

Counselor Supervision in Jamaica: An Initial Exploration

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The context and conceptualization of counselor supervision in Jamaica was explored using a mixed methods design. A majority of practicum supervisors (81%) from each of the four master's level counseling programs in the country participated in the study. Descriptive survey data and individual interviews were used to explore current practices and gain perspective on future needs of the profession. Results indicate that the primary form of supervision provided is case consultation with groups of students and the supervisors indicate a need for more supervision training. Suggestions for training and development in supervision and direction for further research are discussed.

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Effective supervision of counselor trainees is crucial to ensure adequate care of clients and the development of counselor trainees into competent counselors (Bernard & Goodyear, 2004; Loganbill, Hardy & Delworth, 1982; Vallance, 2004). In societies where counseling is a new profession, the role of the supervisor becomes even more critical to the development of ethical client care and counselor practice and identity. In fact, inadequate or insufficient supervision could result in unethical practices that would undermine the identity of the profession. Though many aspects of supervision have been studied in the United States (Riggs &

Bretz, 2006; Scott, Ingram, Vitanza & Smith, 2000; Vallance, 2004; White & Queener, 2003), Carroll (1994) pointed out more than 15 years ago that little is known about how well supervision concepts, practice and activities translate into other diverse societies. Clearly, it is past time to begin the exploration of counselor supervision in other diverse societies and cultures like Jamaica.

Jamaica is a small developing country and is the largest English-speaking Island in the Caribbean with an area of 10,991 square kilometers and a population of approximately 2,660,700 people. Despite its size, Jamaica has seen a sharp rise in the number of counseling programs within the past nine years. There are four master's level counseling programs within Jamaica and a total of 16 master's level practicum supervisors. The first master's level counseling program began in 1985 and three other programs have started since 2000; however, the practice of supervision within this environment remains unexamined. Therefore, this study actively sought to understand the context, practice, and conceptualization of counselor supervision in Jamaica. However, before exploring supervision in the Jamaican context, it is important to understand the contextual foundations of counselor supervision.

Before the development of counselor supervision as a discipline, supervision models drew on psychotherapy theories such as psychodynamic, cognitive-behavioral, person-centered and systemic (Bernard & Goodyear, 2004; Bradley & Gould, 2001; Rosenbaum & Ronen, 1998). An advantage of this psychotherapeutic approach to supervision was the transferability of the theoretical supervision models to the theoretical practice of the counselor. In effect, these supervision models also trained the counselor in the theoretically based interventions. However, the focus of this type of theoretically based supervision was often very narrow, as it did not incorporate a broader range of information and interventions that could facilitate the development of the supervisee (Bernard & Goodyear, 2004; Rosenbaum & Ronen, 1998). Over time, the developmental model of supervision that focused on the growth of the supervisee replaced the theoretically based models of supervision.

Current models of supervision have moved beyond psychotherapeutic models and embraced a developmental framework of supervision that focuses on how supervisees change over time and how supervision enhances the development of their professional competencies (Loganbill,

Hardy, & Delworth, 1982; Stoltenberg, 2005; Stoltenberg & Delworth, 1987). Specifically, developmental supervision assumes that (a), supervisees move through different stages of competencies; (b), each stage requires a qualitatively different supervisory environment for optimal growth to occur; and (c), supervisors need to consider the developmental level of supervisees and structure their interventions appropriately (Bernard & Goodyear, 2004; Loganbill, Hardy, & Delworth, 1982; Watkins, 1995). Additionally, Stoltenberg (2005) argues that the supervision process is essential to the development of professional competencies. Such competencies include relevant knowledge, skills, and attitudes acquired through professional training at different developmental levels (Kaslow, 2004).

Nonetheless, developmental supervision models also have some weaknesses. The narrow focus on skill building can limit the attention given to trainees' movement from one stage to another and restrict one's full consideration of how cultural and ethnic factors may affect supervision (Brown & Landrum-Brown, 1995; Estrada, Frame, & Williams, 2004). It is crucial, therefore, that models of supervision account for worldwide diversity and contextual issues within any culture that may influence supervision.

There is growing need for a global vision of counseling and psychology that moves beyond recognizing diversity within the United States and acknowledges cultures in other countries with mental health services that are uniquely suited for their needs and cultural contexts (Carroll, 1994; Gerstein & Ægisdottir, 2007; Leong & Bluestein, 2000). Focusing on counseling supervision is important in internationalizing counseling and psychology since supervisors directly influence the attitudes, knowledge and skills of counseling supervisees (Bernard & Goodyear, 2004; Brown & Landrum-Brown, 1995). However, current studies examining the impact of diversity upon counseling supervision are limited to issues found primarily within the United States and have neglected other cultures and contexts.

Specifically, the multicultural literature within counseling and counseling supervision focuses predominantly on diverse identities such as culture, gender, belief systems, race, ethnicity, socioeconomic class, and spirituality within the United States (Brown & Landrum-Brown, 1995; Edwards, Frame, & Williams, 2004; Robinson, 2005). Likewise, studies have focused solely on supervision within the cultural context of the United States (Hird, Tao, & Gloria, 2004; White, & Queener, 2003). It is necessary,

therefore, to explore constructs and models outside the North American framework in order to understand other cultural frames of reference (Leong & Bluestein, 2000). The lack of research on the practice of counseling supervision in developing areas of the world calls for an exploration of the counseling supervision orientations, practices and adaptations within specific cultural contexts such as Jamaica.

The aim of the current study was to identify and describe the practice of master's level counseling supervision in the Country of Jamaica. By examining counselor supervision in this developing country, it is hoped that unique contextual factors may be identified that will assist supervision development in Jamaica and in other similar, diverse settings. Two research questions guided the study:

1. Who provides counseling supervision for master's level practicum students in Jamaica?; and,
2. What characteristics describe counseling supervision practices in Jamaica?

Method

Participants

Out of the total population ($N = 16$), the sample for this study consisted of 13 (81%) practicum supervisors, which included men ($n = 1$) and women ($n = 12$) working in one of the Master's in Counseling or Counseling Psychology programs offered at the four institutions. The mean age was 52 years ($SD = 9$ years). Participants self-identified as Black of Caribbean descent ($n = 12$) and Multiracial ($n = 1$).

Instruments

The research team of counseling supervisors and counseling doctoral students developed a two-part instrument, the Survey of Practicum Supervision (SPS) for this project. The SPS was pilot tested on several supervisors to evaluate the items for clarity resulting in several small changes to the final form. The instrument consisted of 93 total items and took about 20-30 minutes to complete. The first part of the instrument

consisted of 24 questions that required identification of demographic or factual supervision items such as gender, age group, occupational status, educational level, professional development, experience and practice of supervision. The second part of the survey consisted of 69 items that covered five areas: conceptualization of supervision, practice of supervision, future development of supervision, ethics, and need for supervision structures.

These items were measured on a 6-point Likert scale in which 1 = *strongly agree*, 2 = *agree*, 3 = *neutral*, 4 = *disagree*, 5 = *strongly disagree*, and 6 = *don't know*. Questions were grouped into areas where responses were either to be answered in the affirmative or negative to strengthen the design of the measure. Issues related to the conceptualization of supervision in Jamaica were explored by 14 questions focused upon models used, appropriateness of models, and cultural sensitivity of models. Eleven questions asked about supervision practice and the importance given to factors within supervision, such as, cultural sensitivity, self-awareness, ethical guidelines, and goal setting.

Approximately 20 questions assessed the frequency and perceived usefulness of certain supervision interventions and tools, such as review of audio or videotapes, process notes, self-report, live observation, case consultation, and didactic instruction. In addition, 22 questions explored the supervisors' perspectives on implementing activities or strategies to further the development of culturally relevant and ethical counselor supervision in Jamaica. For example, training, courses, code of ethics, multicultural competencies, dual relationships, and licensure. The final two questions asked if the counseling supervisors felt a need in Jamaica for a systematic supervisor-training program or for an organization of counseling supervisors.

A subset of five counseling supervisors participated in the qualitative interview protocol consisting of 22 questions. Each 90-minute interview was audio-recorded and transcribed for later analysis. The questions explored five areas related to supervision in Jamaica: 1) the supervisor's conceptualization of supervision; 2) their practice of supervision; 3) their perspectives of counselor supervision; 4) their impressions of its cultural effectiveness; and 5) comments on other supervision issues not addressed in the interview. The questions served as a general guide for the direction of the interview, formulated to encourage conversation but not constrict it.

The goal was to gain a comprehensive depiction of supervision within the cultural context of Jamaica than could be obtained through the quantitative data alone (Patton, 2002; Smith & Osborne, 2003).

Research Design and Methodology

The researchers utilized a mixed method, concurrent embedded strategy in the current study (Creswell, 2009). The SPS provided a general picture of practicum supervision in Jamaica while the qualitative interview protocol focused on drawing out the meaning and experiences behind the quantitative data. This design provides a greater breadth and depth of understanding while also allowing for corroboration and clarification of diverse aspects of the same phenomena, resulting in richer insights than could be obtained by one approach alone (Johnson, Onwuegbusie, & Turner, 2007).

Procedure

All potential participants received an initial email that described the purpose of the study and contained a link to the web-based survey housed at Counselingtechnology.net. Data for participants who did not have email ($n = 2$) was collected using paper forms that were later entered into the data spreadsheets. The online link contained the informed consent for participation and the survey that consisted of questions related to demographics, professional development, conceptualization and practice of supervision, future development of supervision, and ethics. A purposive subsample of five supervisors also participated in a ninety-minute qualitative interview. The interview consisted of open-ended questions designed to draw out fuller narratives related to the phenomenological focus of the study consistent with Smith and Osborn (2003). The raw data for the study consisted of verbatim transcripts of the interviews and the completed surveys.

Analysis of Data

The researchers used descriptive statistics to reduce, summarize, and describe the quantitative data (Babbie, 2004). For most items, percentage

distribution was calculated and for the remaining items, the mean and standard deviation were calculated. Analysis of the qualitative data generated from the audiotape interviews used the Interpretative Phenomenological Analysis (IPA), process described by Smith and Osborn (2003). Consistent with IPA methodology, the primary researcher first read each interview transcript several times. This facilitated an overall picture of the participants' accounts of their experiences as practicum supervisors and aided in the identification of themes that captured the essence of the data. The primary researcher noted initial themes throughout each reading, starting with the first individual transcript. The preliminary list of emergent themes followed the sequence in which they appeared in the transcript. The researcher further reviewed the transcribed text as the clusters of themes emerged to ensure that the connections reflected the participant's actual words and meanings.

The next stage produced and logically ordered a table of clustered themes. Clusters of themes reflected the participant's concern on the particular topic. Each cluster was given a name and represented as a "master" theme in which were sub-themes with the participant's specific information. This resulted in a summary document that outlined the main themes that emerged from each participant's transcript. The researcher utilized themes derived from the first participant's transcript to orient the researcher in analyzing the remaining participants' data. The researchers then sent the document of themes to each participant respectively to check for "testimonial validity" (Creswell, 2009, Stiles, 1993). The participants read and commented on the analyses; recommending no changes to the summaries. An independent auditor also reviewed the data and master themes supporting the results as valid.

Results

Demographic Characteristics and Professional Development

Of the 16 total practicum supervisors in Jamaica, 13 participated in the study, yielding a response rate of 81%. Table 1 displays the results regarding the practicum supervisors' age, gender, employment, location, educational level and experience. The results indicating the highest degree received by the supervisors included Counseling Psychology, 11 (84%);

Counselor Education and Supervision, one (8%); and School Psychology, one (8%).

Table 1

Demographic Characteristics and Professional Development

Variable	n	%	<i>M</i>	<i>SD</i>
Age (years)			52	9
Gender				
Male	1	7.7		
Female	12	92.3		
Ethnicity				
Blacks	12	92.3		
Mixed	1	7.7		
Employment in Mental Health				
Full-time	1	7.7		
Part-time	9	69.2		
Not at all	3	23.1		
Location of Supervision				
Rural	3	23.1		
Urban	7	53.8		
Rural & Urban	3	23.1		
Educational level (Highest)				
Doctorate	1	7.7		
Masters	12	92.3		
Counseling Experience (years)			13	7
Supervision Experience (years)			6	5

Training in supervision took place in a variety of ways. Eight (60%) of the participants indicated they received their supervision training in professional seminars and workshops, three (23%) by academic coursework, one (8%) through a graduate degree in supervision, and one

(8%) through an in-service workshop provided by an employer. Only six (47%) of the 13 supervisors were members of professional mental health organizations. Of the six, five are members of the Jamaican Psychological Association (JPA) and one is a member of the Jamaican Association of Guidance Counselors in Education (JAGGE). The supervisors provided practicum supervision in two different settings. Eight (62%) provided practicum supervision at a graduate seminary, and five (38%) provided the same at a university.

Important Factors in the Supervisory Process

The SPS asked participants to respond to a series of questions about the supervisory process. All of the supervisors identified cultural sensitivity as an important factor in the supervisory process; three (23%) strongly agreed and 10 (77%) agreed. All supervisors considered supervisee self-awareness as an important factor; 11 (85%) strongly agreed and two (15%) agreed. Supervisory working relationships were also seen as important in the supervisory process; 10 (77%) strongly agreed and three (23%) agreed. Overwhelmingly, the participants indicated that adhering to ethical guidelines was important in the supervisory process; 12 (92%) strongly agreed and one (8%) agreed. Legal considerations were also seen as very important; 10 (77%) strongly agreed and three (23%) agreed. The participants also indicated that goal setting was important; 11 (85%) strongly agreed and two (15%) agreed. With respect to whether the evaluation of supervisees was an important factor in the supervisory process, 11 (84%) strongly agreed, one (8%) agreed, and one (8%) strongly disagreed.

The majority of the supervisors strongly endorsed the importance of facilitating both the personal development and theoretical knowledge of the supervisee; six (46%) strongly agreed and five (38%) agreed. All of the supervisors (100%) indicated that safeguarding client welfare was an important focus in the supervisory process. Additionally, all (100%) agreed that facilitating professional development of the supervisee and development of their skills and techniques was important in the supervisory process.

Frequency of Interventions

When asked if they frequently used a specific intervention in supervision with their practicum supervisees, the most strongly endorsed method was case consultation; nine (69%) of the respondents strongly agreed and three (23%) agreed. Case consultation involves the supervisor meeting with an individual or multiple supervisees, and giving the supervisee the opportunity to discuss and process challenging client cases with the supervisor and the group. Process notes was the next highly ranked method, where 10 (77%) of the supervisors agreed on its use, followed by self-reports where seven (54%) strongly agreed and two (15%) agreed to using self-reports with supervisees.

As for methods of supervision, 11 (85%) supervisors agreed that they frequently used live supervision and 10 (78%) agreed that they used both group supervision and individual supervision. In addition, three (23%) of the supervisors used audiotapes, and four (31%) used videotapes in their supervision practice. Finally, for teaching methods, role-play was frequently used by 11 (85%) supervisors, and lecture or didactics were frequently used by seven (54%) of the supervisors.

Perceptions of Usefulness

The supervisors also indicated their perceptions of the effectiveness of supervisory interventions and methods. Individual supervision, group supervision and self-report were indicated as very effective by all 13(100%) supervisors. Case consultation was endorsed as effective by seven (54%) who strongly agreed and five (39%) who agreed; process notes, seven (54%) strongly agreed and four (31%) agreed; live supervision, six (46%) strongly agreed and five (38 %) agreed; role-play, two (15%) strongly agreed and 10(77%) agreed. In the sample, audiotape and videotape had the lowest use and lowest endorsements of effectiveness. Two (15%) strongly agreed and five (39%) agreed.

Qualitative Interviews

The qualitative interviews complement the survey and serve as a means of deepening the descriptions of the practice of practicum supervision. The

analysis revealed three master themes consisting of seven total sub-themes (see Table 2).

Table 2

List of Master Themes and Sub-themes

Master Themes	Sub-themes
1. Practice of supervision	Supervisory alliance Methods and strategies of supervision Resources for supervision
2. Supervisee development	Supervision vs. personal therapy Professional development
3. Training and development of supervisors	Agency supervisors Institutional supervisors

Master Theme 1: Practice of Supervision

Supervisory Alliance

Three of the supervisors explained how they facilitate working alliances with supervisees. In this regard, one supervisor stated, "One must start with relationship-building" and "build rapport with the supervisees." In seeking to build this working alliance, another supervisor said that it was critical to "get feedback from the students, to hear from them, and to note their reactions." Further, a female supervisor with 20 years experience in mental health supervision stated, "the collaborative role in supervision depends on a developmental level of the supervisee."

Methods of Supervision

All of the practicum supervisors offered individual and group supervision and utilized several supervisory interventions in their practice

of supervision. Case consultations with individuals or with a group of supervisees appeared to be the most popular of all the methods used. Case consultations involve at least one supervisee presenting a case in a structured format that includes identifying data, presenting problems, tentative diagnosis, and goals of treatment. The supervisor and other members of the group offer feedback with respect to the content and processes of the case. One supervisor outlined the advantages of this method within the group setting:

Students have the opportunity to present their cases, learn to conceptualize the cases, and then share their approach and perspectives with others. They also get a chance to clarify their approach and the other students get a chance to contribute, and so their perspectives are expanded.

In terms of format, all of the participants used individual supervision. One supervisor, however, desired more individual supervision sessions with his students: "I think that six individual sessions are not enough ... with the kind of issues and needs that the supervisees have, they need more time with their individual supervisor." Three of the supervisors used live supervision in their practice of supervision. One described that she observed discretely and without comments during the sessions and she then gave her observations and feedback after the session was over. Supervisors did not often use audio and videotaping of supervisee sessions, and one supervisor explained that the resistance of the clients and agencies prevented their use.

Resources for Supervision

Three of the supervisors indicated needing more resources to facilitate the effective practice of supervision. One female participant expressed the need for more time allocation and financial reimbursement for practicum supervision. Another supervisor indicated that research in supervision was necessary, but financial resources were not available, and yet another supervisor indicated that in the setting there was the need for greater remuneration for practicum supervisors and stated, "I don't think what supervisors are paid is commensurate with the work they do."

Master Theme 2: Supervisee Development

Enhancing Professional Functioning

All the participants agreed that there should be a balance in supervision between client care and the supervisee's development. According to one supervisor, a strategy used early in the supervision process is to assess the supervisees' "performance skills such as listening, facilitating, and probing. We try to focus on the development of cognitive skills." Another supervisor outlined specific skills and conceptual knowledge of counseling that supervisees must develop:

We want to see how knowledgeable they are about the work they are doing, to what extent they know and have developed a good concept of the case, to what extent they are aware how to diagnose, how to come up with treatment, that is critical. It is just not knowledge of the treatment but how they apply it.

Furthermore, two of the supervisors alluded to the importance of recognizing the belief systems of clients, supervisees, and supervisors in the process of supervision in the cultural context. In this light, one of the supervisors explained that this was necessary because "spiritual issues play a dominant role in the culture." In addition, another supervisor indicated that the integration of theory and Christianity was an important focus of supervision.

Supervision versus Personal Therapy

Most of the supervisors were aware of the need to separate supervision from personal therapy. They all indicated the need to explore personal issues in supervision that affect client care and the counseling process, but also recognized the need to make referrals in certain cases to avoid creating any dual relationships. One supervisor noted:

When you are dealing with persons who clearly have their own struggles ... you need to know when to separate yourself as a supervisor ... and not become a personal therapist. As practicum

supervisors, you are dealing more with the developmental part that has to do with the supervisee's personal development. So, you don't take on the dual role of practicum supervisor and personal therapist.

Another supervisor described the supervisee's need for therapy in a different way. She explained, "What I usually say is, 'if you don't deal with your own issues, your bells are going to ring... when your bells are ringing, you can't hear anyone else's bells ringing, so the focus is really on yourself.'" A different supervisor noted that supervision sessions help supervisees to become aware of how they are "reacting and responding to issues... where persons are helped to see how they can deal with their issues ...in a more growth-oriented manner."

Master Theme 3: Training and Development of Supervisors

Agency Supervision

Interestingly, all five of the supervisors spontaneously indicated the urgent need to improve supervision in Jamaica. Several focused on site supervision: "What we find is that when we send our master's students to these agencies, the agency supervisors sometimes are not adequately prepared to deal with them, because they don't have master's level training." Supervisors also indicated difficulty with the physical facilities at these sites: "Many of these sites do not have well-developed counseling rooms." All of the supervisors offered strategies they felt could improve site supervision with most focusing on the need for "physically developed sites and the requirement for more supervisors to have master's degrees." Nevertheless, most conceded that agency supervisors will not have a master's level supervision qualification; however, they need some certificate level training in supervision, or they need workshops and seminars to upgrade their supervision knowledge and skills.

Institution Supervisors

All of the practicum supervisors had a master's degree in counseling or a related specialty with one having a doctorate in school psychology. However, many of the supervisors had limited training in counseling

supervision, and that training had come mostly through workshops and seminars. For example, one supervisor explained, "I have not been formally trained in supervision. I have gone to conferences and have gone to training workshops." Three of the supervisors indicated that a requirement of a master's level course in counseling supervision should be included in master's level programs. Presently, only one of the four Jamaican masters counseling programs offers a supervision course. In addition to further training in supervision, one supervisor reiterated the necessity of continued personal development: "Supervisors of masters students in institutions ... must be one step ahead ... In doing the training we also need to look on our own personal development ... we have to be doing some personal introspection."

Discussion

Demographic Characteristics and Supervisor Professional Development

The quantitative results indicated several interesting findings related to gender, part-time employment, educational level and specialty, and supervision training. Regarding gender, female practicum supervisors are over-represented in all four counseling programs. This reflects a reality in Jamaica where there are more females accessing tertiary education and entering the profession than males (Economic and Social Survey of Jamaica, 2004). However, in this context, it might be important for evaluation strategies to examine and include the needs of male supervisees and the welfare of male clients. Most practicum supervisors are still only part time employees having to work half time in their academic settings and half time as mental health professionals. The cultural context of Jamaica explains this, as counseling is still a relatively new field and there are scarce full-time positions in the profession.

In the sample under consideration, 12 of the supervisors hold master's level degrees and one has doctoral qualifications in a mental health specialty area. The vast majority gained their training in supervision through professional seminars and workshops. Although it is encouraging that the supervisors have training and experience as counselors, thereby increasing the quality of supervision provided to supervisees, few reported specific training in supervision. This is dissimilar to the United States where

master's level supervisors are often required to have additional training in counselor supervision or the completion of a certification program (CACREP Standards, 2009). These results suggest that formal training in supervision is needed (i.e., master's level courses and professional workshops and seminars) to address training needs and continued professional development.

Furthermore, the qualitative data indicated that to a great extent agency site supervisors do not possess the requisite training and skills to supervise master's level practicum students. Therefore, there is an urgent need to address the inherent weaknesses and limitations of site supervision in the Country of Jamaica.

Important Factors in the Supervisory Process

Developmentally appropriate supervision strategies promote the growth of counselors' skills and competencies, ensuring effective client care and enhancing professional functioning (Bernard & Goodyear, 2004; Stoltenberg, 2005). Both quantitative and qualitative findings suggest that supervisees' personal and professional development is an important factor in the supervisory process. The qualitative data indicated that supervisors recognize a need to explore supervisee's personal issues when they might affect client care or the counseling process. They also acknowledge the importance of avoiding potentially harmful dual relationships with supervisees by referring supervisees for personal counseling when personal concerns are beyond the scope of the supervisory relationship (Bernard & Goodyear, 2004; Campbell, 2000). These findings support ethical supervision practices and reflect an understanding of appropriate boundaries within the supervision relationship.

The training of supervisees and counselors in Jamaica should integrate an awareness of Jamaica's unique spiritual diversity, as the qualitative data indicated that spirituality was a large part of the Jamaican cultural context, and most of the supervisors practice in the institutional setting of a graduate seminary. For this reason, consideration of supervisees' integration of counseling perspectives and spirituality should be a focal point of supervision. In this regard, Aten and Hernandez (2004) emphasize the need for "supervisors to encourage supervisees to know what their chosen theoretical orientation assumes and teaches about religion" (p. 156).

In the Jamaican cultural setting, Christian denominations operate three of the four institutions that provide masters counseling programs. Therefore, while there is a need to assist students in integrating their Christian beliefs with the practice of counseling, there also must be an emphasis on awareness of all diversity and spirituality issues within the culture. An important initiative for these programs would be to offer a social and cultural diversity course. This course could provide a greater understanding of the cultural context of relationships and issues and trends in a multicultural and diverse society including such factors as culture, ethnicity, and religious and spiritual values.

Frequency of Use and Perceived Effectiveness of Supervision Interventions

Quantitative and qualitative findings indicate that both group and individual supervision were important formats utilized across all settings with case consultation being the most frequently used method. This finding is particularly relevant in the context of small developing societies where resources are limited. For instance, group supervision provides an effective forum for supervisees to learn and experience interpersonal dynamics. Additionally, group discussions combined with case presentations fosters mutual support within the group while encouraging the self-reflective process (Gillam & Crutchfield, 2001; Grigg, 2006). Moreover, these strategies are congruent with literature in that they serve as a practical and cost-effective way to educate supervisees. Although taping and reviewing supervision sessions with supervisees can provide “a means for dealing with important relationship issues” (Campbell, 2000, p. 73), the results indicate that audio and videotaping were infrequently used in supervision. The quantitative findings suggested that supervisors viewed both methods of supervision as the least effective among the listed options, while the qualitative interviews indicated client and agency resistance to these methods. It appears that practicum sites and clients are more open to live supervision with supervisors being physically present during counseling sessions. This may be indicative of what is more culturally appropriate and may warrant an increase in varying forms of live supervision.

Implications for Counseling Supervision

This study has implications for counseling supervision in Jamaica. For supervisors to realize their roles as gatekeepers to the counseling profession, they must receive training to address practicum students' developmental needs (Bernard & Goodyear, 2004; Falender & Shafranske, 2007). Both formal and continuing education workshops could effectively address this need. The training of counselor supervisors should include the areas of contextual and multicultural competencies, forging working alliances with supervisees, and cultural adaptation of various models of supervision.

Site supervision is an important context of the supervisee's development, as this is where students complete their required clinical hours. However, this was an area of serious unease for the practicum supervisors in Jamaica who expressed concern about the physical facilities and the supervision training of site supervisors. It is essential that counseling programs select appropriate sites for counselor training (Bernard & Goodyear, 2004) and if current sites possess inadequacies they should work with those sites to make needed improvements. This may mean working with sites to locate appropriate physical settings, or to enhance the setting's layout to facilitate a more conducive environment for effective counseling. This also underscores the need for a framework that supports on site supervisors with additional training in supervision.

The results also suggest a need to develop supervisors and supervisees' multicultural competencies in the context of Jamaica. An integrated course in social and cultural diversity within the master's level counseling programs could address this need. The strong influence of the Christian worldview in both the training and supervision of counselors in Jamaica suggests the need for supervisees to develop broader multicultural competencies and awareness of other diverse cultural groups within the country. This would facilitate their ability to serve clients from diverse religious groups including those indigenous to Jamaica such as Rastafarianism. Moreover, spiritual diversity is another area warranting attention within the broader framework of diverse Jamaican identities, including culture, gender, belief systems, race, ethnicity, and socioeconomic class.

It may prove helpful to conceptualize the development of counseling supervision in Jamaica using Carroll's (1994) international developmental model of supervision. The findings of the current study indicate that supervision in Jamaica is currently immersed in the first three of the seven stages which are described as follows: counseling and counseling psychology are becoming more professionalized, supervision is seen as a part of counselor training, and experienced counselors assume the roles, tasks and function of supervisors (Carroll, 1994). Recognizing this development, the next step in the process of supervision development within Jamaica would include: (a) the drafting of a Codes of Ethics for Supervisors, (b) implementing requirements for formal training in supervision, and (c) recognition of supervision training, practice, and research as essential components in counseling profession (Carroll, 1994). Moving forward with these tasks could facilitate the continued establishment and soundness of the profession of counseling within the Jamaican context.

Limitations and Future Research

Several limitations to this study related to research involving web-based surveys, while others were in relation to the qualitative element of the research. Limitations with respect to the web-based surveys as described by Rea and Parker (2005) include limited response base, self-selection, and lack of interviewer involvement. The high participation rate of supervisors to the survey and the integration of the qualitative interviews addressed most of these challenges. A limitation of the qualitative analysis is its reliance on written transcripts that do not capture the verbal inflections and articulation of the supervisors. Such verbal inflections and articulations might have provided more information about the practice and needs for development perceived by practicum supervisors. However, the primary researcher actually conducted the interviews and attempted to document such verbal and nonverbal behaviors during the interview.

A final limitation is possible bias of the researchers upon interpretation of the qualitative data. Although the primary researcher attempted to account for biases and expectations by using member checking to establish testimonial validity and an independent auditor, it is still possible that the researchers' perceptions influenced aspects of the study.

Future research should consider extending the exploration of practicum supervision within Jamaica by conducting qualitative interviews with the directors of the four counseling programs. This could provide another level of descriptive information and provide a more holistic perspective of practicum supervision in Jamaica. Since the qualitative responses of the practicum supervisors indicated concern about site supervision, future research should explore the site supervisors' experiences, perspectives, and needs related to supervision. Comparing future findings with the results of this study could produce a more complete picture of all facets of supervision within Jamaica. Finally, future research should include the supervisees' perspective of supervision and explore the supervisee-supervisor relationship within the cultural context.

Conclusion

This study has provided more insight into the perspectives and experiences of practicum supervisors within the cultural and contextual setting of Jamaica. Current supervision practices reflect the reality of a newly developed profession that uses experienced counselors to provide supervision to supervisees. It is clear that for counseling supervision to continue to grow and to help the practice of counseling to thrive in Jamaica culturally sensitive training in supervision must be developed and implemented both within and outside of the academic environment. As the counseling programs within this nation continue to grow, hopefully, the programs will address the needs of both supervisees and supervisors. Enhancing supervision and developing skilled supervisors will only enhance the skills and competence of mental health counselors within Jamaica and will facilitate the ethical and holistic development of individuals within the nation.

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