

How do Supervisors Experience their Evaluative Role in Supervision? A Qualitative Inquiry

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Counselling supervision is considered crucial in fostering the professional development and competence of novice counsellors (Bernard & Goodyear, 2009). Through a supportive supervisory relationship, supervisees acquire counselling skills and develop a professional identity. Yet inherent in the supervisor's role are evaluative, "gate keeping" functions, which are sometimes accompanied by conflict and tension between supervisor and supervisee (Nelson et al., 2008). Counsellor education programs typically provide very little training to supervisors on managing the evaluative roles in the context of counselling supervision. The overarching research goal in this study is to qualitatively understand how supervisors experience their evaluative roles in the supervision process. Counselling supervisors will take part in semi-structured interviews. The consensual qualitative research method (Hill, Thompson, & Nutt Williams, 1997) will be used to code, analyze and audit the transcribed data in order to illustrate supervisor experiences and perceptions regarding their experiences of evaluative roles. The discussion will focus on implications for supervision training and practice.