Supervision

Structured Peer Feedback Exchange in Group Supervision of Beginning Supervisors

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We examined the scope of peer feedback exchanged during group supervision of beginning supervisors throughout a semester-long doctoral-level experiential counseling supervision course. Concept mapping revealed 13 clusters representing five areas of beginning supervisors' peer feedback. Supervisors of supervisors and supervisor training programs may use these results to structure experiential supervision experiences.

Keywords: supervisor training, group supervision, peer feedback, concept mapping, supervision of supervision

Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) Standards include supervision as one of the five core areas of training in counselor education doctoral programs. Bernard and Goodyear (2014) characterized supervisor training with two essential elements: (a) involvement of both didactic and experiential components that are complementary and insufficient without one another (Borders, 2010; Stoltenberg & McNeill, 2010), and (b) the sequential experiences that are arranged in intentionally complex ways that assist learners with the experiences necessary to get consistent feedback on their practices. Even though both didactic and experiential training practices are included in accredited programs' curriculums, we have limited knowledge and understanding of the scope of supervisor training practices (Borders, 2019), particularly the processes involved in the experiential part of the training to facilitate supervisor development (De Stefano et al., 2014).

Parallel to master's-level counselor training, doctoral counselor education programs commonly utilize individual, triadic, and group supervision as the main modalities of supervision of supervision (sup-of-sup). The literature on supervisor training, however, does not seem to include an in-depth understanding of these modalities. Group sup-of-sup appears more commonly used, with a more experienced supervisor providing a model for the practices of supervisor trainees by focusing on critical supervision events (i.e., parallel process, power dynamics, multicultural considerations) and

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interventions (De Stefano et al., 2014). However, similar to group supervision of counseling (Holloway & Johnston, 1985; Prieto, 1996; Wahesh et al., 2017), group sup-of-sup has received little attention from scholars and has scarcely been addressed by researchers (Christensen & Kline, 2000; Ellis & Douce, 1994; Stinchfield et al., 2007). Bernard and Goodyear (2014) used the term "group supervision of supervision" only three times. More recently, Bernard and Goodyear (2019) suggested the term "group metasupervision" (p. 294) as a proxy to group sup-of-sup offering some new insight into the supervision process; however, it was again addressed briefly. Our limited understanding of group supervision of doctoral supervisors presents challenges for supervisor training programs to promote supervisor development via empirically based practices. Thus, studies that further examine the processes, procedures, and interventions of group sup-of-sup are warranted (Christensen & Kline, 2000).

Scholars present group supervision as a fruitful learning environment for beginning professionals, catering to the specific goals of promoting professional growth, normalizing the process, bringing awareness to group dynamics, providing objective feedback, and enhancing peer learning (e.g., Borders, 2012; Ladany & Bradley, 2011). Borders (1991) offered the Structured Peer Group Supervision (SPGS) to foster "skill development, conceptual growth, participation, instructive feedback, and self-monitoring" (p. 248) among counselor trainees and to enhance group supervision processes and outcomes. SPGS aims at helping counselor trainees develop skills to provide and receive peer feedback on their practices (Borders, 2012; Starling & Baker, 2000). Using SPGS, Wahesh et al. (2017) offered a framework to classify peer feedback in group supervision of counselor trainees in the final semester of internship. Results offered an understanding of the range of feedback counselor trainees provided about their peers' counseling sessions. The SPGS also fits for use in group sup-of-sup to facilitate supervisor development as an intentional and practical group supervision model/intervention addressing the very goals presented earlier in this paragraph.

When compared with other supervision modalities (i.e., individual and triadic), group supervision has unique benefits, such as opportunities for vicarious learning, breadth of case exposure, normalization and validation of experiences, and peer feedback in greater quantity and diversity (Bernard & Goodyear, 2019; Gazzola et al., 2014). Among these, peer feedback exchange—especially when structured—appears as a critical intervention catering to the other benefits of group supervision. Coleman et al. (2009) defined feedback as a performance evaluation conveyed verbally or in writing. There are two different types of feedback: positive and corrective (Swank & McCarthy, 2013). Positive feedback focuses on strengths and intends to reinforce those behaviors, whereas corrective feedback highlights growth areas and suggests change. Group supervision is an ideal setting for the supervisees to offer and receive both positive and corrective feedback, which could enhance the effectiveness of supervision (Borders, 1991; Linton, 2003). Particularly, intentional systems for positive and corrective feedback among peers could create opportunities to normalize and validate challenges, vicariously learn new ways of intervening, and prepare for different kinds of issues. Promotion of meaningful and productive feedback among supervisees is a best practice for clinical supervisors (Borders et al., 2014). All this literature is based on group

supervision of counselor trainees; thus, examinations of SPGS and peer feedback exchange in group sup-of-sup could offer us an understanding of structured peer feedback in supervisor training to further inform our training practices.

The content of peer feedback exchange among supervisors in training could also provide us with further insights into supervisors' cognitive development. Among the models of supervisor development, the supervision complexity model (SCM; Watkins, 1993) and the integrated developmental model (IDM; Stoltenberg, 1981) assumed supervisor training in their premises and suggested relatively more detailed descriptions for the characteristics of beginning supervisors. In the SCM, Watkins (1993) characterized beginning supervisors as low in confidence, doubtful of their abilities, and dependent on others for guidance. Feeling overwhelmed and unprepared, beginning supervisors lack awareness of their supervisory strategies and impact on the supervisees, are inflexible with structuring the sessions, and have little tolerance for ambiguity and minimal attendance to the process. In IDM, Stoltenberg and McNeill (2010) also associated beginning supervisors with high anxiety, discomfort with providing feedback, and more focused on their own reactions than their supervisees. Being more concerned about doing the right things in supervision than becoming effective in their practices, beginning supervisors need structure (e.g., checklists). Despite offering descriptions for beginning supervisors, these models primarily provided professional identity development descriptions for supervisor development process. Beyond being anxious, nervous, and insecure as a beginning supervisor, these models lacked specific examples of beginning supervisors' cognitive content in practicing supervision: an essential process of *how* supervisors develop from the beginning to the expert role (Borders, 1993; Borders et al., 2014).

In a comparison of beginning and expert supervisors' supervision cognitions, Kemer (2020) reported that beginning supervisors' thinking included more concrete and obvious knowledge statements regarding their supervision model, supervisory roles and responsibilities, and basic counseling skills, while lacking process commentary and/or immediacy. An examination of peer feedback in group sup-of-sup could further our knowledge on what is included in beginning supervisors' cognitions and cognitive process and inform supervisor training practices.

In this study, we examined the scope of peer feedback exchanged in group supervision of doctoral supervisors enrolled in a semester-long experiential supervision course. We expected to obtain a peer feedback framework for beginning supervisors including developmentally relevant cognitive content and processes. The research questions were (a) What are the areas of exchanged peer feedback throughout an experiential supervision course? and (b) What, if any, peer feedback content represents beginning supervisor characteristics?

Method

Participants

Participants in this study were eight counselor education and supervision doctoral supervisors taking an advanced supervision course during their 1st year in the program at a midsize southeastern university. The participants included one man and seven women with an average age of 29.13 years (*SD* = 4.01; range = 26-37). They self-identified as Caucasian (*n* = 5), African

American *(n = 1)*, Asian/Pacific Islander *(n = 1)*, or other race *(n = 1)*. All completed a required didactic graduate course on counseling supervision before this advanced supervision course, and one of the participants had a supervised supervision experience as part of the didactic course. Thus, participants were novices to supervision practice.

Data Collection Procedure and Analysis

We used a convenience sampling method and recruited a cohort of doctoral student supervisors enrolled in an advanced supervision course during the second semester of the 1st year of their doctoral program. The advanced supervision course was designed for the doctoral supervisors to apply their knowledge of supervision models, principles, supervisor roles, supervision modalities (i.e., individual/triadic and group), interventions, supervisory relationship dynamics, process issues, cultural considerations, ethical and legal guidelines, and evaluation. As part of the course, doctoral supervisors supervised master's students practicing counseling skills with volunteer undergraduate students in a pre-practicum course. Doctoral supervisors met with the advanced supervision course instructor (faculty supervisor and lead researcher) in a supervision group format on a weekly basis, in addition to individual supervision sessions throughout the semester. In the group, each doctoral supervisor offered two case presentations throughout the semester and received structured feedback including both positive and corrective feedback from their peer supervisors. In the last group supervision session, the lead researcher introduced the research idea and received all 10 doctoral supervisors' permission to apply to the institutional review board for a research project using the peer feedback data. Upon receiving approval, the researcher placed paper copies of the informed consent in the doctoral supervisors' mailboxes in the department and sent emails requesting that they sign and return the forms if they were still interested in participating in the study. The email also stated that if doctoral supervisors did not respond by the requested deadline, the researchers would send one more reminder, and if doctoral supervisors did not respond within 48 hours of the reminder, their peer feedback statements would not be included, honoring their right to decline participation in the study. Eight of the 10 doctoral supervisors agreed to complete the procedures of the study, and only those students' peer feedback statements were included in the data analysis.

Using a structured peer feedback exchange form to track and facilitate both positive and constructive feedback among beginning doctoral supervisors, we explored the underlying areas of beginning supervisors' peer feedback and supervision perspectives through a mixed-methods design, concept mapping (CM; Kane & Trochim, 2007). As a sequential mixed-methods design (Hanson et al., 2005), researchers employed CM to explore and understand complex abstract constructs (e.g., relationship commitment; Pope & Cashwell, 2013), and advance our knowledge by developing conceptual frameworks in each study. CM also allows researchers to examine nuanced and idiosyncratic concepts, such as peer feedback in group supervision. In this study, we followed three rounds of data collection per CM procedures: generation, structuring, and representation.

Generation of Statements

During group sup-of-sup, each doctoral supervisor provided two case presentations on their supervision sessions. Case presentations included (a) a brief overview of the session, (b) a specific or general feedback request from the group, and (c) review of a video segment of the supervisor's session. Following the case presentation and review of the segment, the peer supervisors filled out a structured feedback form. Adapted from Wahesh et al.'s (2017) study, the peer feedback exchange form was based on the premises of SPGS (Borders, 1991) and a feedback taxonomy (Coleman et al., 2009). The form included the following definitions of positive and corrective feedback with a purpose statement for using the form:

> Positive feedback stresses strengths and positive aspects of a supervisor's behavior. Positive feedback can be used to reinforce productive behaviors. Corrective feedback provides information about a supervisor's behaviors that interfere with their performance in session. Corrective feedback encourages thoughtful self-examination and can provide constructive information that serves as a catalyst for changing less productive behavior. The purpose of this form is to encourage the exchange of both positive and corrective feedback among doctoral supervisors during group supervision of supervision.

On separate pages of the form, peer supervisors were asked to write positive (enhancing aspects) and corrective (hindering aspects) feedback statements. The positive feedback statements were prompted by "Your supervision effectiveness in the session seemed to be enhanced by the following behaviors," whereas the sentence stem for corrective feedback was "Your supervision effectiveness in the session seemed to be hindered by the following behaviors." Participants wrote down two positive and two corrective feedback statements in the allotted spaces following each prompt. Once the forms were completed, the faculty supervisor facilitated discussion of the supervisor's case presentation with the peer supervisors' positive and corrective feedback. The presenting doctoral supervisor took the peer feedback exchange forms with them to review after group supervision and returned the forms to the faculty supervisor in the next group supervision.

Eight doctoral supervisors collectively provided a total of 467 feedback statements in response to 16 case presentations throughout the semester. Four researchers (one counselor education faculty, one advanced doctoral student, and two master's students) collaborated on editing and synthesis of the statements to eliminate redundancy and identify supervisee information, ensure clarity of each statement, and create language consistency across statements. After this process, we had a total of 296 peer feedback statements. Because of practical and statistical reasons (e.g., participant burnout, excessive data input), CM scholars suggested limiting statements to 100 in the structuring of statements round (Kane & Trochim, 2007; Sturrock & Rocha, 2000). Therefore, we randomly split the final set of statements in half and included one half of the statements. Despite exceeding the number of statements recommended by Kane and Trochim (2007), we chose to continue with 148 statements to retain conceptual richness and nuances of the data set.

Structuring of Statements

As part of the second round of data collection, we prepared eight packets for the sorting task. Each packet contained instructions for the sorting task, an envelope of statements printed on individual cards, and small envelopes for the sorted statements. We specifically provided the following instructions to the participants: (a) Sort the statements into piles based on similarity of the statements; (b) Please keep in mind that each statement must belong to only one pile; (c) If a statement seems to fit several piles, then you must select the one pile into which the statement best fits; however, a statement can be a pile by itself; and (d) Once you sort all the statements into piles, place each pile separately into one of the small envelopes and write a word or short phrase on the envelope describing the statements in that pile. Participants sorted the 148 statements into groups based on their conceptual similarity (Kane & Trochim, 2007). Of the stacks returned by the eight participants, the smallest number of piles in a stack was six and the largest number of piles in a stack was 22 ($M = 11.5$, $SD = 4.87$). We used this sorting data to obtain the preliminary representations of the beginning supervisors' peer feedback.

To conduct the statistical procedures, we used the statistical program R (R Core Team, 2017). We first created a group similarity matrix to condense participants' sorting data into one data set. Using the group similarity matrix as the input data, we then ran a two-dimensional, nonmetric multidimensional scaling (MDS) analysis to obtain a visual representation of participants' statements. MDS produced (a) a point map showing the location of each statement on the two-dimensional map, and (b) a stress value denoting the point map's ability to represent the grouping data. We reviewed the consistency among the sorters' conceptual view of the data via the stress value obtained from the MDS. Providing evidence on the two-dimensional solution fit, the stress value in our results (.294) was slightly above the recommended value of .285, while being within the range of yielded values from approximately 95% of CM studies (.205–.365; Kane & Trochim, 2007). MDS results also yielded a point map, which provided a visualization of the proximity among statements. Finally, we conducted a hierarchical cluster analysis with the coordinate values of each statement from MDS to obtain a dendrogram, another visual representation for the data.

Two of the research team members (the counselor education faculty and one of the master's students) worked on the point map and dendrogram to create the preliminary list of clusters and the cluster map representing underlying structures of the data. Before working on the data, we had a meeting to plan for the data analyses during which we emphasized the constructive nature of the collaborative work between the researchers on CM data analyses and the necessity to keep the potential influence of faculty researchers' knowledge and experiences on observation of certain clusters in check. In this meeting, the faculty researcher presented and discussed her experiences with supervising and researching beginning supervisors, as well as using CM in other research studies, as a way of bracketing. The student researcher took the lead

on initial development of the preliminary clusters and met with the faculty researcher to discuss her observations of the data. After several meetings, the faculty researcher and student researcher reached a consensus on preliminary clusters and cluster map and pursued an external auditor feedback (another counselor education faculty with experience on the subject). The external auditor reviewed the preliminary clusters and cluster map for the appropriateness of the statements in their respective clusters and locations on the map. The two research team members reviewed the 10 suggestions for the statement assignments and cluster label revisions, then applied eight revisions to prepare the preliminary cluster list and map for the last round of data collection.

Representation of Statements (Focus Group)

In this round, three of the eight doctoral supervisors attended the focus group to review, discuss, and revise (if necessary) the 13 preliminary clusters and map of the results. CM suggests that participants be involved in three different rounds of data collection; however, a small group of participants attending the final round, focus group, is expected and a common practice (Kane & Trochim, 2007). The focus group participants worked on the equanimity of assigned statements to the clusters, suitability of the cluster labels, and labeling areas of the clusters as well as the two dimensions of the final cluster map. The three participants of the focus group had rich discussions on the interpretation of the clusters and their assigned statements and finalized the results. Completing CM procedures with participants' input and voice is considered as integration of testimonial validity—an effort to increase trustworthiness of the data analyses and results and to decrease potential bias from the researchers' interpretation of the data (Bedi, 2006).

Results

In a semester-long experiential supervision course, eight doctoral supervisors generated 148 peer feedback statements during group supervision of their supervision practices. These statements were organized into 13 clusters representing a wide range of feedback for their peers' supervision sessions. The visual representation (see Figure 1) and descriptions for each of the clusters (see Table 1) showed conceptual relatedness as well as distinction across the clusters, revealing five areas of peer feedback.

The first area of doctoral supervisors' peer feedback, improvement areas for session progress, appeared in the upper right quadrant on the map and consisted of three clusters: "missed opportunities to facilitate supervisee's exploration and processing," "missed opportunities to attend to immediate tasks/content of a supervision session," and "missed opportunities to address here and now/process." As represented in the names of the clusters, this area included peer feedback on missed opportunities to intervene in the observed sessions.

The second area of peer feedback, barriers to supervisory working alliance, displayed in the bottom right quadrant, involved three clusters: "supervisor's
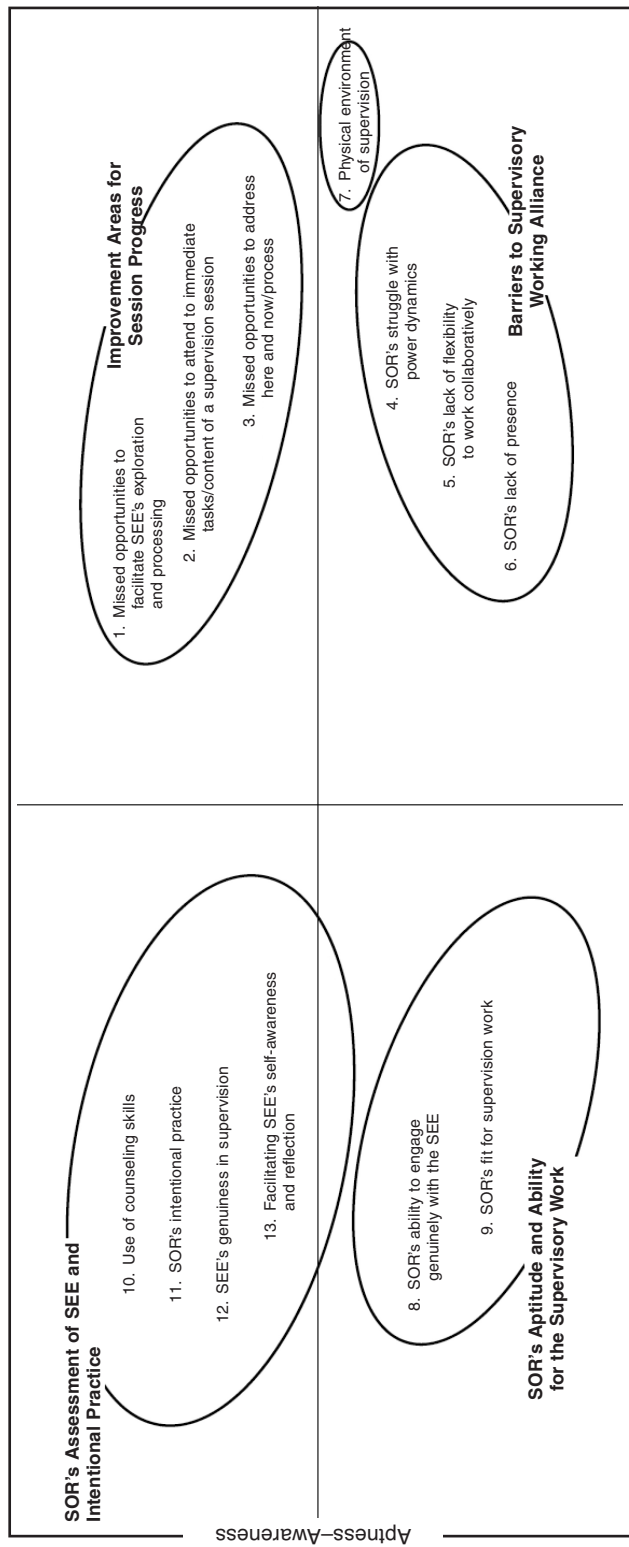
FIGURE 1

Two-Dimensional Cluster Map With Areas of Feedback for Group Supervision of Supervision

Note. SEE = supervisee; SOR = supervisor.

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TABLE 1

Group Supervision of Supervision Peer Feedback Areas, Clusters, and Descriptions of Clusters

Cluster	Description
Area 1: Improvement Areas for Session Progress	
1. Missed opportunities to facilitate SEE's exploration and processing	Feedback encouraged use of the "counselor hat" in supervision and personalizing the supervision process to the SEE to foster self-reflection and personal growth that will ultimately impact the SEE's interactions with clients (e.g., "Not exploring more of the SEE's emotions and experiences around the topic being discussed"; "I think it's OK to wear the counselor hat here").
2. Missed opportunities to attend to immediate tasks/content of a supervision session	Feedback addressed more direct interventions and intentionality in application of interventions related to supervisory goals (e.g., "The SEE needs task focus [tell them exactly what to do], even if it is different from your natural style").
3. Missed opportunities to address here and now/process	Feedback regarding lack of interventions and appropriate awareness of the here and now/process, resulting in missed opportunities to attend to the nonverbal behaviors and emotional expressions of the SEE (e.g., "The SEE used the word 'afraid' in the first segment. I get the feeling that they were being vulnerable and genuine, and I wonder how they would have responded if you attended to that").
Area 2: Barriers to Supervisory Working Alliance	
4. SOR's struggle with power dynamics	Feedback addressed supervisory dynamics highlighted by a hierarchy that may be perceived from both the SOR and SEE, which hinder rapport building (e.g., "Having to avoid issues with the SEE takes so much energy, which makes supervision difficult").
5. SOR's lack of flexibility to work collaboratively	Feedback addressed the SOR's directedness and rigidity in the work with the SEE (e.g., "Be flexible and adapt your style to fit the SEE's needs").
6. SOR's lack of presence	Feedback regarding the SOR's behaviors and nonverbal communication, which affected the SOR's ability to build rapport (e.g., "There was a brief moment where you were looking at your pen, and I sensed you were a little bored").
Area 3: Physical Environment of Supervision	
7. Physical environment of supervision	Feedback addressed the setting of supervision and elements that may have created a barrier between the SOR and the SEE (e.g., "The table and setup of the room is not good").
Area 4: SOR's Aptitude and Ability for the Supervisory Work	
8. SOR's ability to engage genuinely with the SEE	Feedback concerning the SOR's ability to build rapport, create a safe space, communicate, and be present with the SEE, evidenced by their demeanor and the working relationship with the SEE (e.g., "Being engaged in the session evidenced by your even tone, presence, practicing the here and now, and adjusting your body language").
9. SOR's fit for the supervision work	Feedback about innate or developed traits, as well as supervisory style, that enhanced the supervision session (e.g., "Your wealth of information and passion for the students is evident, and that enhances the session").

(Continued)

TABLE 1 (*Continued*)

Group Supervision of Supervision Peer Feedback Areas, Clusters, and Descriptions of Clusters

Cluster	Description
Area 5: SOR's Assessment of SEE and Intentional Practice	
10. Use of counseling skills	Feedback regarding the appropriate use and delivery of counseling skills within the supervision session (e.g., "Using reflection of feelings").
11. SOR's intentional practice	Feedback addressed the SOR's ability to wear different hats and make efforts to adapt the supervision to the SEE through use of various counseling, supervisory, and educational interventions (e.g., "The SOR is clear about the professional behaviors, the rating scale as well as clarifying and standing their ground"; "Being self-aware about your own feelings toward suicide assessments and how long a session may be based on your experiences with clients").
12. SEE's genuineness in supervision	Feedback concerning the SEE's ability to be genuine within the supervisory relationship (e.g., "The SEE seems very comfortable sharing their real reaction with you").
13. Facilitating SEE's self-awareness and reflection	Feedback on the SOR's ability to promote autonomy in the SEE as well as to facilitate the SEE's self-awareness and receptivity to address personal struggles that impact their counseling and supervisory relationship (e.g., "Staying with the SEE and allowing them to discuss their thoughts"; "Being supportive with the SEE about their fear and apprehension about 'doing the dance.'").

Note. SEE = supervisee; SOR = supervisor.

struggle with power dynamics," "supervisor's lack of flexibility to work collaboratively," and "supervisor's lack of presence." This area included feedback on the factors (i.e., supervisor- and/or supervisee-related) that impeded supervisor's ability to build a working relationship with the supervisee. As a transitional area between the first and second areas, "physical environment of supervision" appeared as the third area of feedback in the bottom right quadrant of the map and included statements regarding physical barriers (e.g., room setup, belongings) that could influence session progress.

Supervisor's aptitude and ability for the supervisory work was the fourth area of doctoral supervisors' peer feedback and was located in the bottom left quadrant of the map hosting two clusters: "supervisor's ability to engage genuinely with the supervisee" and "supervisor's fit for the supervision work." This area alluded to a supervisor's innate traits and/or developed characteristics as well as supervisory style.

Supervisor's assessment of supervisee and intentional practice was the fifth area, which appeared on the upper left quadrant of the map and represented four clusters: "use of counseling skills," "supervisor's intentional practice," "supervisee's genuineness in supervision," and "facilitating supervisee's self-awareness and reflection." This area included feedback on the supervisor's ability to wear different hats as a supervisor and make efforts to adapt the supervision to the supervisee through use of various counseling, supervisory, and educational interventions.

In Figure 1, the five peer feedback areas and their 13 clusters are laid out on two conceptually meaningful dimensions. Starting from the left side of the map to the right side, Dimension 1 represented a continuum of feedback areas from adaptable to rigid supervision practices of the supervisor. From the bottom to the top of the map, the scope of feedback in Dimension 2 ranged from aptness to awareness of the supervisor.

Discussion

In the current study, we examined the scope of peer feedback exchanged in group supervision of a group of 1st-year doctoral supervisors enrolled in a semester-long experiential supervision course. Our results yielded a wide list of feedback statements among beginning supervisors represented by five areas of feedback for their peers' supervision sessions: improvement areas for session progress, barriers to supervisory working alliance, physical environment of supervision, supervisor's aptitude and ability for the supervisory work, and supervisor's assessment of supervisee and intentional practice. In addition to the scope of supervision feedback areas, we also observed traces of developmental characteristics of beginning supervisors' thinking in the view of current literature.

Areas of Beginning Supervisors' Peer Feedback

Consistent with the peer feedback exchange form used in the current study, beginning supervisors' feedback areas for each other's observed practices included both positive and constructive feedback. Across these two feedback types, exchanged peer feedback included critical components of supervision practices, such as assessment of the supervisee and their work, the supervisory working alliance, the supervisor's intentional practices, and the supervisor's competence as well as assessment of missed opportunities to incorporate interventions into the supervision sessions, engage in collaboration, and manage power dynamics.

We obtained two positive areas of peer feedback among beginning supervisors: supervisor's aptitude and ability for the supervisory work and supervisor's assessment of supervisee and intentional practice. In the first area, beginning supervisors seemed to focus particularly on their peers' innate traits and developed personal characteristics as well as their supervisory style, and more specifically, their dispositional readiness to supervise. The second area appeared to highlight transitional/adaptable supervisor characteristics from counseling role to supervisory and/or educational roles, such as assessing the supervisee, using counseling skills to facilitate the supervisee's growth, and intervening accordingly. Similar to previous research findings (e.g., Kemer, 2020; Kemer et al., 2019), beginning supervisors' peer feedback indicated that being genuine with supervisees, adapting microskills and process skills from counseling, and paying attention to the needs of the supervisee and necessities of the process in any given supervision session were enhancing aspects of their peers' supervision practices. In fact, beginning supervisors' positive feedback statements also paralleled expert academe (Kemer et al.,

2014) and site (Kemer et al., 2017) supervisors' supervision cognitions, encompassing intentional conceptualization and interventions of supervision practices. Thus, regardless of being a beginning or an expert supervisor, feedback about adaptation and use of counseling skills in clinical supervision appears as an enhancing aspect of supervisors' practices.

On the other hand, beginning supervisors also presented two main constructive feedback areas for their peers' practices: improvement areas for session progress and barriers to supervisory working alliance. In the first area, peer feedback highlighted missed opportunities to collaborate with the supervisee, attend to the unique needs of any given session, and intervene in the here and now. In the second constructive feedback area, beginning supervisors reported supervisor- and/or supervisee-related characteristics that impeded the supervisor's ability to build a working relationship in supervision. In a comparison of beginning and expert supervisors, Kemer (2020) reported that beginning supervisors' supervision thoughts were lacking process commentary or immediacy. Our results contradicted Kemer's findings from an inclusivity standpoint, as we observed a wide range of process commentary in our beginning supervisors' feedback for their peers' sessions. Our beginning supervisors' awareness and feedback on the process and immediacy necessities of supervision sessions, as well as depth and comprehensiveness of their feedback for each other, may be related to our sample characteristics (e.g., individual differences) as well as group modality (e.g., being exposed to each other's sessions and in-depth discussion opportunities) and interventions (e.g., format of the case presentations with the use of videos and peer feedback form) used in the supervision sessions. In other words, the supervisory processes and interventions used in sup-of-sup may have facilitated beginning supervisors' awareness and considerations of the supervision process.

As a response to their peers' supervisory strengths and needs, beginning supervisors' feedback also reflected some of the CACREP (2016) Standards for supervision at the doctoral level. For example, roles and relationships related to clinical supervision, supervisory relationship, skills of clinical supervision, assessment of supervisees' developmental level and other relevant characteristics, and opportunities for developing a personal style of clinical supervision were widely addressed in beginning supervisors' peer feedback. On the other hand, despite including traces of models of clinical supervision (e.g., different supervisory roles from the discrimination model; Bernard, 1997), beginning supervisors' peer feedback did not appear to include clear draws from supervision models. Furthermore, beginning supervisors' peer feedback did not reflect an emphasis on culturally relevant strategies. Although they engaged in discussions on multicultural considerations of their supervisory work throughout the semester, beginning supervisors did not directly offer feedback on the multicultural dynamics of their peers' supervision practices. This finding was parallel to Kemer et al.'s (2014) findings from expert supervisors of academe, highlighting limited inclusion and the importance of increased attention to multicultural considerations in sup-of-sup.

Developmental Characteristics in Peer Feedback Categories of Beginning Supervisors

Beginning supervisors' feedback on process and immediacy in their peers' sessions included both positive and constructive feedback. Thus, supporting Kemer's (2020) findings from a developmental lens, our beginning supervisors' feedback on process and immediacy was mainly focused on their peers' challenges with balancing tasks and process of supervision. Supervisor presence, flexibility, and collaboration, as well as attendance to the process of supervisory work (e.g., too much or too little task focus, lack of attention to supervisee's personal experiences influencing the counseling work or power struggles between supervisee and supervisor) were reported as the hindering aspects of beginning supervisors' supervision practices. Therefore, process commentary and working in the here and now appears to be a developmental challenge for beginning supervisors.

Furthermore, the two dimensions of the cluster map (i.e., adaptability-rigidity, aptness-awareness) were also consistent with some of the expected developmental characteristics reported in previous studies (e.g., Kemer, 2020; Kemer et al., 2014). Most specifically, beginning supervisors associated their peers' *rigidity* in their supervisory practices with missed opportunities to facilitate supervisees' exploration and process as well as collaboration with the supervisee and getting wrapped up with power struggles and lacking presence. Furthermore, supporting previous research (e.g., Kemer, 2020; Kemer et al., 2014), some of the beginning supervisors' peer feedback was rich in declarative knowledge: factual, conceptual, and propositional feedback (Anderson, 1983; e.g., "the table and setup of the room is not good," "a role-play may have been helpful in this session").

In their attempts to increase awareness of their peers' practices, beginning supervisors acknowledged areas of both strength and improvement. Particularly, outnumbering the aptness areas, beginning supervisors reinforced their peers' assessment of the supervisee and intentional practice while pointing out missed opportunities to improve session progress. In other words, beginning supervisors appeared to engage in offering feedback on increasing their peers' intentional practices (procedural knowledge/practice, a characteristic of advanced supervisors; e.g., Kemer, 2020; Kemer et al., 2014, 2017). However, despite feeling comfortable to offer detailed feedback on their peers' intentional practice, some beginning supervisors appeared to have a hard time with engaging in procedural knowledge/practices in their own supervision work. Even though they were able to observe challenges in their peers' practices, beginning supervisors did not seem to be able to apply similar observations/reflections to their own work. Therefore, utilization of case presentations with videotapes may have offered beginning supervisors with opportunities for vicarious reflections and learning.

In brief, beginning supervisors provided a comprehensive list of feedback on their peers' practices in a semester-long experiential supervision course. These peer feedback revealed a blend of rigidity and budding intentionality in beginning supervisors' practices.

Limitations

As in all research, this study also comes with limitations. First, our findings are limited to the group of beginning supervisors from one counselor education and supervision program at a specific geographic location. Another group of beginning supervisors, especially a larger and more diverse group, may have generated a different set of feedback statements with a different organizational structure. Therefore, the generalizability of our findings is limited, requiring replication studies with different groups of beginning supervisors to further understand and conceptualize the areas of peer feedback among beginning supervisors. Second, the lead researcher was also the faculty supervisor who supervised the participants throughout the semester. Although participants were invited to participate at the end of the semester, their peer feedback throughout the semester may have been influenced by the faculty supervisors' supervision practice and choices for delivery of feedback. Third, we did not compare our beginning supervisors with another group of beginning supervisors from an unstructured group supervision process. Thus, it is difficult to claim that case presentations and the structured feedback form yield more in-depth and complex peer feedback when compared with an unstructured group sup-of-sup format. Finally, the data analysis procedure may have involved specific limitations. Specifically, the random split of the full data may have led to omission of some other peer feedback that was not represented in our results. Furthermore, testimonial validity procedures of concept mapping as well as bracketing efforts may not have eliminated researchers' influence and bias on the results during editing and syntheses of the data as well as construction of the preliminary cluster map.

Implications for Further Research and Supervisor Training

Our study results yielded research and practice implications for researchers and supervisor training programs. Researchers may consider replicating this study with a different group of beginning supervisors as a comparison group. A comparison group could provide greater understanding of the in-depth and complex peer feedback provided in group sup-of-sup while offering a comparison of structured and unstructured peer feedback exchange content. In addition, we recommend using the conceptual model obtained in this study to further examine differences between supervisor trainees in different stages of training (e.g., first, third, or fifth semesters). In the present study, the supervisor trainees were in their first semester of supervision; thus, the provided feedback reflected the scope of their developmental level. An examination of supervisors from different stages of training could improve our understanding of cognitive content unique to different developmental levels, providing further understanding for the models of supervisor development (e.g., IDM, Stoltenberg & McNeill, 2010; SCM, Watkins, 1993). Finally, future studies may focus on trainees working with different supervisee profiles (e.g., easy and challenging; beginning and advanced) to determine the most helpful feedback areas. Perhaps this study would illuminate the focus of feedback and practice needs (e.g., multicultural considerations) when a trainee is working with a challenging supervisee.

In terms of training practices, supervisor training programs and supervisors of supervisor trainees may use our findings to structure the content being covered in experiential supervision courses. First, supervisors of supervisor trainees may consider paying attention to the five different areas of peer feedback in different modalities of supervision. For example, these areas may be covered not only in group sup-of-sup but also in individual/triadic sup-of-sup to broaden supervisor trainees' feedback for each other as well as reflection on their sessions. Furthermore, supervisors of supervisor trainees may also want to pay special attention to increasing discussion on supervision models and culturally relevant supervision practices in their work. Second, the focus on adaptable and rigid as well as awareness areas may provide opportunities for supervisors to normalize and validate supervisor trainees' experiences relevant to their supervisory development, in addition to creating vicarious learning opportunities and more concrete directions for growth. Finally, supervisor training programs and supervisors of supervisor trainees may use structured peer feedback exchange along with case presentations and videos in group sup-of-sup to create more discussions on common areas of enhancing and hindering supervision practices as well as process commentary and immediacy.

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