when we asked about practicum experience related CIs, importance of supervisors showed up in the data.

One participant stated that witnessing a severe case in an individual counseling session conducted by his site supervisor led him to understand the importance and seriousness of the counseling profession. The participant has also highlighted that he would not expect that particular client to have such concerns which could not be predicted by outward appearance of the client. This realization was consistent with the findings of Rønnestad and Skovholt (2013), who stated that during the student phase of counselor development, counseling students are confronted with the seriousness of the profession and acknowledge that counseling is

a sophisticated work. In order to provide effective counseling services, it is crucial for counseling students to be fully aware of this seriousness and to be prepared prior to entering the profession. School counseling practicum is known to provide counseling students with an opportunity to understand what their work may entail (Joe et al., 2021) and in our case, the moment that the counseling student expanded his understanding regarding the variety of presenting concerns and client demeanor was critical.

This critical incident was also significant as it spoke to the vicarious learning process that practicum students go through. Simply observing the site supervisor working with a severe case left a significant impression on the counseling student and emerged when an inquiry on CIs on counseling practice in practicum came up. Importance of vicarious learning often emerges in the CIT literature on counselor education, and hence this detail also appears to be consistent with the literature (Trepal et al., 2010; Aladağ, 2014).

In conclusion, reported critical incidents related to counseling practices during school counseling practicum included recognizing a misjudgment, encountering unexpected responsibilities, and witnessing a severe case. For all three categories, being surprised seemed to be a common element of the incidents. Counseling students' self-doubt combined with their willingness to serve in an effective and ethical manner seemed to be a common theme as well.

5.1.1.2 CIs related to site supervisor in school counseling practicum

Receiving on-site supervision is an essential requirement in counseling training (CACREP, 2024). In Türkiye, practicum students are matched with an on-site school counselor at the ratio of 6 to 1 (MoNE, 2018). While the site supervisor is

responsible for overseeing and evaluating the student's practicum experience, national guidelines do not clearly define how the supervisor and student should interact. In our examined case, the counseling students were required to work with their assigned school counselor at the practicum school, for the 12-week duration of the practicum per semester. Ideally, site supervisors were expected to work with one student at a time. And practicum students were expected to shadow their site supervisor and be in ongoing contact with that supervisor regarding any direct or indirect counseling services they may provide on site.

As part of the interview process exploring their school practicum experience, graduates of the Guidance and Psychological Counseling program at Boğaziçi University were invited to share a critical incident related to their site supervisor in practicum. They narrated a variety of incidents that were identified as pivotal moments with their site supervisor, which were then grouped under the four categories of (1) attitude to practicum students, (2) conduct with students, (3) embracement of counselor role, and (4) positive feedback. These included both positive and negative critical incidents.

One of the critical incidents that was reported by the participants was site supervisors' attitudes towards practicum students. The findings of the study revealed that while the counseling students who encountered positive attitudes expressed feeling valued, counseling students who encountered negative attitudes expressed feeling frustrated and as if they were a burden to their site supervisors. Trepal and others (2020) also recognized lack of support and unprofessionalism as poor supervisory behaviors and among negative/harmful CIs.

Narration of critical incidents regarding site supervisors suggested that how the site supervisors approach counseling students play a significant role in shaping

trainees' emotional experiences. This finding was consistent with Atıcı (2015) who also highlighted that while positive emotions such as happiness, confidence, and a sense of accomplishment tend to be prominent during the practicum, some students experience negative emotions and challenges when site supervisors' support is insufficient. In a study examining counseling students' views on school counseling practicum, Atıcı and Çam (2013) also emphasized the pivotal role of school counselor site supervisor and administrator support in the practicum school, highlighting its influence on the positive experiences of practicum students.

Site supervisors' negative or neglectful approach towards counseling students may be related to the lack of supervision training. In Türkiye, school counseling practicum site supervisors were found to have limited or no supervision training (Koçyiğit & İşleyen, 2016). Wallace and others (2010) state that lack of proper training in supervision may cause the site supervisors to be ineffective and unproductive in meeting the needs of the practicum students during the supervision process. More importantly, they may be insensitive in noticing and acting on these needs (Wallace et al., 2010). Yet when entering the school counseling practicum, the counseling students often assume that the site supervisor has the necessary qualifications, and they may be frustrated when this expectation is not met (Bultsma, 2012; Yılmaz & Acar, 2015). In our case, counseling students' report of feeling like a burden because of their site supervisors' negative attitude might be an indicator of such an unmet expectation. Providing frequent and accessible training on supervision to site supervisors, as Brown and others (2018) suggested, could make valuable contributions to counseling students' school counseling practicum experiences.

Half of the participants reported their observations of their site supervisors as critical incidents and one prominent incident was their observations of conduct with

students at practicum school. Participants stated that observing their site supervisors' professional or unprofessional behaviors and attitudes while working as school counselors allowed them to enhance their understanding of issues such as adhering to ethical guidelines, setting boundaries, and maintaining professionalism. These issues were consistent with behaviors that Trepal and others (2010) coined as poor supervisory behaviors. Counseling students of the case appeared to be very observant of their site supervisors' unprofessional and unethical conduct. This was also consistent with Trepal and others (2010) claiming that counseling students are very much able to notice when something goes wrong with supervision or when the supervisor's behavior is inappropriate or unethical. Nevertheless, it appeared that counseling students participated in the student saw these incidents as an opportunity for their development as counselors, as it reinforced what they have learned regarding ethical and professional practice and gave them a deeper understanding of their professional responsibilities. Similarly, Howard et al. (2006) highlighted that counseling students perceive the experiences that helped them recognize their professional responsibilities as critical incidents.

Two participants described the degree to which their site supervisors embraced a counselor role as a critical incident. Students were impacted by it when their supervisors approached the profession with a teacher or civil servant mindset. The participants expressed that this observation increased their awareness of how such an approach could hinder both counseling practices and professional development of school counselors. This was also emphasized by Howard et al. (2006), who stated that the embracement of the counselor role is essential for the development of counselors. What is worth discussing here is that counseling students closely observe the attitudes of their site supervisors with the awareness that

embracing the counseling role is important in effective counseling practice. This finding underlines the responsibility of site supervisors as role models and highlights their significant influence on counseling students (Atıcı & Çam, 2013).

Lastly, one participant reported receiving positive feedback from the site supervisor as a critical incident and expressed that it was a confidence-boosting experience to be appreciated for their first counseling practices. This reported incident is consistent with what the relevant literature indicated, that is, novice counselors are generally more in need of feedback on their counseling practices (Howard et al., 2006; Koçyiğit, 2024; Rønnestad & Skovholt, 2013) and that supervisory feedback is a commonly acknowledged critical incident for counseling students (Trepal and others, 2010; Aladağ, 2014). It is noteworthy that only one participant identified positive feedback as a critical incident. This may suggest that the participating counseling students were less influenced by their site supervisors' positive feedback than by other aspects of their supervisors'—often poor—attitudes and behavior. Another possible explanation for the limited mention of positive feedback comes from Atıcı's (2015) study, which indicated that counseling students often did not receive sufficient feedback from their site supervisors. A potential training for site supervisors could emphasize the importance of positive feedback in supporting counseling students' professional development.

In conclusion, reported critical incidents related to site supervisors in school counseling practicum included attitude to practicum students, conduct with students, embracement of counselor role, and positive feedback. The findings of this study revealed that counseling students were impacted by how they were treated as well as their observations of site supervisors in their role as school counselors. Counseling

students were quick to recognize unprofessional and unethical behavior and still were clear about their values and commitment to professional and ethical conduct.

5.1.1.3 CIs related to the faculty supervisor in group supervision

Recognizing the essential part supervision plays in the journey of becoming a counselor, CACREP requires that counseling students engage in group supervision for approximately one and a half hours each week during their practicum (CACREP, 2024). While there is no such group supervision requirement for the mandatory school counseling practicum in Türkiye, practicum students are matched with a faculty member at the ratio of 12 to 1 and this faculty member is responsible to oversee and evaluate students' practicum experience (MoNE, 2018). In our examined case, the counseling students were required to undergo weekly 90-minute group supervision led by their assigned faculty member for 14 weeks. Group supervision with the faculty supervisor included sharing practicum experiences (such as provided services, faced challenges, ethical considerations and engagement with practicum stakeholders) to receive support and formulate solutions.

As part of the interview process exploring their school practicum experience, graduates of the Guidance and Psychological Counseling program at Boğaziçi University were invited to share a critical incident related to their faculty supervisor in group supervision. Participating counseling students narrated a variety of incidents involving their faculty supervisor that they identified as pivotal moments. Based on the findings, the critical incidents related to faculty supervisors were grouped under five categories of (1) regulation skills, (2) constructive feedback, (3) supportive attitude, (4) conceptual enrichment, and (5) being overlooked. Most of these

incidents were positive in their nature while only one category indicated a negative critical incident.

One of the major incidents that was perceived by the participants as critical was faculty supervisors' regulation skills as showcased during group supervision meetings. Faculty supervisors' ability to regulate emotions of the group members through clarifying roles and responsibilities, providing practical guidance, and managing crises, as well as their ability to regulate their own emotions when triggered were acknowledged as critical incidents. Participating counseling students expressed that feeling the presence of an authority figure who "had things under control" gave them a sense of trust and allowed them to feel relieved. Consistent with the literature, it was seen that providing a clear structure helps decrease counseling students' anxiety and leads to a feeling of relief (Atik & Erkan-Atik, 2019; Koçyiğit, 2020). The practical guidance provided by the group supervisor might have been regulating for the counseling students as it met their need for structured supervision (Howard et al., 2006; Koçyiğit, 2024; Rønnestad & Skovholt, 2013). These results are also consistent with the findings of Atıcı ve Çam (2013) emphasized the role of supervisors as role models and that this was an important factor for counseling students' professional journey.

Another major incident that the participants narrated as critical was the faculty supervisors' constructive feedback. Constructive and practical feedback is a crucial aspect of facilitating counseling students' development and their trust in themselves to engage in professional practices (Atıcı & Çam, 2013; Linton & Hedstrom, 2006; Rønnestad et al., 2019). Aladağ (2014) noted that most counseling students described the feedback they received from their supervisor as positive and instrumental in fostering their development.

As part of the conversation on the critical incidents most of the participants mentioned faculty supervisors' supportive attitude as part of their experience. However, only two out of ten participants reported it as a critical incident. They expressed that feeling the faculty supervisor's support and compassion throughout the group was a healing and inspiring experience and made them feel valued. This finding aligns with literature that underscores the role of supportive supervision in creating a safe space for learning and self-expression (Atıcı & Çam, 2013; Corey et al., 2020; Holloway & Neufeldt, 1995).

Lastly, two participants identified their critical incident for faculty supervisor as the moments that the supervisor offered a unique perspective which was conceptually enriching and emotionally assuring. Consistent with what Rønnestad et al. (2019) highlighted, obtaining conceptual knowledge is among the primary tasks of counseling students in the student phase of their professional development journey. Our findings indicated that counseling students could accomplish this task during the group supervision. It is beneficial for the faculty supervisor to play the role of the instructor in addition to the supervisor role, if necessary, in meeting the counseling student's needs during the practicum. Minor and Duchac (2021) affirmed this in their studies and stated that the integration of the roles of clinician/supervisor/educator by supervisors positively influences the experience of counseling students and nourishes them in different ways.

Speaking of being nourished, it might be important to highlight that counseling students gained this conceptual enrichment through conversations that peers brought to group supervision. The unique advantage of the group supervision format, as indicated by Bernard and Goodyear (2019), offering counseling students

the chance to engage in a richer learning process seemed to be evident in the findings of the current study as well.

Among the reported critical incidents related to the faculty supervisor, only one trainee shared a critical incident that was described as negative and it referred to a moment where the faculty supervisor failed to see the student and acknowledge her feelings in supervision, leading the student to feel disappointed. Though reported by only one participant, this incident is very important and matches with the literature that suggests that counseling students who are still in the training phase and going through their first practical experiences are dependent on being seen and supported by their supervisor. Group supervisors should be careful in ensuring an equitable approach toward counseling students within the group (Howard et al., 2006; Koçyiğit, 2024; Rønnestad & Skovholt, 2013).

In conclusion, reported critical incidents related to faculty supervisors in group supervision included regulation skills, constructive feedback, supportive attitude, conceptual enrichment, and being overlooked. The group supervision provided by a faculty supervisor seemed to leave important impressions on the counseling students.

As the current study explored counseling students' experience with both site and faculty supervisors in school counseling practicum, we can also briefly reflect on the differences that emerged between the two supervision experiences. It may be important to remember that some of the participating practicum students characterized site supervision as inadequate or not supervision-like. It seemed site supervision could take on an administrative supervision approach and lack in terms of clinical supervision. On the other hand, the group supervision provided at the faculty was described by the participating practicum students as a high-quality and

fulfilling supervision process. It was frequently emphasized by the practicum students that the faculty supervisor filled different roles and group supervision given by the faculty supervisors was delivered with a clinical and developmental approach. It can be the case that group supervision provided by the faculty members offered additional support that helped address some of the challenges students faced during their site supervision experiences. Yet, comparing the two different experiences without being able to see them as complimenting each other might have led to frustration in counseling students who expected their site supervision to be clinical and personal in nature.

5.1.1.4 CIs related to the peers in group supervision

Peers are a crucial part of group supervision experience. Not only do they constitute the majority of the group in terms of quantity, but they also shape the group dynamic and facilitate each other to become more competent and skilled counselors (Wagner & Smith, 1979). In our examined case, the counseling students were encouraged to have high levels of engagement with their peers in group supervision. Valuing peer collaboration and seeking to deepen what is shared among the peers, faculty supervisor allocated time for students to engage in a 45-minute peer-to-peer supervision in smaller groups for a few times a semester as well.

As part of the interview process exploring their school practicum experience, graduates of the Guidance and Psychological Counseling program at Boğaziçi University were invited to share a critical incident related to their engagement with peers in group supervision. This invitation was not limited to the above-mentioned 45-minute peer-to-peer conversations, and included all experiences related to peers in group supervision. Counseling students narrated a variety of incidents that were

identified as pivotal moments with their peers in group supervision, which were then grouped under the following four categories of (1) giving support, (2) shared experiences, (3) witnessing a peer's case supervision, and (4) observing changes in peer. All of these critical incidents were positive in their nature.

One of the major critical incidents that counseling students reported related to peers in group supervision was about giving support. More than half of the participants expressed that the presence of supportive and encouraging peers in the group facilitated the participants to share their struggles and seek support. They also stated that they felt empowered by the sense of solidarity among peers and found the motivation to carry on with the practicum. The relevant literature also indicates that counseling students value receiving feedback from their peers in a non-judgmental environment and perceive it as one method of emotional support (Erbaş et al., 2020; Linton & Hedstrom, 2006; Prikhidko et al., 2020). Similar to the current study, Furr and Carroll (2003) revealed that perceived support from peers was identified by counseling students as a critical incident that facilitated their development. Similarly, in Aladağ's (2014) CIT study conducted in the Turkish counselor education context, positive and supportive peer feedback in supervision was among the critical incidents reported for contributing to the development of counseling students at different educational levels.

One point worth discussing here is that six of the counseling students stated that the group supervision gave priority to whomever is in need and that it was important to them that peers respected this and looked out for each other's needs. In a study, Linton and Hedstrom (2006) emphasize the importance of cohesion in group supervision, noting that cohesion enables counseling students to put their own agendas aside and focus instead on the issues of whoever needs it most. Furthermore,

they argue that the presence of this cohesion fosters an interest among the counseling students for each other's development. From this perspective, the case appeared to achieve cohesion in group supervision provided by the faculty supervisor and the mutual support provided by peers in group supervision emerged as a critical incident that shaped their professional journey.

Throughout the interviews, most of the participants had mentioned that they felt that they had recognized that group supervision gave them an opportunity to see how they were similar to their peers in experience. And two out of ten participants reported shared experiences as a critical incident. They expressed that as they heard their peers' struggles, they came to the realization that the difficulties and the challenging emotions were common experiences. Realizing this similarity diminished the participants' sense of isolation. The relevant literature also highlights this benefit provided by peers' presence in practicum supervision; realization of students going through the same process together facilitates a sense of universality and makes it easier for counseling students to normalize their experiences and reduces their anxiety levels (Bakalim et al., 2018; Borders, 2012; Eryilmaz & Mutlu, 2018; Liu et al., 2021).

Witnessing a peer's case supervision was mentioned by one participant as a critical incident related to peers in group supervision. The participant expressed that as the group processed the case and the faculty supervisor offered insight to facilitate understanding of the individual client in question, she gained insight into her own personal past and felt relieved. Hence witnessing the supervision of a case facilitated counseling student's learning not just about client work but also about herself, giving us an example for how vicarious emotional processing could be critical in counselor development. This seemed to be consistent with the literature where presence of

peers in the group supervision gives counseling students opportunities to encounter a variety of cases and vicarious learning (Bernard & Goodyear, 2019) and such vicarious learning moments are deemed critical for counseling students (Aladağ, 2014).

The last reported critical incident of observing changes in a peer can also be considered as an example to vicarious learning. The counseling student expressed that observing a particular peer to switch from a disengaged and discontent attitude to an engaged, caring and motivated attitude over time was a valuable experience which positively shaped the student's belief in the supervision process.

In conclusion, reported critical incidents related to counseling students' engagement with peers in group supervision included giving support, shared experiences, witnessing a peer's case supervision, and observing changes in a peer. Positive peer engagements which encompass supporting one another, prioritizing each others' needs, facilitating normalization and promoting vicarious learning appeared to be critical for counseling students. Having discussed the critical incidents narrated by counseling students regarding their school counseling practicum and its supervision experiences within four different contexts, we now turn our attention to discuss the impact of these critical incidents on the counseling students' professional and personal development as well as their career orientation.

5.1.2 Impact of critical incidents on professional development, personal development, and career orientation

In this section, the findings of the study regarding the impacts of critical incidents on counseling students will be discussed under the headings of (1) professional development, (2) personal development, and (3) career orientation. Although

participants more frequently emphasized the impact of critical incidents on their professional development, they also offered insights into how these experiences shaped their personal growth and career orientation. Overall, the findings on counselor development aligned with and expanded the existing literature.

5.1.2.1 Professional development

The professional development of counselors is a journey that begins on the first day of their training and continues throughout their professional lives. This ongoing development plays a significant role in effective counseling practice and achieving successful outcomes. It is known that counseling skills are developed through practice and supervision, and enhancement of conceptual knowledge is an essential part of the developmental process (Rønnestad et al., 2019).

The counseling students who graduated from the Guidance and Psychological Counseling program at Boğaziçi University were interviewed to describe how their professional development was impacted by the critical incidents that they reported regarding their school counseling practicum and its supervision. As mentioned above, the participants primarily emphasized the impact of the school counseling practicum on their professional development. In fact, even when asked about how their personal development and career orientation were affected, they provided responses that reflected their professional development. Furr and Carroll (2003) in their exploration of critical incidents in counselor education also found that the most frequently reported critical incidents were related to counseling practicum experiences and were incidents that affected the professional development. This illustrates that school counseling practicum and its supervision experience, and importantly, the reported critical incidents have a substantial impact on counseling

students' professional development, and this growth might be particularly at the forefront of the students' consciousness.

Based on the findings, the impacts of the reported critical incidents on the professional development of counseling students were grouped under five categories. These were (1) knowledge and skills, (2) professional sensitivity, (3) professional confidence, (4) collaboration and support, and (5) professional identity.

It has been observed that the school counseling practicum and its supervision has been effective in enhancing the professional knowledge and skills of almost all participants. Specifically, the critical incidents shared regarding counseling practices and faculty supervisor were found to increase counseling students' knowledge of the profession and improve their counseling skills. Utilizing counseling techniques, managing challenging situations, critically evaluating their practices, and benefiting from supervision were among the knowledge and skills the participants reported acquiring. Additionally, by observing their faculty supervisor, they expressed gaining insights into session management, setting boundaries, and applying supervision techniques. Consistent with what Howard and others (2006) highlighted, receiving supervision along with counseling practicum seemed to provide a deeper and more enhanced understanding of the theories learned in training and led to the improvement of counseling skills.

It has been observed that the school counseling practicum has not only impacted counseling students' knowledge and skills but also significantly contributed to their professional sensitivity. Increased professional sensitivity of the counselor's role and responsibilities, personal judgments and biases' influence on practices, following ethical guidelines, setting boundaries, and the difference between theory and practice were expressed by the participants. In line with the findings of this

study, Aladağ (2014) also demonstrated that counseling students experience critical incidents in supervision that increase their professional awareness. In addition, Shin (2021) found an increase in counseling students' awareness about their own biases. Moreover, Howard and others (2006) revealed that "awareness of responsibilities" is essential for counselor development and highlighted that counseling students gain awareness on how internal reaction affects their behaviors which may in turn affect the counseling services that they deliver.

The findings revealed that the school counseling practicum experience, especially the critical incidents in counseling practices, had a major impact on the professional confidence of the counseling students. While seeing the successful outcomes of their practices or receiving positive feedback increased the counseling students' confidence in their capabilities, it was also found that it led to a lessening of the fear of harming the client, which is very common in novice counseling students. The relevant literature also indicated that practice-based incidents and receiving supervision positively influences the confidence development of counselors (Furr & Carroll, 2003; Howard et al., 2006; Orlinsky et al., 2001). Moreover, reflecting the findings of this study, it has been affirmed in previous studies (Gibson et al., 2010; Shuler & Keller-Dupree, 2015) that counseling students develop from a reliance on external (peers and supervisors) instruction and validation to a more internalized counseling stance and view of self-validation throughout the practicum experience.

When the impact of critical incidents in the school counseling practicum on counseling students' professional development was examined, it was found that critical incidents allowed counseling students to understand the significance of a supportive group in the profession and the importance of collaboration. Additionally,

they expressed their wish to be part of a similar support group in their future professional journey. It was observed that the responses indicating collaboration and support emerged as the impact of critical incidents related to their engagements with peers in group supervision on participants' professional development. Consistent with the literature, this finding shows that supportive peer behaviors foster a sense of solidarity among counseling students and promote their professional development (Erbaş et al., 2020; Linton & Hedstrom, 2006; Prikhidko et al., 2020). Joe and others (2021) found a similar theme in their study on school-based clinical practicum experiences of counseling students. Participants acknowledged the value of peer engagement and faculty supervision and encouraged them to receive supervision and engage in peer consultation in future professional life (Joe et al., 2021).

Lastly, three out of ten participants' responses regarding professional development indicated an impact on their professional identity. This kind of impact was found to be present in critical incidents related to the supervisors with whom the counseling students worked during the school counseling practicum course, specifically the site supervisor and the faculty supervisor. Participants expressed that experiences, both positive and negative, in their relationships with their supervisors were influential in shaping the counselor identity they aspire to have in the future, helping them identify their values and the aspects they would prioritize. Relevant literature highlights the significant impact of interpersonal experiences in the development of counseling students (Furr & Carroll, 2003; Liu et al., 2021; Orlinsky et al., 2001). Moreover, parallel to the findings of the current study, previous studies have shown that practicum supervision is a critical component in the development of counselors' professional identities (Brown et al., 2018; Joe et al., 2021). Specifically, Atıcı and Çam (2013) highlighted the supervisor's influence on this matter, stating

that when supervisors act in a guiding and role-modeling manner, they positively affect counseling students' professional identity development. Here, it can be stated that critical incidents related to school counseling practicum supervision contributes to the formation of counseling students' professional identity through shaping their stances on the type of counselor they aspire to become in the future.

Brott and Myers (1999) indicate that professional identity evolves over time and is part of the experiential and maturation process. Based on the findings of the current study, it can be stated that school counseling practicum and its supervision is a significant experience in terms of shaping their professional development by initiating the formation of their professional identities.

The school counseling practicum offered by the case seemed to create a rich ground for professional development by presenting trainees with critical incidents that prompted reflection, growth, and learning. Each studied aspect of the practicum seemed to play a distinct role in this developmental process. Counseling practice offered students the opportunity to apply theory to real situations, helping them build practical knowledge and skills. Successfully navigating these experiences and reflecting on challenges boosted students' confidence and lessened common fears such as the fear of harming clients. Both faculty and site supervisors served as models who shaped the students' understanding of professional boundaries, ethics, and counselor responsibilities. Observing and interacting with supervisors, especially in group supervision, enhanced counseling students' professional sensitivity and identity, prompting them to consider the kind of counselor they wanted to become. Engagement with peers in group supervision added another developmental layer, especially through collaboration and mutual support. Students valued witnessing each other's growth, receiving peer feedback, and feeling a shared sense of purpose.

This not only reinforced professional learning but also fostered a desire to seek out similar collaborative environments in their future careers. Altogether, the school counseling practicum as structured and conducted by the case seemed to facilitate professional development in meaningful ways.

5.1.2.2 Personal development

Personal development, one of the major goals on its own in the development of counseling students, also emerges as a secondary outcome of counselor education. Educators and supervisors are encouraged to be intentional in facilitating personal development of counselors in training (CACREP, 2024).

The counseling students who graduated from the Guidance and Psychological Counseling program at Boğaziçi University were interviewed to describe how their personal development was impacted by the critical incidents that they reported regarding their school counseling practicum and its supervision. Based on the findings, the impacts of the reported critical incidents on the personal development of counseling students were grouped under four categories of (1) self-awareness and reflection, (2) emotional regulation and resilience, (3) interpersonal skills, and (4) empathy and compassion.

All participants mentioned how the school counseling practicum and its supervision experience prompted them to reflect on their emotional triggers and personal patterns, which resulted in increased self-awareness. They also stated that these experiences led them to reflect on both their personal and professional values while recognizing their personal strengths. Moreover, participants underlined that not only positive ones but also negative ones were experiences that contributed to the increase of their self-awareness through reflection. In their studies, Furr and Carroll

(2003) also revealed that negative critical incidents were helpful for counseling students to gain valuable self-insight, like personal limitations. Furthermore, the relevant literature also indicated that improved self-reflection and self-awareness are prominent evidence for counseling students' personal development (Bochecker et al., 2016; Liu et al., 2021).

While talking about the awareness and reflections during their school counseling practicum, the participants also shared that by answering the interview questions of the current study they gained additional awareness as they thought about things they had not thought about thoroughly before. The participants considered it surprising to discover how some incidents meant more than what they thought. In addition, some of the participants said that they were surprised to bring up incidents that were not written in their practicum diary. It is apparent that counseling students may not always recognize the influences of critical moments in practicum, and reflecting on their experiences in detail can significantly facilitate counseling students' awareness. Furr and Carroll (2003) highlighted that counseling students could not be quite aware of the deep personal journey that is ahead of them as they start their programs; yet counseling educators can utilize different tools including critical incidents research and techniques to facilitate students' personal journey.

Counseling students often experience challenging emotions like anxiety and inadequacy, and these emotions are especially intense when they first start counseling practices (Koçyiğit, 2024). The findings of the study revealed that the critical incidents experienced in the school counseling practicum and its supervision were effective in helping counseling students to regulate these emotions and to increase their resilience. It is understood that such impact is mostly present in the reported incidents related to faculty supervisors at the university. The participants

expressed that supervision provided them to develop skills to deal with the emotional difficulties that arose during their counseling work; hence, it enhanced their emotional resilience. In this context, observing how the faculty supervisor regulates their own emotions during group sessions, as well as how they manage the emotions of other peers, was exemplary for counseling students in handling challenging emotions. Consistent with what Bernard and Goodyear (2019) highlighted, the group supervision format seemed beneficial in offering counseling students the chance to learn through observation and modeling.

One important point to highlight is that counseling students acknowledged the emotional distress and stress they experienced during critical incidents encountered in their school counseling practices or group supervision sessions as initially challenging. However, they also recognized these experiences as valuable opportunities that contributed to their long-term counselor development. Consistently, Shuler and Keller-Dupree (2015) also highlighted that counseling students reflected on the challenges they faced during the practicum as obstacles worth overcoming and expressed their desire for growth and change. They further suggest that this process can originate a personal journey, deepening counseling students' experiences and ultimately leading to more competent counseling practice in the future.

Another impact with respect to personal development that is worth mentioning is interpersonal skills. Two participants expressed that the critical incidents improved their communication skills and had an impact on strengthening the bonds in their personal lives. It is understood that the non-judgemental, accepting tone of the group supervisor's interactions with the counseling students was effective in the improvement of their interpersonal skills. Liu et al. (2021) also underlined this

improvement in interpersonal skills indicates personal growth in counseling students. In their study, Auxier, Hughes, and Kline (2003) found that as counseling students explored their self-concept as developing counselors, they also engaged in this exploration in their personal relationships. They noticed that counseling students tended to organize and improve their personal relationships in the process. This finding supports the current study's conclusion that counseling students' experiences in school counseling practicum and its supervision influence students' interpersonal skills and lead to changes in their approaches to their relationships in their personal lives.

Lastly, two participants expressed how the critical incidents in school counseling practicum increased their empathy and compassion for others. The reported critical incidents that enhanced participants' sense of empathy were those related to their counseling practices. The relevant literature also indicates that counseling practicum experiences were found to facilitate empathy development, resulting in increased empathy levels among counseling students (DePue & Lambie, 2014).

It can be said that, in addition to promoting counseling students' professional development as counselors, school counseling practicum, especially their experiences in group supervision also have a significant impact on their personal development as individuals.

In conclusion, the school counseling practicum and its supervision process appeared to serve as a meaningful context for personal development, with critical incidents prompting growth in self-awareness, emotional resilience, interpersonal effectiveness, and empathy. Through both positive and challenging experiences, counseling students engaged in deep reflection, learned to navigate emotional

discomfort, and gained insights that influenced their emerging professional selves and personal relationships. These findings align with the literature emphasizing the practicum as a transformative period in which counseling students interweave personal and professional growth.

5.1.2.3 Career orientation

The counseling students who graduated from the Guidance and Psychological Counseling program at Boğaziçi University were interviewed to describe how their orientation toward pursuing counseling as a profession was impacted by the critical incidents that they reported regarding their school counseling practicum and its supervision. The impacts of the reported critical incidents on career orientation of counseling students were grouped under three categories of (1) motivation and commitment, (2) perceived fit for the profession, and (3) career exploration.

The most prominent impact has been found to be on counseling students' motivation and commitment. Specifically, it has been understood that critical incidents experienced in counseling practices at the practicum school and in group supervision with peers have increased counseling students' motivation to pursue the counseling profession and strengthened their commitment to their professional goals and dreams. Consistent with our findings, existing literature indicates that the practicum experience helps students' become more committed to their career goals (Mansor, 2017; Wylie, 1999).

One thing worth discussing here is that the participants stated that their motivation and commitment to pursue the profession increased as they made professional and personal development, which in turn leads to an increase in their desire and effort to improve professionally and personally as a counselor. From this,

it can be stated that the positive impacts of critical incidents on students' professional and personal development also enhance their motivation and commitment to the profession, thereby impacting their career orientation. Consistent with what Howard et al. (2006) highlighted, counseling students' increased motivation to pursue the profession also encourages them to develop professionally and personally.

When examining how critical incidents impact counseling students' career orientation, it was found that they significantly influence students' perceptions of professional fit. In particular, critical incidents in counseling practices at practicum school have strengthened students' perceived fit for the profession by instilling confidence in their ability to perform the profession. Wylie (1999) states that field practicum is an essential experience for allowing university students to engage in work-related activities to understand whether they have the required skills to work in that field. Mortimer and others (2002) emphasized that the practicum experience is a process that allows students to explore themselves and test new roles. Counseling students, like most other university students, start their counseling practicum with a question mark about whether they are capable of practicing the profession they have been trained for. The findings of this study suggest that the school counseling practicum experiences was effective in assisting counseling students to find answers to their questions.

Among the five participants who mentioned the impacts on their perceptions of professional fit, three of them stated that they had considered working as counselors even before starting their school counseling practicum. They expressed that the practicum experience reinforced their confidence in their suitability for the profession, which aligns with Mansor's (2017) findings that practicum experiences help clarify students' career goals and strengthen their commitment to the field. On

the other hand, two participants, who revealed that they had not considered working as counselors before starting the practicum, also indicated that the practicum experience supported their belief that they were not suited for the profession. They attributed this perception to their personality traits and noted that the practicum experience enabled them to realize this. Overall, the practicum experience seems to have the power to play a solidifying role in participants' perceptions of their professional fit.

The fact that counselor education in Türkiye begins at the undergraduate level may lead counseling students to start their education without having the opportunity to know themselves and explore the profession beforehand. In addition to this, most undergraduate level students were found to be partially or fully disinterested in their program, but still complete their degree in order to obtain a university diploma (Özyürek & Atıcı, 2002). Especially when the diploma comes from a prestigious university such as the case of the current study, potential benefits of being an alumni of that particular university can motivate students to finish a program without any intention to pursue the field after graduation. The findings of this study demonstrate that school counseling practicum provides an opportunity for some counseling students to explore themselves and the profession and thus to test their abilities through supervised practicum, but it also can be an experience that reinforces the decision of students who were not planning to work in the counseling field in the first place. In this sense, the school counseling practicum as offered by the studied case appears to play an important role in shaping Turkish counseling students' career orientation and professional self-understanding.

Lastly, it is understood that school counseling practicum and its supervision can impact counseling students' career exploration process. Especially the critical

incidents in counseling practices at practicum led counseling students to remain open to increased career opportunities within the counseling profession. The participants stated that they discovered they might actually enjoy working as a school counselor, and more importantly, they are capable of working in areas they had never previously considered such as academia. In the relevant literature, we were not able to locate studies specifically examining counseling students' career exploration in relation to practicum. However, this finding seems to be supported by the studies investigating the effect of practicum on university students in general which confirm that practicum experience can facilitate the process of exploring career opportunities (Brooks et al., 1995; Pedro, 1984).

The limited number of studies on how counseling practicum and supervision experiences influence students' career orientation may be explained by the structure of counselor education in many countries, where training typically begins at the master's level. Entry into such programs often involves a competitive selection process and requires a significant investment of time, money, and personal commitment, factors that may reduce the likelihood of students entering the field without a strong intention to pursue counseling as a career. In contrast, in Türkiye, counselor education begins at the undergraduate level, where students often start their training with limited awareness of the profession and their own suitability for it. As a result, shifts in career orientation may occur over the course of their studies. The findings of this study support this view, suggesting that critical incidents during the school counseling practicum and its supervision can play a meaningful role in shaping students' perceptions of their career paths by helping them clarify or expand their sense of professional fit and available options.

5.2 Limitations of the study

In the present study, limitations can be addressed under the several number of matters. The first limitation is the inclusion of previous graduates in the study. Initially, it was planned to recruit all participants from the 2024 graduates; however, despite multiple announcements, the targeted number of participants could not be reached. Various factors could explain this situation. First, the announcement period coincided with the time when counseling students had completed their courses and had just graduated. The beginning of the holiday and the exhaustion from finishing school work might have led graduates to be unwilling to participate in the study. Additionally, graduates might not have seen the invitation emails due to the holiday. Another factor could be challenging experiences. Most of the participants in the study had positive experiences regarding their practicum and supervision. Counseling students who had relatively challenging experiences or negative practicum and supervision processes might have been less inclined to participate in the study. These could be potential reasons for the low participation rate. The low participation from the 2024 graduates led to the inclusion of participants from the 2023 and 2022 graduates to reach the target number, particularly to recruit male participants. Although these participants provided detailed responses to all interview inquiries, memory bias could have been a factor. This issue regarding the participants constitutes a limitation for the current study.

A second limitation concerns gender imbalance. Despite intentional efforts including a separate call for only male participants, only one male participant joined the study. This lack of male representation restricts the study's capacity to capture the practicum and supervision experiences of male counseling students.

Another limitation is related to the potential impact of dual relationship. The thesis advisor was also one of the faculty supervisors at the studied case. There were three faculty members providing supervision at the department, some of the participants had been supervised by the thesis advisor who took an active role in inviting students to participate in the study once our initial and less directive efforts were less than fruitful. This situation may have resulted in participants with already positive faculty supervision experiences being more willing to join the study, thus creating a limitation regarding the diversity of critical incidents that are reported and analyzed in the study. It is also possible for those five participants to censor their potentially negative experiences with a concern for their past supervisor's recognition of their identities. In fact, this might be the case for any of the participants. It would be natural for the participants to expect their faculty supervisors to read the current study and have access to analyzed data. While their grades were submitted, they may continue to be in a relationship, asking for reference letters or applying for graduate programs at the university. Hence, the obtained answers might be skewed due to the possibility of giving a negative impression to their past supervisors. Low rates of negative experiences with respect to the practicum and faculty supervision may also be linked to self-selected nature of participation. Those with more negative experiences with respect to their practicum and/or faculty supervision might have chosen to not attend the study, skewing the results towards a more positive picture.

Additionally, a limitation emerged in relation to the interview question on how critical incidents influenced career orientation. Upon review, most responses focused on professional or personal development rather than career trajectory changes. These responses were then excluded from categorization, resulting in a

reduced dataset and limiting the study's ability to address this research question comprehensively.

Finally, the use of the Critical Incident Technique (CIT) poses inherent limitations. As the method relies on participants recalling significant past events, memory bias and selective recall are potential concerns. Additionally, emotional or cognitive distortions may have also influenced how incidents were described. Moreover, as only remarkable and memorable incidents were reported, smaller but important changes or daily processes in the practicum and supervision process might have been overlooked.

5.3 Future recommendations

This study aimed to clarify the incidents that impact counseling students' professional and personal growth in general, as well as career orientation in particular, which would inform future supervision practices and contribute to counselor development processes. Understanding the lived experiences of these counseling students would have implications for counseling educators and researchers. In this part, we provide our recommendations for both groups. Brief recommendations for administrators and agencies governing counselor education are also added.

5.3.1 Recommendations for counselor educators and supervisors

The findings of this study revealed that what counseling students need most during their practicum experience is to be seen, supported, and encouraged. In line with this, our first recommendation to counseling educators, especially supervisors, is to prioritize providing counseling students with opportunities to share their experiences

and feelings, especially during the group supervision sessions in the school counseling practicum course. When such opportunities are not provided, counseling students' perceptions of their first practice-related experiences can be negatively impacted. Furthermore, this situation can lead to counseling students being left alone with intense feelings of inadequacy and fear of making mistakes, which may result in a decrease in professional confidence. On the other hand, counseling students who are supported by their supervisors and given space to express their struggles complete the practicum with increased confidence in their ability to perform the profession. Moreover, they develop a sense of enthusiasm for their professional journey. Given the importance of being seen and actively supported, supervisors can structure the supervision in a way that makes sure that counseling students are given the spotlight to share their experiences and that they receive supportive and encouraging feedback. In group supervision, supervisors may focus on facilitating such dialogues among the counseling students, as well. Informal or formal assessment can be utilized throughout the semester to receive feedback from the student regarding their sense of being seen and being actively supported.

Another recommendation can be related to practicum diaries. Upon reviewing the practicum diaries for cross-checking, it was found that the structure of the diary may not reflect the entirety of counseling students' school counseling practicum experiences. In our case, diaries did not include group supervision experiences. Yet, experiences in group supervision, both with the faculty supervisor and peers, seems to have substantial impacts on counseling students' professional and personal development, as well as their career orientation. Therefore, we recommend the instructors revise the structure of the practicum diaries to encompass the entirety of counseling students' practicum experiences and allow for reflections on how these

experiences, including group supervision and interaction with their peers, influence their development and career orientation.

Given that reflection on its critical incidents give counseling students an opportunity to deepen their gains from the practicum, supervisors asking students to keep a practicum diary may specifically give definition of critical incidents and ask them to periodically reflect on their diary if and when such incidents occur.

However, given that the literature suggests that structure of the diary can be a hindrance to counseling students' regular engagement with it, supervisors may benefit from being intentional about how much structure they impose onto the practicum diaries. Asking students about their experiences and needs with respect to journaling their practicum experience and making adjustments to diary structure as needed can be a way to support trainee development. Simply bringing the matter of critical incidents to a mid-semester or end of semester evaluation or feedback session can be another way to benefit from the insight that stems from reflecting on them.

5.3.2 Recommendations for researchers

This qualitative study was conducted to provide an in-depth representation of lived experiences of counseling students by identifying the critical incidents in school counseling practicum courses and how these incidents shape their professional development, personal development, and career orientation. For this purpose, data was collected from one university and a very small sample. In order to deepen and enrich our understanding of the subject matter, future studies can explore other and possibly larger samples. Doing so could allow us to better understand the landscape of school counseling practicum courses in Türkiye.

In addition, as it is one of the limitations in the current study, it would be beneficial to reach more male counseling students to reveal their experiences. While they may be lesser in numbers, they are a much important part of the professional community and understanding their unique experiences may benefit their training process.

Considering the limitation arising from the fact that some participants did not process the question related to career orientation in the intended way, it would be useful to formulate the questions differently to obtain richer data in future studies. Given the lack of studies on career orientation, in the unique context of counselor education in Türkiye where students may be in training without clear intention to engage in the field, understanding the factors that influence counseling students' career orientation would be useful.

Lastly, this study focused on specific aspects of the school counseling practicum and its supervision. Exploring other dimensions, such as interactions with administrative personnel at the practicum site and within the university, could further deepen our understanding of the factors that influence professional development of counselors in training. Future research could also examine how broader contextual layers, including political, economic, and historical factors, shape the practicum experience and, in turn, the professional growth of counseling students.

5.3.3 Recommendations for administrators and governing agencies

Standardization of the counselor education in Türkiye has witnessed significant developments in the recent years and these efforts are expected to continue in the future to improve quality and effectiveness of training. Supervisors are a crucial aspect of counselor education; what they do or miss to do impact counseling students

personally and professionally and their attitude and behaviors have the chance to impact whether the trainee stays in the field. Hence, formal supervision training appears to be a must for both school counselors who provide on-site supervision and faculty supervisors that supervise counseling students at their academic department. While such training can be set as a requirement by the governing agencies and associations, it is also possible for supervisors to advocate for their own training until supervisor training becomes an official part of standardization of counselor education. Educating administrators about the importance of supervisor training may open up opportunities for formal professional development through allowing supervisors funding or at least time from daily tasks to engage in supervision-related training. Yet, if and when the governing agencies necessitates supervisors to be trained, it would be ideal for them to provide training opportunities free of charge. Formal ways of assessing the quality of provided supervision can also be incorporated into the standards.

5.4 Conclusion

In conclusion, this study aimed to examine the critical incidents that undergraduate level counseling students at a public university in Türkiye experienced during school counseling practicum and its supervision to explore how these critical incidents shaped the students' professional development, personal development, and career orientation. It was shown that counseling students experienced a wide range of critical incidents during their school counseling practicum and its supervision, which had positive and negative impacts on their journey to become counselors, both professionally and personally. It was observed that counseling students benefited the most from group supervision during their school counseling practicum. The

supportive attitudes of both the faculty supervisor and peers seemed to play a significant role in counseling students' growth journey. In terms of career orientation, the study showed that for some students, these experiences expanded their options, while for others, they reinforced their pre-existing views on pursuing a counseling career. These insights may be especially valuable for associations and bodies governing counselor education in Türkiye, as well as for site and faculty supervisors who guide students through the practicum process. While systemic structures influence the broader landscape of counselor education, day-to-day interactions with educators and supervisors shape students' professional identity. Understanding the critical experiences of counseling students can help improve support systems and inform practices that guide them through the complex yet rewarding process of becoming counselors.

APPENDIX A

DEMOGRAPHIC INFORMATION FORM (IN ENGLISH)

Name-Surname					
Telephone number					
E-mail address					
Preferred communication channel	☐ Telephone call ☐ Text ☐ E-mail				
Age					
Sex					
ED 478 section number you registered for in the Spring 2024 semester	☐ ED 478.01 ☐ ED 478.02 ☐ ED 478.03				
"What is the number of credits you completed during your undergraduate education? (You can enter the credit number listed as 'overall completed' in the system or you can write approximate number)					
Which semester are you in your undergraduate education? (Excluding preparatory)	(Dropdown menu options: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12+, Graduated)				
Have you received psychological support before or are you currently receiving?	☐ I have received it before ☐ I am currently receiving ☐ I haven't received				
Were you considering working in the Guidance and Counseling profession before starting this department?	☐ No, I definitely wasn't thinking	☐ No, I wasn't thinking	☐ I wasn't sure	☐ Yes, I was thinking	☐ Yeah, I was definitely thinking about it

Were you considering working in the Guidance and Counseling profession before starting the practicum?					
Were you considering working as a school counselor before starting your practicum?					
Are you considering working in the profession of Guidance and Counseling after graduation?	No, I definitely don't think so	No, I don't	I am not sure	Yes, I do	Yes, I definitely think so
Are you considering working as school counselor after graduation?					

APPENDIX B

DEMOGRAPHIC INFORMATION FORM (IN TURKISH)

DEMOGRAFİK BİLGİLENDİRME FORMU

İsim-Soyisim	
Telefon numarası	
E-posta adresi	
Tercih edilen iletişim kanalı	○ Telefon araması ○ Mesaj ○ E-posta
Yaş	
Cinsiyet	
2024 Bahar döneminde kayıtlı olduğunuz ED 478 şube numarası	● ED 478.01 ● ED 478.02 ● ED 478.03
Lisans eğitiminde tamamladığınız kredi sayısı nedir? (Sistemde "overall completed" yazan kredi sayısını girebilir, tercih ederseniz yaklaşık bir rakam yazabilirsiniz)	
Lisans eğitiminizin kaçınıcı dönemindesiniz? (Hazırlık hariç)	(Dropdown menü seçenekleri: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12+, Mezun)
Daha önce psikolojik destek aldınız mı veya halihazırda alıyor musunuz?	Daha önce aldım Halihazırda alıyorum Almadım

Bölüme başlamadan önce PDR alanında çalışmayı düşünüyor muydunuz?	Hayır, kesinlikle düşünmüyordum	Hayır, düşünmüyordum	Emin değildim	Evet, düşünüyordum	Evet, kesinlikle düşünüyordum
Staja başlamadan önce PDR alanında çalışmayı düşünüyor muydunuz?					
Staja başlamadan önce okul psikolojik danışmanı olarak çalışmayı düşünüyor muydunuz?					
Mezun olduktan sonra PDR alanında çalışmayı düşünüyor musunuz?	Hayır, kesinlikle düşünmüyorum	Hayır, düşünmüyorum	Emin değilim	Evet, düşünüyorum	Evet, kesinlikle düşünüyorum
Mezun olduktan sonra okul psikolojik danışmanı olarak çalışmayı düşünüyor muydunuz?					

APPENDIX C

INTERVIEW PROTOCOL (IN ENGLISH)

1. Can you talk about your practicum experience? Considering your school practicum experience over two semesters, the practices you conducted, and all the supervisions you received, how was the school practicum for you?

Opening questions:

- a) Can you talk about the practices you conducted? How was it for you to carry out these practices?
- b) Can you describe the supervision you received at the internship school? What was this experience like for you?
- c) Can you share your experience with group supervision at the faculty? How was the group supervision experience for you?

2. How did this practicum experience impact your professional and personal development?

3. How did this practicum experience influence your orientation toward pursuing the profession of counseling?

4. “The focus of this research is the critical incidents experienced within the scope of school practicum and supervision. When you hear this term, what comes to your mind? How would you define a critical incident?”

After asking the participant for their own definition, the researcher will present this definition: *“A critical incident refers to a significant, often unexpected event or experience that has the potential to impact individuals in various ways.*

Critical incidents have the potential to serve as turning points in individuals’

developmental processes. Whether an incident is critical can be evaluated by recognizing its effects on a person's emotions, behaviors, or learning processes"

5. In light of these definitions, can you describe a positive or negative critical incident you experienced related to the practices you conducted during your school practicum?

a) What was the critical incident?

(If the participant struggles to respond, examples that can be provided: the student gave an unexpected reaction, ... I received impactful feedback, ... they gave critical feedback, ... there was a conflict like this, ... the audience displayed a certain attitude.)

5A. I will ask about your reactions, feelings, and thoughts regarding this critical incident.

a) What were your thoughts when the incident occurred?

(If the participant struggles to respond, examples that can be provided: I thought the feedback was / The client was like this or did this... / I wondered why the parent reacted that way...)

b) How did you feel when the incident occurred?

(If the participant struggles to respond, examples that can be provided: I felt angry / sad / depressed / lonely / excited / happy / embarrassed / anxious...)

c) Can you explain the significance of this incident for you?

5B. I will ask how this critical incident affected your perspective on and development in school counseling practices.

a) How did the critical incident affect your professional development?

b) How did the critical incident affect your personal development?

- c) How did the critical incident affect your orientation toward pursuing the profession?

6. What kind of supervision did you receive from the school supervisor during your school practicum?

7. Can you describe a positive or negative critical incident you experienced with the school counselor during the supervision in your school practicum?

- a) What was the critical incident?

(If the participant struggles to respond, examples that can be provided: the supervisor criticized me, ... gave constructive feedback, ... gave critical feedback, ... displayed an attitude like ..., ... lasted a long time, ... provided information about ..., ... had a conflict with ..., ... showed an attitude like ...)

7A. I will ask about your reactions, feelings, and thoughts regarding this critical incident.

- a) What were your thoughts when the incident occurred?

(If the participant struggles to respond, examples that can be provided: I thought the feedback was / The supervisor was like this or did this... / I wondered why the supervisor reacted that way...)

- b) How did you feel when the incident occurred?

(If the participant struggles to respond, examples that can be provided: felt angry / sad / depressed / lonely / excited / happy / embarrassed / anxious...)

- c) Can you explain the significance of this incident for you?

7B. I will ask how this critical incident affected your perspective on and development in school counseling practices.

- a) How did the critical incident affect your professional development?

- b) How did the critical incident affect your personal development?

- c) How did the critical incident affect your orientation toward pursuing the profession?

8. Can you describe a positive or negative critical incident you experienced with the faculty supervisor in your department during group supervision?

- a) What was the critical incident?

(If the participant struggles to respond, examples that can be provided: the supervisor criticized me, ... gave constructive feedback, ... gave critical feedback, ... displayed an attitude like ..., ... lasted a long time, ... provided information about ..., ... had a conflict with ..., ... showed an attitude like ...)

8A. I will ask about your reactions, feelings, and thoughts regarding this critical incident.

- a) What were your thoughts when the incident occurred?

(If the participant struggles to respond, examples that can be provided: I thought the feedback was / The supervisor was like this or did this... / I wondered why the supervisor reacted that way...)

- b) How did you feel when the incident occurred?

(If the participant struggles to respond, examples that can be provided: felt angry / sad / depressed / lonely / excited / happy / embarrassed / anxious...)

- c) Can you explain the significance of this incident for you?

8B. I will ask how this critical incident affected your perspective on and development in school counseling practices.

- a) How did the critical incident affect your professional development?
- b) How did the critical incident affect your personal development?
- c) How did the critical incident affect your orientation toward pursuing the profession?

9. Can you describe a positive or negative critical incident you experienced with other peers during group supervision at the faculty?

a. What was the critical incident?

(If the participant struggles to respond, examples that can be provided: a peer criticized me, ... gave constructive feedback, ... was frequently late, ... displayed an attitude like ..., ... asked a lot of questions, ... lasted a long time, ... provided information about ..., ... had a conflict with ..., had different expectations, ... showed an insincere attitude)

9A. I will ask about your reactions, feelings, and thoughts regarding this critical incident.

a) What were your thoughts when the incident occurred?

(If the participant struggles to respond, examples that can be provided: I thought the feedback was / The peer was like this or did this... / I wondered why the supervisor reacted that way...)

b) How did you feel when the incident occurred?

(If the participant struggles to respond, examples that can be provided: felt angry / sad / depressed / lonely / excited / happy / embarrassed / anxious...)

c) Can you explain the significance of this incident for you?

9B. I will ask how this critical incident affected your perspective on and development in school counseling practices.

a) How did the critical incident affect your professional development?

b) How did the critical incident affect your personal development?

c) How did the critical incident affect your orientation toward pursuing the profession?

APPENDIX D

INTERVIEW PROTOCOL (IN TURKISH)

GÖRÜŞME PROTOKOLÜ

1. Staj deneyiminden bahsedebilir misin? İki dönem süresince okuldaki staj deneyimini, yaptığın uygulamaları ve aldığın bütün süpervizyonları düşündüğünde staj senin için nasıl geçti?

Açıcı sorular:

- a) Yaptığın uygulamalardan bahsedebilir misin? Bu uygulamaları yapmak senin için nasıldı?
- b) Staj okulunda aldığın gözetimden bahsedebilir misin? Bu deneyim senin için nasıldı?
- c) Fakülteadaki grup süpervizyonu deneyiminden bahsedebilir misin? Grup süpervizyonu deneyimi senin için nasıldı?

2. Bu staj deneyimi mesleki ve kişisel gelişimini nasıl etkiledi?

3. Bu staj deneyimi psikolojik danışmanlık mesleğini yapmaya dair yönelimini nasıl etkiledi?

4. “Bu araştırmanın odağı okul stajı ve süpervizyonu kapsamında yaşanan kritik olaylar. Bu terimi duyduğunda senin aklına ne geliyor? Sen kritik bir olayı nasıl tanımlarsın?”

Öğrenciye kendi tanımı sorulduktan sonra araştırmacı bu tanımı sunacaktır:

“Kritik olay, önemli, genellikle beklenmedik ve bireyleri çeşitli şekillerde etkileme potansiyeline sahip bir olayı veya deneyimi ifade eder. Kritik olaylar kişilerin gelişim süreçlerinde dönüm noktası olma potansiyeline sahiptirler.

Bir olayın kritik olup olmadığının değerlendirmesi kişinin duyguları,

davranışları veya öğrenme süreçleri üzerinde bu olayın etkisi olup olmadığını fark etmesi ile mümkündür.”

5. Bu tanımlar ışığında, okul stajında yaptığın uygulamaları düşündüğünde uygulamalarla ilgili yaşamış olduğun olumlu veya olumsuz kritik bir olayı anlatabilir misin?

a) Kritik olay neydi?

(Katılımcı cevap vermekte zorlanırsa verilebilecek örnekler: öğrenci hiç beklemediğim bir tepki verdi... etkileyici bir geribildirim aldım, ... eleştirel bir geribildirim verdi, ... şöyle bir çatışma yaşandı, ... dinleyiciler belli bir tutum sergiledi)

b) Kritik olaya kimler dahil oldu?

5A. Bu kritik olay karşısında tepkilerini, duygu ve düşüncelerinin neler olduğunu soracağım.

a) Olay gerçekleştiğinde aklından geçen düşünceler nelerdi?

(Katılımcı cevap vermekte zorlanırsa verilebilecek örnekler: geribildirim olduğunu düşündüm / danışan şöyleydi ya da şöyle yaptı... / velinin neden tepki gösterdiğini merak ettim...)

b) Olay gerçekleştiğinde kendini nasıl hissettin?

(Katılımcı cevap vermekte zorlanırsa verilebilecek örnekler: sinirli / üzgün / depresif / yalnız / heyecanlı / mutlu / utanmış / endişeli hissettim...)

c) Bu olayın senin için önemini açıklar mısın?

5B. Bu kritik olayın senin okul danışmanlık uygulamalarına bakışını ve gelişimini nasıl etkilediğini soracağım.

a) Kritik olay mesleki gelişimini nasıl etkiledi?

b) Kritik olay kişisel gelişimini nasıl etkiledi?

c) Kritik olay mesleği yapmaya dair yönelimini nasıl etkiledi?

6. Okul stajında okuldaki gözetmen psikolojik danışmanlarından nasıl bir süpervizyon aldın? (Bir akademik yıl içinde farklı okullarda ya da farklı psikolojik danışmanlarla çalışmış öğrencileri kapsamak için çoğul soruyorum)

7. Okul stajında aldığın süpervizyonda okul psikolojik danışmanıyla yaşamış olduğun olumlu veya olumsuz kritik bir olayı anlatabilir misin?

a) Kritik olay neydi?

(Katılımcı cevap vermekte zorlanırsa verilebilecek örnekler: süpervizör beni eleştirdi, ... yapıcı bir geribildirim verdi, ... eleştirel bir geribildirim verdi, ... gibi bir tutum sergiledi, ... uzun sürdü, ... hakkında bilgi verdi, ... ile çatışma yaşadı, ... bir tutum sergiledi)

b) Kritik olaya kimler dahil oldu?

7A. Bu kritik olay karşısında tepkilerini, duygu ve düşüncelerinin neler olduğunu soracağım.

a) Olay gerçekleştiğinde aklından geçen düşünceler nelerdi?

(Katılımcı cevap vermekte zorlanırsa verilebilecek örnekler: geribildirim olduğunu düşündüm / Süpervizör şöyleydi ya da şöyle yaptı... / Süpervizörün neden tepki gösterdiğini merak ettim...)

b) Olay gerçekleştiğinde kendini nasıl hissettin?

(Katılımcı cevap vermekte zorlanırsa verilebilecek örnekler: sinirli / üzgün / depresif / yalnız / heyecanlı / mutlu / utanmış / endişeli hissettim...)

c) Bu olayın senin için önemini açıklar mısın?

7B. Bu kritik olayın okul danışmanlık uygulamalarına bakışını ve gelişimini nasıl etkilediğini soracağım.

a) Kritik olay mesleki gelişimini nasıl etkiledi?

- b) Kritik olay kişisel gelişimini nasıl etkiledi?
- c) Kritik olay mesleği yapmaya dair yönelimini nasıl etkiledi?

8. Fakültedeki grup süpervizyonunda şubesinde olduğun öğretim üyesiyle yaşamış olduğun olumlu veya olumsuz kritik bir olayı anlatabilir misin?

- a) Kritik olay neydi?

(Katılımcı cevap vermekte zorlanırsa verilebilecek örnekler: süpervizör beni eleştirdi, ... yapıcı bir geribildirim verdi, ... eleştirel bir geribildirim verdi, ... gibi bir tutum sergiledi, ... uzun sürdü, ... hakkında bilgi verdi, ... ile çatışma yaşadı, ... bir tutum sergiledi)

- b) Kritik olaya kimler dahil oldu?
- c) Akranların tepkisi ne oldu?

8A. Bu kritik olay karşısında tepkilerini, duygu ve düşüncelerinin neler olduğunu soracağım.

- a) Olay gerçekleştiğinde aklından geçen düşünceler nelerdi?

(Katılımcı cevap vermekte zorlanırsa verilebilecek örnekler: geribildirimim olduğunu düşündüm / Süpervizör şöyleydi ya da şöyle yaptı... / Süpervizörün neden tepki gösterdiğini merak ettim...)

- b) Olay gerçekleştiğinde kendini nasıl hissettin?

(Katılımcı cevap vermekte zorlanırsa verilebilecek örnekler: sinirli / üzgün / depresif / yalnız / heyecanlı / mutlu / utanmış / endişeli hissettim...)

- c) Bu olayın senin için önemini açıklar mısın?

8B. Bu kritik olayın danışmanlık uygulamalarını ve gelişimini nasıl etkilediğini soracağım.

- a) Kritik olay mesleki gelişimini nasıl etkiledi?
- b) Kritik olay kişisel gelişimini nasıl etkiledi?

c) Kritik olay mesleği yapmaya dair yönelimini nasıl etkiledi?

9. Fakültedeki grup süpervizyonunda diğer akranlarla yaşamış olduğun olumlu veya olumsuz kritik bir olayı anlatabilir misin?

a) Kritik olay neydi?

(Katılımcı cevap vermekte zorlanırsa verilebilecek örnekler: akranlardan biri beni eleştirdi, ... yapıcı bir geribildirim verdi, ... sık sık geç kaldı, ... gibi bir tutum sergiledi.... çok soru sordu, ... uzun sürdü, ... hakkında bilgi verdi, ... ile çatışma yaşadı, farklı beklentileri vardı, ...samimiyetsiz bir tutum sergiledi)

b) Kritik olaya kimler dahil oldu?

c) Dahil olan akran ya da akranlar ne yaptı?

d) Süpervizörünüz bu durumda ne yaptı?

e) Gruptaki diğer akranlar ne yaptı, tepkileri ne oldu?

9A. Bu kritik olay karşısında tepkilerini, duygu ve düşüncelerinin neler olduğunu soracağım.

a) Olay gerçekleştiğinde aklından geçen düşünceler nelerdi?

(Katılımcı cevap vermekte zorlanırsa verilebilecek örnekler: geribildirim olduğunu düşündüm / Akran şöyleydi ya da şöyle yaptı... / Süpervizörün neden tepki gösterdiğini merak ettim...)

b) Olay gerçekleştiğinde kendini nasıl hissettin?

(Katılımcı cevap vermekte zorlanırsa verilebilecek örnekler: sinirli / üzgün / depresif / yalnız / heyecanlı / mutlu / utanmış / endişeli hissettim...)

c) Bu olayın senin için önemini açıklar mısın?

9B. Bu kritik olayın danışmanlık uygulamalarını ve gelişimini nasıl etkilediğini soracağım.

a) Kritik olay mesleki gelişimini nasıl etkiledi?

- b) Kritik olay kişisel gelişimini nasıl etkiledi?
- c) Kritik olay mesleği yapmaya dair yönelimini nasıl etkiledi?



APPENDIX E

ETHICS COMMITTEE APPROVAL



T.C.
BOĞAZİÇİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler İnsan Araştırmaları Etik Kurulu (Sbinarek)



Sayı : E-84391427-050.04-186809
Konu : 2024-33T Kayıt Numaralı Başvurunuz
Hakkında

03.07.2024

Sayın Dr. Öğr. Üyesi Gizem TOSKA

Tez danışmanlığını yürüttüğünüz öğrenciniz Şevval Betül Güran'ın "Critical Incidents in Undergraduate Level School Counseling Practicum: A Case Study" başlıklı projesi ile Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler İnsan Araştırmaları Etik Kurulu (SBİNAREK)'e yaptığınız 2024-33T kayıt numaralı başvuru 28.06.2024 tarih ve 2024/05 sayılı kurul toplantısında incelenmiş ve projeye etik onay verilmesi uygun bulunmuştur.

Bu karar tüm üyelerin toplantıya on-line olarak katılımıyla ve oybirliği ile alınmıştır. Onay mektubu tüm üyeler adına Komisyon Başkanı tarafından e-imzalanmıştır. Bilgilerinizi rica ederiz.

Saygılarımızla,

Dr. Öğr. Üyesi Işıl ERDUYAN
Kurul Başkanı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : 0EP5-TMAL-0165 Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/bogazici-universitesi-ebys>

Adres: 34342 Bebek-İSTANBUL

Telefon No:

e-Posta:

Kep Adresi: bogaziciuniversitesi@hs01.kep.tr

Fax No:

İnternet Adresi: www.bogazici.edu.tr

Bilgi için: Nurşen MUNAR

Mühendis

Telefon No:



APPENDIX F

INVITATION E-MAIL (IN ENGLISH)

Hello,

I am Şevval Betül Güran, a graduate student in the Psychological Counseling and Guidance Master's program at Boğaziçi University. I am currently in the data collection phase of my master's thesis titled "Critical Incidents in Undergraduate Level School Counseling Practicum: A Case Study."

In this research, I aim to explore pivotal moments in your experiences with the school counseling practices course and supervision during your undergraduate training in hopes of contributing to the limited body of knowledge on the importance of school counseling practices and supervision in the context of Türkiye's Psychological Counseling and Guidance (PDR) undergraduate education.

I am conducting a qualitative study under the supervision of my thesis advisor, Assist. Prof. Gizem Toska. I will be conducting online interviews with students who have taken the ED 477 and ED 478 courses in the Psychological Counseling and Guidance department. Additionally, I will be reviewing the practicum diaries you kept during the two semesters.

All students, whether they plan to continue their careers in the PDR field or not, are invited to participate in this study. Participation will be prioritized based on the order of application, and variables such as section number, sex, and willingness to work in

the field will also be considered. If you apply, you will be informed via email whether you will be invited for an interview.

Participation in the study will occur in three stages. In the first stage, you will be asked to read the consent form via the link provided below and, if you agree to participate, complete a demographic form (which will take about 5 minutes) and an availability form for the interview. In the second stage, we will meet on Google Meet at a time that suits you for a 60-minute online interview. During this interview, we will discuss critical incidents you recall from your school counseling practices and the supervision process both at the school and the faculty, how these incidents were significant to you, and their impact on your professional and personal development, as well as your orientation toward the profession. In the final stage, we will have a brief 10-minute discussion about the summary of our conversation. This final meeting can take place via phone or Google Meet, depending on your preference. Additionally, after giving your consent for the use of your practicum diary in the consent form, please send your journal as a Word document (with the cover page removed) to the email address XXX by the day of your interview.

Only audio recordings will be made during the interviews. These recordings will be kept on my password-protected personal computer. Access to any identifying information will be restricted to me. Information about the participants will not be shared with anyone, including my thesis advisor. In the data analysis process, my thesis advisor will only have access to anonymized transcriptions of the interview responses. Likewise, the internship journals will be anonymized, and only the relevant sections will be available to my thesis advisor.

The confidentiality of your personal information and the storage of collected data are extremely important to us. Details of the measures taken to protect the data can also be found in the informed consent form.

Participation in the study is voluntary. You have the right to change your decision at any point during the study. If you choose to withdraw, any demographic information, internship journal documents, or audio recordings collected up until that point will be permanently deleted.

You can participate in the study via this link and access the informed consent form from the same link:

Link: _____

I firmly believe in the importance of amplifying your voice to improve school counseling practices and supervision, which hold a vital place in psychological counselor education for both trainers and students.

Thank you in advance for your participation. Your opinions are valuable to me; you can contact me via email for any questions or possible ideas.

Şevval Betül Güran

APPENDIX G
INVITATION E-MAIL (IN TURKISH)
DAVET MAİLİ

Merhabalar,

Ben, Boğaziçi Üniversitesi Psikolojik Danışmanlık ve Rehberlik yüksek lisans programı öğrencisi Şevval Betül Güran. “Lisans Düzeyinde Okul Psikolojik Danışmanlığı Uygulamalarında Kritik Olaylar: Bir Durum Çalışması” başlıklı yüksek lisans tez çalışmamın veri toplama aşamasındayım.

Uzun ve biricik olan psikolojik danışman olma yolculuğunuzda lisans eğitiminizin bir parçası olarak almış olduğunuz okul danışmanlığı uygulamaları dersi kapsamında yürüttüğünüz çalışmalara ve süreçte aldığınız süpervizyona dair deneyimlerinizde sizin için dönüm noktası olabilecek anları keşfederek Türkiye bağlamında PDR lisans eğitiminde okul danışmanlığı uygulamalarının ve bu kapsamda alınan süpervizyonunun önemine dair sınırlı bilgi birikimine katkıda bulunmayı umuyorum.

Tez danışmanım Dr. Öğretim Üyesi Gizem Toska’nın gözetmenliğinde nitel bir çalışma yapmaktayım. Psikolojik Danışmanlık ve Rehberlik bölümünde ED 477 ve ED 478 derslerini almış öğrencilerle çevrimiçi mülakatlar gerçekleştireceğim. Ek olarak, iki dönem boyunca tuttuğunuz staj günlüğünüzü de inceliyor olacağım.

Kariyer yolculuğuna PDR alanında devam etmeyi düşünen ve düşünmeyen bütün öğrencilerimiz bu araştırmaya davetlidir. Araştırmaya katılım başvuru sırası

gözetilerek önceliklendirilecektir; bu önceliklendirmede şube, cinsiyet ve alanda çalışmaya dair istek değişkenlerin dağılımı da gözetilecektir. Başvurduğunuz takdirde mülakata davet edilip edilmeyeceğiniz bilgisi e-posta ile size bildirilecektir.

Araştırmaya katılım üç aşamada gerçekleşecektir. İlk aşamada aşağıda verilen link aracılığıyla onam metnini okuyup çalışmaya katılmaya onam verdiğiniz takdirde yaklaşık 5 dakikanızı alacak demografik formu ve ardından mülakat için müsaitlik formunu doldurmanız istenecektir. İkinci aşamada, müsaitliğinize göre belirlenmiş gün ve saatte Google Meet platformu üzerinden buluşup 60 dakika sürecek çevrimiçi mülakatımızı gerçekleştireceğiz. Bu mülakatta okul danışmanlığı uygulamalarına ve hem okulda hem fakültede aldığımız süpervizyon sürecine dair hatırladığınız kritik olaylara, bu olayların sizin için önemine, profesyonel ve kişisel gelişiminize ve mesleği yapmaya dair yöneliminize etkileri üzerine konuşuyor olacağız. Son aşamada ise görüşmelerimizin özeti üzerine konuşmak için yaklaşık 10 dakikalık kısa bir görüşme gerçekleştireceğiz. Bu son görüşmeyi sizin tercihinize göre telefon ya da Google Meet platformu üzerinden görüntülü olarak gerçekleştirebiliriz. Ek olarak, onam metninde staj günlüğünüzün kullanımına onay verdikten sonra mülakat gününe kadar günlüğünüzü kapak sayfası çıkarılmış bir şekilde Word dosyası olarak XXX e-posta adresine göndermeniz beklenmektedir.

Yapacağımız görüşmelerde yalnızca ses kaydı alınacaktır. Bu kayıtlar şifre korumalı kişisel bilgisayarımızda muhafaza edilecektir. Kimliğinizi belirleyici bilgilere erişim yalnızca bana ait olacaktır. Çalışmaya kimlerin katıldığı bilgisi tez danışmanım da dahil olmak üzere hiç kimseyle paylaşılmayacaktır verilmeyecektir. Veri analiz sürecinde bana destek olacak tez danışmanımın mülakat yanıtlarının yalnızca

anonimleştirilmiş transkripsiyonlarına erişimi olacaktır. Aynı şekilde, staj günlüklerinin de anonimleştirilmiş ve yalnızca ilgili görülen parçaları tez danışmanımın erişimine sunulacaktır.

Kişisel bilgilerinizin gizliliği ve toplanan verilerin muhafazası bizler için oldukça önemlidir. Verileri korumak için alınan önlemlere dair detaylar bilgilendirilmiş onam formunda da yer almaktadır.

Araştırmaya katılım gönüllülük esasına dayalıdır. Çalışmanın herhangi bir noktasında kararınızı değiştirme hakkına sahipsiniz. Katılımdan vazgeçtiğiniz takdirde o ana dek sizinle ilgili elde edilen demografik bilgiler, staj günlüğü dökümanı ve varsa ses kaydı kalıcı olarak silinecektir.

Çalışmamıza bu link üzerinden katılabilir, bilgilendirilmiş onam formuna yine aynı linkten ulaşabilirsiniz:

Link: _____

Hem eğitimciler hem de öğrenciler için psikolojik danışman eğitiminde önemli bir yere sahip olan okul danışmanlık uygulamalarının ve süreçte alınan süpervizyonunun iyileştirilmesi adına sesinizi duyurmanın önemine yürekten inanıyorum.

Katılımınız için şimdiden teşekkür ederim. Görüşleriniz benim için değerli; sorularınız ve olası fikirleriniz için bana e-posta adresi üzerinden ulaşabilirsiniz.

Şevval Betül Güran

APPENDIX H
INFORMED CONSENT FORM (IN ENGLISH)

Supporter Institution: Boğaziçi University

Research Name: Critical Incidents in Undergraduate Level School Counseling

Practicum: A Case Study

Project Advisor: Assist. Prof. Gizem Toska

E-mail: XXX

Phone Number: XXX

Name of the Researcher: Şevval Betül Güran

E-mail: XXX

Phone Number: XXX

Dear ED 478 Student,

You can find detailed information about the thesis research I am conducting below.

Purpose: The aim of this study is to identify critical incidents in the experiences of psychological counseling candidates in their mandatory school counseling practicum course in their final year of undergraduate education and to examine how these incidents affect the professional and personal development of the candidates and shape their orientation towards the profession.

Duration: Participation in this study will occur in three stages and will take approximately 75 minutes. After reviewing and consenting to the informed consent form, you will spend about 5 minutes answering a demographic form, 60 minutes for

the online interview scheduled according to your availability, and about 10 minutes for a brief follow-up discussion where we will review a summary of your responses.

Participant Rights and Responsibilities: Participation in this study is voluntary. By reviewing and agreeing to the information in this form, you consent to participate in the research, have your interview recorded, and share your practicum diary with the researcher. However, you have the right to withdraw from the study or change your participation decision at any time. If you decide to withdraw, all data collected about you up until that point (demographic information, practicum diary, and any audio recordings) will be permanently deleted.

Potential Risks and Benefits: Participation in this study poses no potential risk. The responses to the research questions may provide benefits such as reflecting on your school counseling practicum experiences, supervision processes, individual and professional development as a psychological counseling candidate, and changes in your orientation towards the profession.

Confidentiality and Data Protection: The data obtained through this research will be used solely for scientific purposes, and efforts will be made to ensure the security of the data. During interviews, audio recordings will use pseudonyms to protect participant identity, and these recordings will be stored on a password-protected computer throughout the research process. Only the researcher, Şevval Betül Güran, who conducts the interview and leads the research, will have access to the recordings. The practicum diaries you share will be anonymized, with identifying information such as student names and supervisor names removed. The thesis advisor will only have access to anonymized parts of the internship journals that are relevant. The information collected through the demographic form will also be

anonymized and aggregated. Your personal data will not be accessible to anyone outside of the research team and will not be used in any presentations or publications resulting from this study. Similarly, neither the ED 478 supervisors nor anyone else will have access to the interview recordings or individual responses provided in the demographic form at any stage of the research. The interview transcripts will be converted into a written format, and only anonymized transcripts will be accessible to the thesis advisor. Upon completion of the research, the recordings and practicum diaries, along with any personal information collected, will be securely deleted. The information you provide will not be shared or used by any other individuals or institutions.

Contact: If you need additional information regarding this study, please contact the thesis research supervisor, and psychological counselor Şevval Betül Güran. Her contact information is provided above. Additionally, if you have questions about your rights in this study, you may contact the Boğaziçi University Social and Human Sciences Human Research Ethics Committee at (XXX).

“I have read the above information and understood the purpose, scope, potential risks and benefits, and my rights and responsibilities related to this study. I am confident that my personal information will be carefully protected, and I have been informed whom to contact if needed. By checking the “Yes” box below and writing my full name, I voluntarily agree to participate in the research under the stated conditions without any pressure. I confirm that the information I have provided is accurate.”

- Yes, I agree with the above statements.

“I have read the information above regarding the audio recording of the interviews and the required details to be provided to participants before the study. I have been assured that the recordings will be carefully protected. I have been informed whom to contact if necessary. By checking the “Yes” box below and writing my full name, I voluntarily consent to the audio recording of my interview for this research under the

stated conditions without any pressure. I confirm that the information I have provided is accurate.”

- Yes, I agree with the above statements.

“I have read the information above regarding the sharing of my internship journal for use in this study and the required details to be provided to participants before giving consent. I have been assured that my journal will be carefully protected. I have been informed whom to contact if needed. By checking the “Yes” box below and writing my full name, I voluntarily agree to share my internship journal for this research under the stated conditions without any pressure. I confirm that the information I have provided is accurate.”

- Yes, I agree with the above statements.

Name-Surname: _____

(You will not be able to proceed to the next page unless the consent box is checked)

APPENDIX I
INFORMED CONSENT FORM (IN TURKISH)
BİLGİLENDİRİLMİŞ ONAM FORMU

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi

Araştırmanın adı: Lisans Düzeyinde Okul Psikolojik Danışmanlığı Uygulamalarında

Kritik Olaylar: Bir Durum Çalışması

Yürütücüsü: Dr. Öğretim Üyesi Gizem Toska

E-mail adresi: XXX

Telefonu: XXX

Araştırmacının adı: Şevval Betül Güran

E-mail adresi: XXX

Telefonu: XXX

Değerli ED 478 Öğrencisi,

Yürüttüğüm tez araştırmasına dair detaylı bilgiyi aşağıda bulabilirsiniz.

Amaç: Bu çalışmanın amacı, lisans eğitiminin son yılında olan psikolojik danışman adaylarının zorunlu okul danışmanlığı uygulama dersi kapsamındaki uygulama deneyimlerindeki ve süreçte aldıkları süpervizyonlardaki kritik olayları belirlemek ve bu olayların psikolojik danışman adaylarının mesleki ve kişisel gelişimlerini nasıl etkilediğini ve mesleği yapmaya dair yönelimlerini nasıl şekillendirdiğini incelemektir.

Süre: Bu araştırmaya katılım üç aşamada gerçekleşecek ve yaklaşık 75 dakika sürecektir. Bilgilendirilmiş onam formunu inceleyip onam verdikten sonra demografik formu yanıtlamanız için yaklaşık 5 dakika, müsaitliğinize göre belirlenmiş gün ve saatte gerçekleştirilecek çevrimiçi mülakat için 60 dakika ve paylaşımlarınızla alakalı özetin üzerinden geçip geri bildirim vereceğiniz kısa görüşme için yaklaşık 10 dakikanızı ayırmanızı rica edeceğiz.

Katılımcı hak ve sorumlulukları: Bu çalışmaya katılmak gönüllülük esasına dayanmaktadır. Bu formda yer alan bilgileri okuyup onaylamanız, söz konusu araştırmaya katılmayı, mülakatta ses kaydı alınmasını ve staj günlüğünüzü araştırmacıyla paylaşmayı kabul ettiğiniz anlamına gelmektedir. Bununla birlikte, çalışmaya katılmaktan vazgeçme veya çalışmanın herhangi bir anında katılımdan vazgeçme hakkına da sahip olacaksınız. Çalışmaya katılmaktan vazgeçtiğiniz takdirde o ana dek size dair elde edilen tüm veriler (demografik bilgiler, staj günlüğü ve varsa ses kaydı) kalıcı bir şekilde silinecektir.

Muhtemel risk ve faydalar: Bu çalışmaya katılmak potansiyel bir risk taşımamaktadır. Araştırma sorularının yanıtlanması okul danışmanlığı uygulama deneyimlerinize, süpervizyon süreçlerinize, psikolojik danışman adayı olarak kendi bireysel ve mesleki gelişiminize ve mesleği yapmaya dair yöneliminizdeki değişikliklere dair düşünme, farkındalığınızın artması gibi faydalar elde etmeniz mümkündür.

Gizlilik ve verilerin korunması: Bu araştırma kapsamında elde edilecek veriler yalnızca bilimsel amaçla kullanılacak olup verilerin güvenliğine ihtimam

gösterilecektir. Bu doğrultuda, görüşmeler sırasında alınan ses kayıtları katılımcı kimliğini korumak adına isim yerine takma ad kullanılacak ve araştırma süresince şifreli bilgisayarda muhafaza edilecektir. Kayıtlara erişim yalnızca mülakatı gerçekleştirdiğiniz, araştırmanın da yürütücüsü olan, Şevval Betül Güran’a ait olacak. Araştırma yürütücüsü ile paylaştığınız staj günlüğü anonimleştirilecek, varsa öğrenci ismi, gözetmen ismi vs. gibi kimliği belirleyici bilgiler kaldırılacaktır. Tez danışmanının yalnızca anonimleştirilmiş staj günlüğünün ilgili bulunan parçalarına erişimi olacaktır. Demografik form aracılığıyla toplanan bilgiler de anonimleştirilerek ve birleştirilerek kullanılacaktır. Kişisel verileriniz araştırma yürütücüsünün dışında kimsenin erişimine sunulmayacak, bu araştırmadan çıkabilecek herhangi bir sunum ya da yayında kullanılmayacaktır. Aynı şekilde, ED 478 gözetmenleri dahil olmak üzere hiç kimsenin mülakat kayıtlarına ya da demografik bilgi formuna verilen bireysel cevaplara erişimi araştırmanın hiçbir aşamasında olmayacaktır. Mülakat görüşmeleri transkripsiyon ile yazılı formata geçirilecek ve tez danışmanı yalnızca anonimleştirilmiş transkripsiyonlara erişim sağlayabilecektir. Araştırma sona erdiğinde bu kayıtlar ve staj günlükleri diğer kişisel bilgilerinizin toplandığı formlarla birlikte güvenli bir şekilde silinecektir. Paylaştığınız bilgilerin başka şahıs veya kurumlarca kullanılması ve paylaşılması söz konusu olmayacaktır.

İletişim: Söz konusu çalışma hakkında ek bilgiye ihtiyaç duyarsanız lütfen tez araştırma sorumlusu psikolojik danışman Şevval Betül Güran ile iletişime geçiniz. Kendisine ait iletişim bilgileri yukarıda belirtilmiştir. Ek olarak, bu araştırmadaki haklarınıza ve sorularınıza ilişkin Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler İnsan Araştırmaları Etik Kurulu’na (XXX) başvurabilirsiniz.

“Yukarıda belirtilen ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum. Katılmam istenen çalışmanın amacını, kapsamını, muhtemel risk ve faydalarını, hak ve sorumluluklarımı anladım. Kişisel bilgilerimin ihtiyatla korunacağına dair yeterli güven verildi. Gerek olduğunda kimlerle iletişime geçebileceğim bildirildi. Aşağıda yer alan “Evet” yazan kutucuğu işaretleyerek ve ad-soyad yazarak belirtilen koşullarda söz konusu araştırmaya kendi rızamla, hiçbir baskı olmaksızın katılmayı kabul ediyorum. Vermiş olduğum bilgilerin şahsıma ait olduğunu onaylıyorum.”

- Evet, yukarıda yazılan ifadelere katılıyorum.

“Yapılacak görüşmelerde ses kaydı alınacağına ilişkin yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum. Bu kayıtların ihtiyatla korunacağına dair yeterli güven verildi. Gerek olduğunda kimlerle iletişime geçebileceğim bildirildi. Aşağıda yer alan “Evet” yazan kutucuğu işaretleyerek ve ad-soyad yazarak belirtilen koşullarda söz konusu araştırmada ses kaydının alınmasını kendi rızamla, hiçbir baskı olmaksızın kabul ediyorum. Vermiş olduğum bilgilerin şahsıma ait olduğunu onaylıyorum.”

- Evet, yukarıda yazılan ifadelere katılıyorum.

“Araştırmada kullanılmak üzere staj günlüğünün paylaşılmasına ilişkin yukarıda yer alan ve onam vermeden önce katılımcıya verilmesi gereken bilgileri okudum. Bu günlüklerin ihtiyatla korunacağına dair yeterli güven verildi. Gerek olduğunda kimlerle iletişime geçebileceğim bildirildi. Aşağıda yer alan “Evet” yazan kutucuğu işaretleyerek ve ad-soyad yazarak belirtilen koşullarda söz konusu araştırmada staj günlüğümün kullanımını kendi rızamla, hiçbir baskı olmaksızın kabul ediyorum. Vermiş olduğum bilgilerin şahsıma ait olduğunu onaylıyorum.”

- Evet, yukarıda yazılan ifadelere katılıyorum.

Ad-Soyad: _____

(Onay kutucuğu işaretlenmeden bir sonraki sayfaya geçiş verilmeyecektir.)

APPENDIX J

QUOTATIONS (IN TURKISH)

1. “Onlardan resim çizmelerini vesaire istedim. Onları okuduğumda çok duygulanmışım çünkü beklemediğim bir şeydi. Özellikle bir öğrenciden hiç beklemiyordum. Çünkü aktiviteler sırasında orada değil gibi görünüyordlardı. Bir etkim olduğunu ve öğrencilerin geleceğinde gerçekten bir iz bırakabileceğimi fark etmek beni heyecanlandırdı” (P1)
2. “Grup danışmanlığında bir öğrenci hiçbir aktiviteye katılmak istemiyordu ve hep farklı şeyler yapıyordu. Ve ben o çocuğun hiçbir şey alamadığını düşünüyordum. Sonra bir gün okuldaki süpervizörüm beni yanına çağırdı ve “Biliyor musun? Annesi geldi bugün ve evdeki mutluluğunun arttığını; kardeşiyle daha fazla oynadığını ve oğlunun bu grup çalışmasına katılmasından memnun olduğundan bahsetti” dedi. Ve ben baya şaşırdım çünkü o öğrenciden hiç böyle bir şey beklemiyordum” (P7)
3. “Birlikte çalıştığım öğrenci okulu sevmiyordu ve öğretmenleriyle kötü bir ilişkisi vardı. Sondan seanstan bi önceki seansta ona gelecek hafta son seansımızı yapacağımızı söyledim. Sonrasında, seansımızın sonuna yaklaştığımızda tuvalete gitmek istedi. Bu öğrencinin sınırla ilgili problemleri de olduğu için ona izin vermeyeceğimi söyledim. Daha sonra, bunu süpervizyonda tartıştığımızda, öğrencinin vedaya hazır olmayışı ihtimali üzerine konuştuk. Gerçekten de, son seansımızı üç hafta sonra ancak yapabildik. Beni mutlu eden bir tarafı da oldu

çünkü hani demek ki bir ilişki kurmuşuz ve şu an bu öğrenci veda edemiyor.

Yani biraz daha mesleki olarak iyi hissettiren bir yönü oldu benim için” (P10)

4. “İlkokul öğrencileriyle grup çalışması yapıyordum ve tanışma aktivitesi olarak herkes isminin hikayesini anlatıyordu. Öğrencilerden biri kız kardeşimle ismi aynıydı. Ben vermiştim onun da adını. Anlamı da babasının süsü. Öğrenci ismini söyledi ve ben, "Babanla aran iyi o zaman." dedim. Bunu söyledikten sonra dank etti ve "Bu yargı sana nereden geliyor?" diye düşündüm. Öğrenci, "Hayır" dedi ve ben donup kaldım. Sonrasında hatta kendimi çok kötü hissettim. Ben zannettim ki babasıyla kötü bir ilişkisi var ve bunu ona tekrar hatırlattım. Gününü mahvettiğimi düşündüm. Ama daha sonra konuştuğumda, böyle bir şeyin olmadığını fark ettim yani. Benim felaketleştirdiğim gibi bir senaryo olmamış” (P4)

5. “Grup çalışmasında sorular soruyordum. Bu sorulardan birini sorduğumda öğrencilerin bedenlerinin kasıldığını ve gerginlik yarattığını fark ettim. Ben kendimi çok suçlu hissettim... Sonra bunu fark ettikten sonra vücut regülasyonu yaptık. Sonra kaynaklarımıza gitmeye çalıştık. Bir süre sonra gerçekten vücutları rahatlamıştı. Sonrasında kaynaklarına bakmanın onlara nasıl iyi geldiğini fark ettim... Ve o anda, bazen negatif sandığımız şeylerin aslında bizi birleştiren ve adım attıran şeyler olabileceğini fark ettim. Ben o anda sadece ne yaptığımı, negatife odaklanmışım. Ama sonra bazen rahatsız edici duyguların da gelişim göstermemize yardımcı olduğunu anladım. Bunu deneyimlemek benim için kritikti. Mesleki hayatımda hatırlayacağım bir olaydı” (P5)

6. “Danışanla konuşmaya başladığımda, klinik bir geçmişi olduğunu ve çok zor şeyler yaşadığını duydum... Aklıma gelen ilk şey şuydu: "Bu şu anda gerçekten senin yetkinliğinin ötesinde. Ama ona bunu hissettiremezsin." O elli dakikayı tamamlamıştım ama ayrıldığımda çok ağır hissettim. Çünkü beklenmedik bir şekilde oldu ve vaka ciddiydi... Sonra, fakültedeki süpervizörümle konuştum... Bana "Yetkinliğinin ötesinde olmasına rağmen, çok iyi idare etmişsin" şeklinde geri bildirimde bulundu, bu da bir gün yetkinliğimin ötesinde bir vaka gelirse, en azından 50 dakika boyunca gerekli ve yeterli hizmeti sağlayabileceğim ve sonra başka birini yönlendirebileceğim konusunda beni rahatlattı” (P3)
7. “Birlikte çalıştığım öğrencinin saç çekme sorunu vardı ve süpervizörüm öğrenciyi bana yönlendirdiğinde bunun tekrarlandığının farkında değildi ve daha sonrasında bunun benim yetkinliğimin ötesinde bir durum olduğu ortaya çıktı... Süpervizörümün yetkinliğimin ötesinde olduğunu doğruladığı bir durumdu... Kendimi çok savunmasız, kaygılı ve korkmuş hissettiğim bir andı... O ortamda güvendiğim süpervizörüm "Çalışabileceğin bir öğrenci" dedikten sonra ve zaten endişeliydim ve böyle bir şey yaşadım. Ve oradaki ihmal de beni etkiledi... Burada ne yaptığımı bilmiyorum ama bir şeyler öğrenmeye çalışıyorum. Her zaman zarar verme konusunda çok endişeliydim ve eğitimimiz sırasında çok fazla üstünde durduğumuz bir şeydi. Bunu riskli bir durum olarak deneyimlemek benim için biraz özgüven kırıcıydı” (P8)
8. “Bir sınıfın öğretmeni gitmek zorunda kalmıştı ve süpervizörüm o sınıfa girmemi istedi. İlk başta çok korkmuştum ama sonra o bana güvendiğinde ve ben öğrencilerle sakin bir şekilde ilgilenip sınıfı yönettiğimde, "Evet, bunu şu anda

yapıyorum. Bana güvenen birisi var. Ve bu güveni boşa çıkarmıyorum. Ve bunu yapabiliyorum." dedim. Bu yüzden orada kendime güven duymuştum. Bu benim için gerçekten önemli bir dönüm noktasıydı. Daha sonra, sınıflara daha da böyle kendime güvenerek girmeye başladım” (P2)

9. “Herhalde meslek hayatımda bir noktada oraya dönüp diyeceğim ki, ‘Bak burada bir şey yapabilmiştin. Biri sana güvenmişti.’” (P2)

10. “Daha önce hiç tanışmadığım ve ailesinden izin almadığım bir öğrenci aniden grup çalışmamıza katılmıştı. Bu olay süpervizörümün bilgisi dahilinde gerçekleşti... Öğrenci sonraki haftalarda da katılmaya devam etti ancak aktivitelere katılmadı... Kontenjan nedeniyle katılımını onaylayamadığımız öğrenciler de vardı ama bu öğrenci direkt geldi ve 3-4 dersten sonra hiçbir şey söylemeden gitti... Bu benim için biraz kritikti çünkü nasıl bir tavır takınmam gerektiğini kestiremiyordum. Ve öğrenci dersi boşlamak için geldiğini açıkça söyledi... Gruptaki iki kız öğrenci de benimle konuşmuştu ve o öğrencinin tavrı yüzünden yargılanmaktan endişe duyduklarını söylediler. Müdahale edemediğim bir olaydı” (P6)

11. “Aslında çok düşünmemiştim üzerine. Yani o an için tetikleyici bir şeydi ama şimdi anlıyorum beni bu kadar etkilediğini” (P6)

12. “Süpervizörümün bireysel seansını gözlemlerken, bir öğrenci kendini kesme ve kendine sigara izmaritleri batırma davranışı sergilediğini gösterdi ve itiraf etti. Ve ben şok geçirdim. "Bir insan neden kendine zarar verir ki?" sorusuyla başa

çıkmaq zordu... Çok büyüttü beni. Yani gerçekten bizim mesleğin canım cicim meslek olmadığını aslında ne kadar da derin farklı alanlara temas ettiğimizi hatırlattı... Ayrıca, vakayı formüle ederken nerelere biraz daha dikkatlice bakmam gerektiğine yönelik ayrıntılı bir bakış sundu. Duygusal olarak olumsuzken mesleki ve yeterlilik noktasında olumlu bir kazanım ya da işte kritik bir an oldu benim için” (P9)

13. “Bu da gösterdi ki öğrencilerle güven bağı kurdukça onların içsel davranış mekanizmalarına ulaşabiliyoruz” (P9)

14. “Sonrasında konuşmuştuk kendisiyle. Hani ben “Hocam ben böyle bir şey olacağını gözetemedim hiç” dedim. “Ya öğrenci o an ağlıyor olsaydı? Ya çok özel bir şeyini açıyor olsaydı? Ne yapacaktım ben orada?” gibi düşüncelerin içindeyken orada böyle çok destekleyici bir tavrı vardı. Bunun çok ani bir şey olduğunu, bir sorun olmadığını olmayacağını, öğrencinin öyle bir anına da denk gelse benim o konuda o süreci güzel geçirebileceğime dair güven duyduğunu söylediği çok pozitif bir andı benim için. Yani “Bir sorun ve bir kriz olmadı ama olsaydı da sen zaten hallederdin” dediği... Durduğum, teşekkür ettiğim, mutlu olduğum bir andı onu hatırlıyorum” (P6)

15. “Yani aslında genel staj sürecinde olan bir şeydi özel okuldayken. Gözetmenim sınıfa etkinliğe çıkacaktı. Zaten genelde bana hiç haber vermez çıkacağını ama bu sefer ben de gidebilirim diye düşünmüştüm. Çünkü daha önce de bir sınıfa girmiştik birlikte. Sonra ben oturuyordum. Etkinlikleri kucaklayıp çıktı kapıdan yani kapıya yöneldi ve işte “Hadi görüşürüz” gibi bir şey söyledi. Ben burada böyle bir kaldım ve şey oldum. Bu böyle bir şey miydi? Yani en azından

gelmemi istemiyorduysa da bunu söyleyebilirdi. “Ben tek başıma yapacağım sen de şunu yapabilirsin” gibi. Bu beni inanılmaz etkilemişti” (P2)

16. “Ama sonrasında hoca “Gece boyu dedeyle de konuştum. İkna etmeye çalıştım. Anne zaten çok iyi bir psikolojik konumda değilmiş. Şu an daha ihtiyaçları var buna” falan diye anlattığında şey olarak kötü hissettim. Biz zaten yetkiniz onların karşısında. Bu olayı daha iyi bilen konumdayız. Tabiki o çocuğun en iyisi için yine aile daha iyi bilir. Ama bir uzmana güvenecekse sözünü de dinlemesi gerekiyor. Bir şekilde akıl danışması da gerekiyor. Hani bu kadar da konumumuzu düşürmesek mi gibi hissetmiştim” (P4)

17. “Onun o esnada aldığı cevap sonrası yumuşak bir şekilde geçiş yapması benim çok kritik anlarımdan biridir. Çünkü ben o esnada yine elim ayağım titriyor kendimce ama hani onun orada hiç böyle hani profesyonel duruşunu bozmadan, öğrenciyle olan bağını bozmadan devam etmesi ve yeni yeni konularda öğrenciyle iletişime geçmesi etkileyiciydi” (P9)

18. “Okulda çalışmayı istememe sebeplerimden bir tanesiydi. Süpervizörün 'Aman nasıl olsa bunlar ergen, bunlar zaten böyle olur' gibi rahat tavırları aslında beni biraz... Kusura bakmayın ama sanki biz psikolojik danışmanız da okuldakiler sanki memur olmuş... Biz kendimizi ruh sağlığı çalışanı olarak konumlandırırken, o kendini böyle farklı bir yerde konumlandırırdı gibi” (P3)

19. “Okulda birden fazla psikolojik danışman oluyordu. Ve öğrencilere karşı yaklaşımları farklı olabiliyordu. Bu yaklaşımlarındaki farklılıkların öğrencilerde nasıl yankılandığını gözlemlemek benim için kritikti aslında... Mesela hatta aynı öğrenci aynı konuda danışmanlara başvuruyordu ama tamamen farklı yaklaşımlar

oluyordu orada... Bir psikolojik danışman öğrenciyi daha fazla anlamaya çalışırken, diğer danışman daha sert, kesin ve öğretmen gibi bir tutum içindeydi” (P5)

20. “Gözetmenim benim yaptığım bir uygulamayı gözlemlemesinin ardından verdiği geri bildirimlerin arasında benim yapmayı seçtiğim bir davranışın çok büyük takdir görmesiydi. Bu konuda doğru bir yaklaşımda bulunduğumu hani iç görülü davrandığımı ve biraz da sanırım şey de vardı içimde... Biraz daha pratik bilgiden ziyade çok az elde tutulur bilgiyle çalışıyoruz ya. Hani sanki şey gibi bir şey vardı “Ne güzel. Bu konuda yeteneklisin” ya da “Bu senin içinde var” gibi bir geri bildirim aldığımı hatırlıyorum. Olayı hatırlamasam da hani bunun önemi büyüktü benim için” (P8)

21. “Akranlardan biri grup süpervizyonunda stajda yaşamış olduğu bir olayı anlatıyordu. Ve çok sinirlendi yani o anı anlatırken de. Sonra dedi ki ‘Hocam ben çok vakit aldım. Zaten çok fazla şey anlattım. Arkadaşlarımın da süresinden alıyorum. Durayım. Şu anlık yeterli’. Hoca da ‘Şu an burayı yönetmekle ve görev dağılımını yapmakla ben sorumluyum. Sen sadece anlatmakla yetkinsin. Ve şu an senin anlatmanı istiyorum. Lütfen anlat’ dedi. O kadar net sınırları çizdi ve o kadar güzel şeyi koydu ki. Hani ‘Şu an ben seni anlamak istiyorum. Bu olayın arkasında önemli bir şey olduğunu görüyorum. O süreyi ayarlamakla görevli olan kişi benim. Bunu düşünmesi gereken kişi sen değilsin. Ve şu an anlatabilirsin” (P4)

22. “Otorite figürüne güvenmek gerçekten ‘Oh be rahatız. ... hoca olduğu sürece kimse kimsenin alanına dahil olmuyor ve herkes sınırını biliyor net şekilde. Ve

bir karmaşa oluşmuyor'. O kadar iyi gelmişti ki bana onu hissetmek. Birisi bunu kontrol ediyor. Şu an bilgisi dahilinde ve bir boşlukta sürüklenmiyoruz” (P4)

23. “İhtiyacım olduğunda yeteri kadar bunu paylaşabilirim ve bu dinleniyor karşı taraftan, önemseniyor ve zaman ayırılıyor buna gibi hissettim” (P4)

24. “Planlandığı gibi yapamayacağımız bir görüşme olmuştu. Ve ben çok panik olduğumu hatırlıyorum ve bunu süpervizyona getirdiğimi hatırlıyorum. Özellikle herhangi bir konuda ne yapacağımı bilmediğim için. Bu kritik olayda süpervizyondaki öğretim üyesinin benim çok panik olduğum bir durumu çok sakin bir şekilde hani neredeyse böyle sokratik sorgulama yöntemiyle bana getirip hani “Ne yapmayı düşünüyorsun? Bu neden öyle?”, “Çünkü endişeleniyorum. Şöyle düşünmesinden endişeleniyorum. Şöyle yapmasından endişeleniyorum” deyip beni orada aslında yapılması en doğru, en mantıklı olan şeye yönlendirmişti. Bunun böyle kolayca ele alınabildiğini görmek ve bu desteğe sahip olmak, o güvene sahip olmanın verdiği his orada süpervizyon tecrübesinin bendeki yerini büyüttü” (P8)

25. “Bir çözülme hissettim. Yani orada benim için çözülemeyecek gibi görünen çok büyük bir sorun. Yani benim korktuğum neyse olacak kesin. Ya da işte atıyorum öğrenci benden soğuyacak ya da benim hakkımda kötü bir şey düşünecek. Ve böyle çok büyük bir telafi modundaydım. Ve bunun aslında çok profesyonel bir yaklaşımla giderilebileceğini ya da kontrol altına alınabileceğine dair bende yer eden bir paylaşım olmuştu. O yüzden bir rahatlama hissettiğimi hatırlıyorum. Yani bunun bir hocamdan geliyor olmasının da etkisiyle bir rahatlama isteği...

Başta çok büyük bir kaygı. Sonrasında da daha böyle bir kontrol duygusu hissettiğimi hatırlıyorum” (P8)

26. “Ve yani o başta bir arkadaşımıza karşı bir sinir vardı. “Hani sen niye okulunu değiştirmedin?” gibi ama sonra o açtıkça kendini biraz daha o siniri gözetmene biraz daha kayd. Çok sinirli görmeye alışık olmadığım için onun sinirine de orada şahit olmak da şaşırtıcıydı benim için. Ve biraz da böyle gerilmeme de sebep olan bir şeydi. Çünkü hani sonuç olarak öğretmenim sinirli falan böyle bir gergin tarafı oluyor yani. Ama bir yandan da böyle o sinirini görmek ve aynı zamanda üzüldüğü bir şey de vardı. Hani böyle kendini sakinleştirdiği, kontrol ettiği ve o şekilde konuştuğunu da gözlemledim yani orada gerçekten. O regülasyonunu çok böyle iyi yaptı ve şahit oldum” (P10)

27. “Aslında hani dediğim gibi duygularını gösterme biçimini görmek, şahit olmak. O problemi nasıl böyle ele aldığını ve bu konuda söylediklerini falan aslında görmek. Bir yandan da aklımda kalmasının sebeplerinden biri, hani orada böyle çok yoğun bir şey yaşadılar gerçekten. Ve ben şey diye düşünmüştüm o gün süpervizyondan çıkarken, hani bunu yaşayan arkadaşım bundan sonrasında biraz daha çekinir belki. Ve hocayla aralarındaki ilişki belki biraz kötüleşir diye düşünmüştüm. Ama tam aksi bir şey oldu beklediğimden. Sonraki haftalarda aslında daha da böyle rahat konuşabildiğini fark ettim. Daha rahat içini dökkebildiğini ve kendini daha iyi ifade ettiğini gördüm. O yüzden aslında herkesin içinde karşılıklı kötü bir şey yaşadıkları için sanki bunun sonucu direkt olumsuz olması gerekiyormuş gibi bir varsayımım vardı. Ama bunun böyle olmadığını gördüm. Bu bence benim için önemli tarafıydı” (P10)

28. “Bireysel danışmanlık vermiştım ikinci dönem süpervizyon eşliğinde. Orada verdiği feedback kaldı aklımda. Kızla ikinci görüşmemizde bana şey demişti. Benim için de çok güzel bir süreç oluyor vesaire. Güzel güzel geribildirim vermişti. Ben de bunu süpervizyonda söyleyince hocam şey demişti: ‘Acaba seni memnun etmek için söylemiş olabilir mi?’ demişti. Bir anda bir cam kırıldı içimde. ‘Aaa’ dedim. O bende kritik bir etki yarattı yani” (P1)

29. “Yani üzüldüm ilk başta. Çünkü çarptı bir anda yüzüme. Danışmanlıkta yapmamam gereken birkaç şeyi yaptığımı fark ettim. Üzüldüm ama sonrasında benim için yapıcı bir geribildirim olduğunun farkına varınca memnun oldum” (P1)

30. “Bence çok iyi bir geri bildirimdi benim için. Hâlâ kullanırım. Bunu başka insanlar için de kullanırım. Bana şey demişti. “Sen dışarıdan kuğu gibi duruyorsun. Suyun üstünde süzölüyorsun ama ayakların aşağıda böyle dönüyor. İnsanların anksiyetesini, kaygısını içine alıyorsun. Sınır çizmen gerekiyor” ki bunu okul psikolojik danışmanım da çok söylüyordu. “Duygu besleme. Sınır çiz”. Burada da onu çok aldım ben ve benim için aldığım en iyi geri bildirimlerden birisiydi” (P7)

31. “Ben bir anda kafamda bir şeyler oturmuş gibi hissettim. Çok kaygılıyım. Danışanın kaygısını taşıyordum üstelik. Ve bunu çok somatik bir şekilde fark ettim. Çünkü ben bir hafta boyunca beklemiştim. O yüzden o bunu söyleyince çok oturdu her şey benim kafamda dedim ki “Evet ben dışarıdan çok sakin

duruyorum ama hiç sakın değilim ve insanların kaygısını taşıyorum gerçekten”
diye. O anlamda kafamda bir şeyler oturdu” (P7)

32. “Süreç sanki zaten kritikti... Süpervizyonunda bulunduğum hocanın hep tutumunun kapsayıcı olması ve orada kendi öğrencisini de gözeten bir yerde olması bence benim için kritik bir olaydı. Olaylara karşı hani sadece olay bazlı bakmayıp bir yandan öğrencide de nasıl yankılandığını duymaya hep çaba göstermesi bence önemliydi. Süreci destekliyordu. Tek ne yaptığıyla ilgilenmiyordu. Oradaki senle de, o olurkenki senle de ilgileniyordu” (P5)

33. “İlham alacağım bir olaydı ya onu görmek kesinlikle mesleki hayatımda da “Evet, bunu yapmak istiyorum” dedirten bir olaydı benim için” (P5)

34. “Ben o derste süreç olarak zor bir sürece denk gelmiş olmasına rağmen benim için ne kadar keyifli, ne kadar güzel geçtiğini, hem grup süpervizyondaki diğer arkadaşlarımdan tavrı açısından hem de süpervizyon hocamın tavrı açısından düşününce böyle hayatımda gerçekten dönüp baktığımda unutmayacağım bir süreç olarak geçtiğinden bahsederken... Bana gösterilen şefkatli yaklaşımın hissettirdiği şeyle böyle gözüm doldu bayağı. Ve tam o an konuşmaya devam etmek istedim. Bir yandan cümlemi bitirmek istiyorum çünkü bir taraftan da çok çok yükseldim. Çok dolduğumu hatırlıyorum. Böyle teşekkür etmeye çalıştığım bir sırada hocamın hani “İstersen çıkabilirsin” dediği an böyle kalkıp, sınıftan çıkıp, bir nefes alıp, rahatlayıp, sonra sınıfa gelip tekrar konuşmaya devam ettiğimi hatırlıyorum” (P6)

35. “Gerçekten ben fakültedeki süpervizyon hocamdan inanılmaz memnun ve mutluydum. Sürekli yaptığı her şeyde söylediği her şeyde nasıl bu kadar şefkatli, nasıl bu kadar kabul eden bir noktada olabilir bir insan diye hem mutluluk duyduğum hem şaşırdığım bir an olmuştu gerçekten. Dediğim gibi yani hani benim o anda mesela çok net hatırladığım şey gerçekten. Çünkü hepimiz sürecin bizim için nasıl geçtiğini anlatırken nelerin kendi sürecimize eşlik ettiğinden da bahsediyorduk ve benim için gerçekten anlatırken zorlanacağım peşi sıra gerçekleşen bir sürü şeye denk gelmişti. Ama onları anlatırken gerçekten o içimin dolduğu anı düşünüyorum. Orada hocamın bana dair olan yaklaşımının güzelliğini düşündüğüm an patladı. Hani uç noktası oydu” (P6)
36. “Kabul etmenin ve yargılamamanın ne kadar bir insan için iyileştirici olabileceğini hissettim o an. Gerçekten bir insanın hayatında böyle birinin olması ve bunun bir hocasının olması gerçekten onu koşulsuz sevmesi ve kabul etmesi yüzde yüz gerekmeyen, bunu yapmak zorunda olmayan biri tarafından yapılmasının, anne ve baba olmayan biri tarafından yapılmasının ne kadar kıymetli olduğunu fark ettiğim bir andı” (P6)
37. “Söylüyorum, ama bu birazcık nasıl diyeyim? O dersin konusu gibiydi. Şu ters 8 var. Hayatın akışında kötü gider, iyiye döner. Bu her zaman akıştadır ama sadece bazen biz şu dipteyken orası belki on sene sürecektir. Ama belki iyilik bir dakika sürecektir. Ama mutlaka bir iyi bir kötü o akış sonsuza dek sürecektir. Bize bunu bir grup süpervizyonunda anlattı. Bunu öyle bir anlattı ki. Yani o görseli tanıtması ve sonrasında kendisinin yine üzerine yaptığı konuşmalar paket olarak benim için kritikti” (P3)

38. “Ve süpervizörümüz şuna dikkat çekti orada. Dedi ki “Bu öğrencinin bir savaşçı olduğunu görebiliyor musunuz?” diye bir soru sordu bize. “Kendisi bir survivor ve kendisi bir warrior” gibi bir yerden. Ve biz hepimiz dedik ki “Evet!” yani o öğrenci hayatında yaşadığı... Ebeveynlerine rağmen, ekonomik konulara rağmen, sosyal konulara rağmen işte son sınıfa gelmiş ve işte akademik olarak hala başarmaya çalışıyor falan yani tüm olumsuzluklara rağmen hayata tutunuyor. Buradaki bu bakış açısını kazanmak beni çok etkiledi. Benim çok kritik anlarımdan biriydi. “Ah vah! Bittik mahvolduk!” değil. Bilakis tüm hikaye baştan yazılabilir noktasına evrilmek” (P9)
39. “Böyle bakabilmek muhteşem. Yani o herkesin umutlarının tükendiği ya da illallah edip işte sayıp sövdüğü yerde senin bir saniye deyip hikayeyi makro perspektiften görmeye gayret etmen belki daha tanrısal bir yerden tinsel bir yerden anlamlandırmaya çalışmak bence bir yetkinlik, bir data seti ister yani. Bir beceridir. Bunu düşündüm ve vaka çeşitlilikleri arttıkça bu tarz farklı yaklaşımlarımın da artabileceğini görüp yeniden sevinip umutlandım” (P9)
40. “Yine, işte, ilk dönemdi ve ben çok kötü hissediyorum özel okuldaki stajımda. Süpervizyonda da konuşuyoruz işte bunları anlatıyordum. Ama hocanın diğerlerine mesela nasıl hissettirdi bu sana gibi sorular sorarken bana sormadığını fark ettim. Benim o anda en büyük ihtiyacım orada nasıl hissettiğimi söylemekti yani. Çünkü zaten olaylar oluyor ama nasıl hissettiğimi söylemek istemiştim. Bu bir hafta yani gerçekten çok yoğun duygularla gitmiştim. Anlatamadığımda bu beni etkilemişti gerçekten” (P2)

41. “Hani bu alandan biri ve çok güvendiğim ve sevdiğim biri olduğu için böyle yapması beni biraz hayal kırıklığına uğrattı” (P2)
42. “Farklı yapılara, farklı düşünce ve farklı yargılara sahip insanlardık o alanda. Bir yandan bence olaylara farklı bakış açıları atılıyordu ama o bakış açısını söylerken kimse böyle olmalı gibi bir yerde değil de “Bu da var’ı, Böyle bir şey olabilir miydi?” sorgulayarak bir yandan da dili bence çok suçlamamaya önem veren bir yerdeydi. Bir yandan da dediğim gibi karşı tarafta böyle bir şey olduysa önce daha destekleyen hatta anladığımı belli eden ifadeleri bazen mimiklerle, bazen sözlerle ifade eden bir gruptu. Ben kendi olayımda da o zorlandığım süreçte benim kendimi yanlış gördüğüm yerde orada hem sürece odaklanmaları, bunu tekrar hatırlatmaları. Mesela hem orda önce takdir edip karşısındakini, orada durmasını, sonrasında da “Bak böyle bir şeyler de olabilir” i de desteklemek” (P5)
43. “Bir arkadaşımın yoğun bir şekilde kendini yetersiz nitelendirdiği bir ânı hatırlıyorum... Bir şeye dair müdahale etmekten bahsediyordu ve işte “Bunu yapacağım ama çok yetersiz hissediyorum. Ben bunu nasıl yapacağım ki? Benim bunu yapmaya yetkim yok” gibi çok yoğun konuştuğu, fiziksel olarak da kızardığını gördüğüm, sesinin artık teklemeye başladığı bir evreyi hatırlıyorum. Orada sadece ben değil ama gruptaki diğerleri bu akranın bu kadar kaygılı hissetmesini yadırgadığımızı ama gerçekten neler yapabileceğine dair böyle somut madde madde onu konuşturmaya çalıştığımız, orada süpervizörün biraz daha edilgen kaldığı ve bizim kendi aramızda konuştuğumuz... “Bu x olayı karşısında ne yapabilirdin? Sen yetersiz hissediyorsun. Yetkisiz hissediyorsun

ama ne olabilirdi bunun karşısında?” diye böyle onunla konuşup onun “Böyle şu olabilirdi, bu olabilirdi, bu olabilirdi” diye bir sürü seçenek sunduğu anda durduğumuz âni hatırlıyorum” (P6)

44. “Süpervizyonda bütün öğrenciler kendi yaşadıkları sorunları ya da başka iyi şeyleri paylaşarak anlatıyorlardı. Ama o oturumda mesela yalnızca o konuyu o kadar yoğun konuşmuştuk. Ama kimsenin şey gibi bir tavrı olmadı “Ya ben de şunu anlatacaktım, anlatamadım” olmadı. O güzeldi benim için. Çünkü oturumun sonlarında birkaç arkadaşımın süpervizöre şey dediğini hatırlıyorum “Şöyle bir şey oldu ben size onu ayrıca anlatsam olur mu?” Hiç hani şey yoktu, “Ben paylaşamadım. Hep bununla harcadık”. Hiç öyle bir şey yoktu. Çünkü olayın önemli olduğunu, arkadaşımızın ne kadar zorlandığının farkındaydık” (P6)

45. “Bir arkadaşımız okuldaki hocalardan biri tarafından sanırım rahatsız edilmişti gibisinden bir şey hatırlıyorum ama çok blur’lu bir hatıra... Hoca demişti ki “Psikolojik danışmanın bundan haberi var mı, şu var mı, bu var mı yok mu?” sormuştu. Ben şeyi belirtmiştim. Mesaj atıyorsa ekran görüntüsü almalısın vesaire belirtmiştim... Genellikle fikir verdik. Endişeliydik... Rahatsız olduk ve kendini koruması için işte belirli tavsiyeler verdik... Diğer akranlarla da çok hemfikir olduk yani. Bu bir yandan iyi hissettiren bir şey. Çünkü koruyucu bir çember varmış gibi hissettiren bir şey... Genel olarak o tedirginliği taşıyorsunuz ama bir yandan da şey gibi bir durum vardı güçlü hissetme, birlik halini hissetme durumumuz vardı bence” (P7)

46. “Ya şöyle süpervizyondaki kişilerden bir tanesinin kendi gözetmeniyle ilgili bir sorununu getirdiğini hatırlıyorum. Ve bununla ilgili yaptığımız paylaşımı hatırlıyorum. Gözetmenin tırnak içinde laubali bir davranışı olduğunu getirmişti

ve biz bu konuda ne yapabiliriz diye konuştuğumuzu hatırlıyorum. Orada öyle bir tartışma başlamıştı ki hani biz gözetmenin pratiğini düzeltmek, en azından staj bağlamında gözetmenin pratiğini belki biraz daha yola sokmak için ne yapabiliriz diye konuşmuştuk... İşte “Acaba şöyle yapsan nasıl olur? Böyle yapsan ne olur?”. Onun durumunu iyileştirmeye yönelik bir konuşma yaptığımızı hatırlıyorum” (P8)

47. “Orada peer süpervizyon yapıyorduk. Orada çok eğleniyordum. Güzel geçiyordu benim için paylaşımlar. Onları örnek verebilirim. Peer’lar güzeldi. Bireysel danışmanlıkta benim danışanım az konuşuyordu, onunki de tam tersi ona çok fazla bilgi veriyordu ve ben az konuştuğu için biraz zorlandığım bir noktadaydım. Sonra tam tersini duymak da bana şey geldi hani çok konuşması da aslında zor. Biraz da o kendi su akar yolunu bulur. Çok kişisel de bir şey ya. Onu benimsememde katkı sağlamıştı aslında danışanın o özelliğini benimsemem de yani” (P1)

48. “Akran süpervizyonunda genelde oldu. Hepimiz aynı şeyi düşünüyormuşuz. Yani bir olay oldu mesela ve ben anlattım. Dedim ki ya kendimi yetkin hissetmiyorum vesaire. Dedi ki “Ben de öyleyim. Ben de şu an bunu böyle yapamadım. Kaç hafta geçti. Çocuk hala bana anlatmıyor. Bir şeyler derste anlatıldığı gibi ilerlemiyor”. Hep öyle ilerledi akran süpervizyonunda. Tek olmadığımı hissettim. Bir şekilde aynı duyguları hissediyormuşuz süreç içerisinde. Herkes dışarıdan çok iyi, mükemmel yapıyormuş gibi görünse de içeride hissettiği öyle olmuyormuş. Hani “Evet yaptım ama karşı taraf aldı mı almadı mı bilemiyorum. Nasıl tepki verdi emin değilim. İyi miyim hala emin değilim” (P4)

49. “Çok rahatlamış hissediyordum ve yalnız olmadığımı hissetmek iyiydi. Yani gerçekten “Evet. Devam edebilirim buna. Bırakmam şu an vazgeçmem” hissiyatı geliyordu” (P4)

50. “O sırada benim için kritik olay yapan kısmı şu, ben de babamı kaybettim. Babamı yeni kaybettiğim dönemde sürekli uykuyla uyanıklık arasında hem böyle kabuslar hem sesler hem görüntüler çok fazla şey görüyordum ve bu bir seneye kadar sürmüştü. Tabi geçmiş zaman 7-8 sene olacak neredeyse. O dönemde ben hep ulan kafayı yiyorum herhalde gibi bir şeyin içindeydim. Ancak o zaman psikolojik yardım alacak maddi gücüm olmadığı için alamamıştım ve kendi içimde bir şekilde bu çözülmüştü. Ve açıkçası sonrasında da spesifik olarak bu ses konusu üzerine gitmedim hiç. O an bunun çok yaygın olduğunu aslında fark ettim. Ve yine hoca orada şeylere değinmeye başladı. Aslında anıları tekrar canlandırıldığını, kaybetmek istemediği için anılarını, sesini, bazen kokusunu bazen görüntüsünü tekrar canlandırabileceğimizi ve bunun şizoidlikle bir alakası olmadığını, çok da güvenli bile olabileceğini... Böyle bir açıklama yaptı. Ve açıkçası hem arkadaşım çok rahatladı bu noktada çünkü hani şizoid biriyle görüşme yapamaz ya. Ben de kendimle öyle bir bağ kurdum ve aslında onun getirdiği hikayeye böyle aslında çok da üzerine gitmediğim bir olay tekrar önüme geldi. Ve aslında çözüldü” (P3)

51. “İki dönem boyunca aynı süpervizyon grubunda olduğum bir arkadaşım ilk dönem asla konuşmayan asla süpervizörün sorularına işte detaylı cevaplar vermeyen kendini tabiri caizse kapatan, staj deneyimini sürekli kötüleyen ve

bundan sürekli memnuniyetsizliğini dile getiren bir tondayken ikinci dönem bu tonunda değişimler yaşanmaya başladı” (P9)

52. “Çünkü biz bir yandan da gördük ki o da mesleki olarak güçlendikçe o süpervizyon grubu içerisinde çünkü hani süpervizörümüz sürekli onu şeye davet ediyordu belli alanlarda motive edip cesaretlendiriyordu ve ne kadar da aslında içinde bu mesleği yapabilecek gücü olduğunu hatırlamaya davet ediyordu. Ve ben o daha belki içe kapanık, içe dönük arkadaşımın nasıl o grup içerisinde hafta hafta açıldığını, hatta ikinci dönem belli bir haftanın ardından hepimiz kadar dahil olduğunu ve böyle işte cıvıdayıp neşe saçtığını ve başlangıçta hiç grubu ve dinamikleri beslemezken bir anda herkes kadar besleyen herkes kadar sesi çıkan olması benim için çok kritikti bunu gözlemlemek ve görmek. Bunun üzerine süpervizyonda da hani birazcık konuştuk. Çünkü gerçekten spesifik bir anı var onun böyle hani bir anda “Hocam bu hafta çok güzel geçti” dediği ya da işte ilk defa gülerek gülümseyerek konuşmaya başladığı bir hafta var. Yani o an benim için kritik bir andı” (P9)

53. “Mesleki açıdan şeyi öğrendim açıkçası ben RAM süreci falan bu kadar uzun soluklu ve çok adımlı bir süreç olduğunu bilmiyordum. Orada psikolojik danışmanın rolü çok yokmuş. Psikolojik danışman ne kadar önerse de RAM’a gidilmesini, RAM’dan çok farklı sonuçlar da çıkabiliyormuş. Onu öğrendim mesleki açıdan” (P4)

54. “Biraz böyle sanki o süpervizyon içerisindeki şeyi deneyimlemiş oldum. “Şimdi ve burada ne oluyor?”. Orada bir mesele var gerçekten ve bir duygu da var çıkan.

Ve bu grup içerisinde çıkıyor zaten. Burada konuşulabilir. Olan şeyin adı konulabilir yani orada. Bunu görmüş oldum” (P10)

55. “Orada sınıf yönetimini öğrendim. Bu sadece sınıf yönetimi değil bir grup çalışması da olabilir. Burayı yönetebilme becerisini kazandığım için bu mesleki anlamda hep karşıma çıkacak bence yaptığım grup çalışmalarında” (P2)

56. “Bu meslekte kalıyorsak hep bir yerden de kendimize bakmanın ne kadar faydalı olacağını ve o aşamada da gerçekten çalıştığımız insanlarla da aslında görüşmek faydalı ve o alanı paylaşmak faydalı. Eğer bir şeyde çok ilerliyorsak ve tek başımıza ilerlemeye çalışıyorsak şey olabiliyor bence artık bir şeye doğru ve yanlış demeye daha net başlanabiliyor ama alanın da hiç öyle bir yer olmadığını düşünüyorum” (P5)

57. “Bazen hatalar yapsak da meslek içerisinde ya da işte küçük hatalar diyelim buna. Belki hata bile değil. İnsan olmanın doğal getirilerini yaşarken bir yandan da profesyonel çizgimizin nerede ve nasıl konumlanması gerektiğini bir yeniden hatırlamak oldu bana” (P9)

58. “Bence bizim en çok ihtiyacımız olan şey kendimize güven ve zarar vermeme korkusunu atmak üzerine çok güzel etkiledi. Demek ki beni çok aşan birine dahi ben zarar vermiyorum” (P3)

59. “Özgüvenimi arttıran bir yeri vardı çünkü kendimden çok fazla şey koyduğumu hissediyordum. bize yönergeleri verilmiş bir şey yoktu ortada. Kendimiz

oluşturuyorduk grup çalışmasını. Ve gözetmenin dahil olmadığı sadece gözlemci olduğu bir durumda böyle bir takdir almak kendi yetkinliğime, öğrendiğim şeylere ve de bunları uygulayış şeklime olan güvenimi arttırmıştı” (P8)

60. “Mesleki gelişimimde böyle küçük bir fren yapmama sebep oldu belli bir konuda. Yani bir gerçeklikle karşılaştım, bir tümsekle karşılaştım gibi bir yavaşlama hissettim orada” (P8)

61. “Bunu her akran görüşmesinde konuşuyorduk. “Nolur mesleğe başladığımızda da birbirimizi kaybetmeyelim. Birbirimize her zaman danışalım. Olur mu?” gibisinden. Çünkü zorlanacağımız anlar illaki olacak ve muhtemelen yine benzer alanlarda zorlanacağız. Veya fikir yürütebileceğimiz birbirimiz için” (P4)

62. “Aslında şeyi çok düşünmüştüm. Bu “Nasıl hissediyorsun?” u bireysel görüşmede çok kullanacağım. Bu benim önemsemişim bir şey. Çünkü karşı tarafa nasıl hissettirdiğini o anda anladım. Bunu daha çok kullanacağım. Bu benim mesleki bir şeyim olacak diye düşünmüştüm” (P2)

63. “Yok sayılmanın bende etkisini çok fazla araştırmaya başladım. Bu açıdan iyi oldu. Hani neden böyle hissettim, ne oluyor? Bunun kökeni ne? Biraz daha psikolojik danışman bakış açısıyla. O açıdan beni etkiledi sanırım, Onu bulma çabasına girdim” (P2)

64. “Kendimdeki mücadele ettiğim alanları kendi başardıklarımı kendi üstesinden geldiklerimi onurlandırmak ve onları hatırlayıp güçlenmek için bir kapı araladı bana” (P9)
65. “Dediğim gibi benim için önemli olan güvendiğim burada biraz daha hani kendi yaşadığım kaygıdan çok bu sefer gözetmenime olan güvenimin sarsılmasına kaydığımı da fark ediyorum konuştuğça. Orada bir otoriteye sırtımı dayadığım bir yere karşı yaşadığım güven kaybı” (P8)
66. “Hislerini karşındakinin kontrol edemezsin, edemiyorsun. Bunun ne kadar farkında olsam da açıkçası orada kötü bir şey olduğunda bunu çok üstlenebilen bir yerdeydim. Bunu hep böyle daha durabilmeyi öğrendim kişisel hayatımda... Kendimi kötü hissettiğimde şey oluyorum. “Bir şey var burada. Anlayabiliriz. Bir duralım ve bekleyelim” diyebiliyorum” (P5)
67. “O süreçten bu zamana yani bir senelik süreçte kişisel yaşantımda o kabul ettiğim ve gerçekten yargılamadan sadece dinlediğim arkadaşlarım, aile bireylerimi düşününce ve onların bana geri dönüşlerini düşününce aslında kişisel olarak bunun bağlarım ne kadar güzel etki ettiğini de fark ediyorum” (P6)
68. “Çevremde kendine zarar verme davranışı olan insanları daha iyi anlayabilmeme, empati gücümü arttırmada ve benim kendi hayatımda buna yönelik aslında benzer bir şeyler var mı diye sorgulamama vesile oldu” (P9)

69. “Yine aslında onda da evet ben psikolojik danışman olacağım ama böyle olmayacağım. Yani hiç beni pes ettirmedi. Yok ya ben olmayacağım falan olmadım. Evet böyle bir tarafı da var. Ben bu tarafı seçmiyorum deyip devam edeceğim” (P2)
70. “Hem böyle yapmak istediğim iş de bu ve bir taraftan böyle redler geliyor ve iş bulamıyorum ama bir taraftan da bulunduğum yerde güzel bir şey yapıyorum ve bunun güzel bir sonucunu da görüyorum aslında... Biraz daha böyle bu mesleği yapabileceğime dair kendime güvenmemi sağladı. Hem böyle gerçekten o sürece tanıklık ediyor olmak ama hem de başkalarından da duyuyor olmak süpervizyonda yaptığım olumlu şeyleri evet hani ben bunu yapabiliyordum dememi sağladı” (P10)
71. “Belki de kapı aralayan olaylardan biriydi. Birkaç tane olay vardı zaten böyle. Dedğim gibi o değişimi görmek ve iyi geri bildirim almak çok mutlu edici bir şey. Çünkü diğer işlerde pek öyle bir şey olmuyor” (P7)
72. “Mesleki olarak akademisyen olmak gibi bir şeyim çok yoktu aslında. Aslında olurmuş yani bunu da yapmak bana keyif verirmiş. Yani “Bunu niye hiç daha önce bu kadar düşünmemişim? Niye elimin tersiyle itmişim bunu? diye düşünmüştüm” (P6)

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