

## Section: Preliminary studies in PPT

# EXAMINING THE OPINIONS OF SENIOR UNIVERSITY STUDENTS AND THEIR ACTUAL CLIENTS REGARDING THE SUPERVISION OF PRACTICE-BASED COURSE STRUCTURED ON THE BALANCE MODEL OF POSITIVE PSYCHOTHERAPY



Ekin Özbey Duygu

Lecturer, PhD

Istanbul Medipol University (Türkiye)

Email: [ozbeyekin@gmail.com](mailto:ozbeyekin@gmail.com)

ORCID: [0000-0001-8902-9448](https://orcid.org/0000-0001-8902-9448)

Received 22.10.2024

Accepted for publication 22.12.2024

Published 22.01.2025

DOI: [10.52982/ikj254](https://doi.org/10.52982/ikj254)

## Abstract

Positive psychotherapy is one of the most comprehensive and effective therapeutic methods in psychoanalytic models. The Balance model of Positive psychotherapy is a key concept that helps not only psychotherapists and clients to detect the problem to plan a route for action but also to build hope for the future life. The study aims to examine the effectiveness of the supervision process of a practical module, "Psychological Counseling with an Individual," structured on the Balance model of Positive psychotherapy on university students having the module and their actual clients. There were 12 senior-year university students and 12 clients in the supervision process. Evaluation forms for students and clients comprised by the author were used as collection tools. The outcomes showed that including the Balance model in the sessions helped understand the psychological problem experienced, have the right action plan, and promote hope.

**Keywords:** supervision, psychological counseling, Balance model, Positive Psychotherapy

## Introduction

Psychological counselors and psychologists need to provide effective psychological help to their clients as a result of the training they receive. It is crucial for them to have knowledge and skills at the level of expertise and to reinforce these knowledge and skills with practice (Blocher, 1983). In order to be a good psychological counselor and a psychologist, it is not adequate to have a firm ground theoretical background. Hence, conducting counseling sessions is very important to have experience in the practice field. While gaining this experience, applying accurate theoretical knowledge and psychological counseling skills is essential. When the curricula determined by YÖK (The Higher

Education Council of Türkiye) are examined, 34 hours of practice in the 2007 Psychological Counseling and Guidance Undergraduate Program (PCGUP) consists of a practical module, Psychological Counseling with Individuals that have been put into effect as of the 2018-2019 academic year (Koçyiğit, 2020). The Psychological Counseling Practice with Individuals module, which is one of the practical courses in PCGUP, is the first module in which counselor candidates begin to use the psychological counseling skills and theoretical knowledge they have gained during their bachelor's degree to provide psychological help to actual clients. This module aims at counselor candidates to conduct psychological counseling with individuals using basic psychological counseling skills and

techniques under supervision (YÖK, 2007). It is possible to gain information on whether psychological counselors have sufficient theoretical knowledge or whether they can reflect this knowledge to the psychological counseling session from the reactions, skills, and behaviors they use in the sessions they conduct with the clients (Eryılmaz & Mutlu Süral, 2014). However, it is very difficult for counselor candidates to effectively use all the knowledge and skills they have learned theoretically before applying their first practice within the scope of the psychological counseling practices module (Eren Gümüş, 2015). In addition, this may become even more difficult when it is considered that encountering real clients for the first time is anxiety-provoking (Stoltenberg, 1981). Hence, in this process, counselor candidates must be supported by more competent and experienced individuals in counseling (Erkan Atik, Arıcı & Ergene, 2014). The supervision process corresponds to this need and has a critical role in psychological counselor education. In supporting the professional development of psychological counselor candidates, they must conduct psychological counseling practices with clients under effective supervision.

In the supervision processes, providing comprehensive and eclectic psychotherapy techniques is essential to meet the needs of a variety of clients with different psychological problems. Positive psychotherapy is a psychotherapeutic method with a psychodynamic, humanistic, and intercultural approach based on crucial principles that represent global identity, social identity, and the identity of everyday life (Cesko, 2024; Peseschkian, 2016). Moreover, positive psychotherapy focuses on developing positive views about people, understanding the impact of early life events on personality development, and acquiring the skills needed to fulfill their needs (Sarı, Patır & Bedir, 2024). At the heart of positive psychotherapy, the concept of the Balance model plays an essential role in having a perspective in the life of human beings. The Balance model relies on the basic principles of positive psychotherapy in which life energy is distributed to four areas of everyday life of people: psychical, achievement, relationships, and fantasy (Peseschkian, 2002). In order to understand the Balance model of positive psychotherapy, it would be helpful to explain it more comprehensively (Peseschkian &

Remmers, 2020);

1. Physical activities refer to senses and perceptions, such as eating, drinking, tenderness, sexuality, sleep, relaxation, sports, appearance, and clothing.

2. Achievement refers to activities such as successful job performance, academic life, hobbies, and money management.

3. Relationships refer to contacting a partner, family, friends, colleagues, or any social engagement in daily life

4. Fantasy is the spiritual way of looking at the world, religious practices (if a person has a religious belief), having a purpose and a meaning in life, meditation, mentality to the concept of death, self-reflection, hope, and plans

The areas mentioned in the Balance model of positive psychotherapy impact life satisfaction, self-worth, and how people approach conflicts and challenges. These are the “hallmarks of one’s personality in the here and now” (Peseschkian & Remmers, 2020). Also, the Balance model helps to holistically define and integrate individuals' biology, cognition, socio-emotion, and imagination. In this way, using the Balance model in psychological counseling gives us a bird’s eye view of psychology. By comprising this view as a psychotherapeutic approach and its positive view of the psychology of human beings, positive psychotherapy seems like an optimum approach to be used in the supervision process of practicing psychological counseling skills with senior university students. Moreover, the academic term allows practicing approximately 5 to 7 sessions with the clients. Thus, it is time efficient to integrate the Balance model of positive psychotherapy to show senior students all aspects of their clients' everyday lives in the short term.

Based on the literature review, there are several studies about practicing the Balance model in psychotherapy sessions that mostly applied to group psychotherapy (Eryılmaz, 2010; Eryılmaz, 2012; Sarı, 2018; Eryılmaz & Mutlu, 2018; Sarı and Yıldırım, 2022, Sarı, Patır and Bedir, 2024). It is essential to integrate the Balance model and basic principles of positive psychotherapy into the curriculum of university students while in the departments of psychology and psychological counseling and guidance to gain a perspective of the multi-directional approach of individuals, which is the backbone of the science of psychology. Hence, this study aims to show the efficacy of the Balance model in

supervising the module “Psychological Counseling with Individuals” for both senior students and their actual clients.

## Methodology

### 2.1. Research Design

This study was designed using the phenomenological research method, one of the qualitative research methods. According to Creswel (2007), phenomenological research focuses on the meanings of individuals' experiences. The phenomenon investigated in this study is the 14-week supervision process. At this point, the experiences of counselor candidates/senior students and clients regarding the supervision process are examined. In other words, in this study, the views of senior students and clients on the 14-week supervision process of the “Psychological Counseling with Individuals” practice module were examined.

### 2.2. Participants

The study comprises two different groups: senior university students and clients. There were 12 senior students (10 female, 2 male) who took the module of “psychological counseling with individuals” under the supervision of the author of the current study. There were 12 clients (11 female and 1 male) who were also

studying at the same university in different departments such as nursing, preschool teaching, social services, dental prosthesis technology, management information systems, media and visual art, and child development. When collecting the data and assigning the clients to the senior students, a voluntary client form was generated and assigned to the students within the university, and students who meet the criteria (not having a psychiatric diagnosis, not using any psychiatric medicines, studying in a department apart from psychology and psychological counseling and guidance, having no relation or acquainted with the senior student) were appointed to the senior students randomly.

### 2.3. Data Collection Tools

Senior students and clients filled out the supervision Evaluation Form (Table 1) and Consultancy Evaluation Form (Table 2), designed by the author of the current study, after they declared that they were voluntarily participating via Informed Consent. In both Supervision Evaluation Form and Consultancy Evaluation Form, there were 7 main questions with several subquestions within them. The questions were open-ended and score-based questions out of 10 (*shown below*).

**Table 1.**  
**Supervision Evaluation Form**

1. Evaluate the supervision process in general ( <i>Please give a score out of 10 and explain what this score means</i> ).
2. Evaluate the effectiveness of the supervision process in developing your counseling skills ( <i>Please give a score out of 10 and explain what this score means</i> ).
3. Evaluate the role of the following factors in the effectiveness of the supervision process ( <i>Please give a score out of 10 for each and explain what this score means</i> ).
a. My role as a student/psychological counselor candidate
b. The role of the faculty member/supervisor is to provide supervision
c. The role of my client
d. The role of my classmates in the same supervision group
4. What techniques did you find effective in the five-session process? Explain and comprise the role of using basic principles of positive psychotherapy.
5. Evaluate the effectiveness of conducting your sessions with the awareness of the positive psychotherapy (Balance model, using principles such as encouragement and verbalization) on the process ( <i>Please give a score out of 10 and explain what this score means</i> )
6. What are your suggestions for the supervision process to be more effective? ( <i>Please answer the question by including the answer from the aspect of a, b, c, d section of the 3rd question</i> )
7. Evaluate the level of disturbance of the problem experienced by your client out of 10:
a. Session 1 discomfort level

b. Session 5 Discomfort level

**Table 2.**  
**Consultancy Evaluation Form**

1. How would you describe your problem before starting the sessions?
2. How would you evaluate identifying the problem you are experiencing at the beginning of the sessions by the counselor candidate and setting goals for it? <i>(Please give a score out of 10 and explain what this score means)</i>
3. When you think about the five-session process's effectiveness, which points have been beneficial? When you evaluate this effect; <i>(Please give a score out of 10 and explain what this score means)</i> a. What is your role? b. What is the role of the counselor candidate? c. What are your suggestions for making it more effective?
4. What would you say about realizing the effects of your problem in four different areas of your life? How would you evaluate realizing the effects of your problem on these four dimensions? Please give a brief explanation for each of them. <i>(Please give a score out of 10 and explain what this score means)</i> a. Body b. Success c. Relationship d. Spirituality
5. In the last session, how would you rate making your plans for the future by thinking about four different areas mentioned in the 4th question? What are your feelings and thoughts? Please give a brief explanation for each of them. <i>(Please give a score out of 10 and explain what this score means)</i>
6. Evaluate how the counselor approaches your positive characteristics in dealing with your problems. <i>(Please give a score out of 10 and explain what this score means)</i>
7. How would you evaluate the solution to your problem? <i>(Please give a score out of 10 and explain what this score means)</i>

**2.4. Procedure of Supervision**

Supervision was planned to be accomplished in an academic term of 14 weeks as a practical module in the curriculum of "Psychological Counseling with Individuals" (Required, 2 Credits, -1 theoretical and 2 application-, 3

European Credit Transfer and Accumulation System (ECTS)). Hence, in the curriculum, this module included theoretical information and practice of psychological counseling skills in 5-7 sessions with the clients. The schedule of the module is shown below in *Table 3*.

**Table 3.**  
**Schedule of the Module**

Week	Content
1	Sharing the syllabus with the students Gathering expectations of the module Giving information about the general procedure
2	Giving a lecture about the role of psychotherapist as a reminder Explaining the ethical guideline Giving information about basic techniques in psychological counseling
3	Preparing the Google Form to assign suitable clients randomly to the students by deciding on the criteria Giving a lecture about Peseschkian's positive psychotherapy and its historical development and main principles
4	Giving a lecture about the Balance model of Peseschkian's positive psychotherapy and its effect on both the individual and the counseling process Randomly assigning the clients to the senior students.
5	Supervising Session 1 regarding each student (in total, giving feedback for each session,

	which was recorded and submitted to the supervisor before the course date)
6	Supervising Session 2 regarding each student (in total, giving feedback for each session, which was recorded and submitted to the supervisor before the course date)
7	Supervising Session 3 regarding each student (in total, giving feedback for each session, which was recorded and submitted to the supervisor before the course date)
8	Supervising Session 4 regarding each student (in total, giving feedback for each session, which was recorded and submitted to the supervisor before the course date)
9	Supervising Session 5 regarding each student (in total, giving feedback for each session, which was recorded and submitted to the supervisor before the course date)
10	Supervising Session 6 regarding each student (in total, giving feedback for each session, which was recorded and submitted to the supervisor before the course date)
11	Supervising Session 7 regarding each student (in total, giving feedback for each session, which was recorded and submitted to the supervisor before the course date)
12	Evaluating the whole process and discussing the effectiveness of the supervision for students
13	Evaluating the whole process and discussing the effectiveness of the supervision for clients
14	Building hope via making plans regarding the Balance model before graduation

## Analysis

The qualitative data recorded with semi-structured interviews were analyzed. In this study, which used the phenomenological method, data analysis for each question was carried out in three stages. In the first stage, important expressions or sentences among the views of senior students and clients regarding the supervision model were determined. The meanings extracted from these sentences or expressions were transformed into themes in the second stage. In the last stage, the results were translated into comprehensive definitions of the phenomenon (Crewel, 2007).

While analyzing qualitative data, the researcher focused on the validity and reliability criteria. The researcher acted according to the principle of descriptive validity (Maxwell, 1992). At this point, the opinions of the senior students and clients who participated in the study were analyzed completely. To fulfill the interpretive validity criterion, questions were asked about one stage of the supervision process and all stages holistically.

## Results

According to the information obtained from the senior students and their clients, 9 themes and 28 codes were determined to examine the opinions about the supervision process, which is structured on the Balance model of positive psychotherapy. Themes regarding the senior students' opinions about the supervision and the

clients' opinions about the counseling process are shown below.

### *a. Examining the opinions of the senior students about the supervision*

6 themes and 16 codes were formed via content analysis in examining the opinions of the senior students about the supervision structured on the Balance model of positive psychotherapy shown below.

#### *Theme 1: Positive gains of supervision structured on positive psychotherapy for senior students*

Participants were asked to answer the following questions: "Evaluate the supervision process in general (*Please give a score out of 10 and explain what this score means*)". When all the answers received from this question (n=12) were evaluated, 5 codes were formed as a result of content analysis (mean score is 9,25 out of 10 for this question). These include gaining experience, increasing awareness, providing perspective-taking, encouraging problem-solving, and increasing self-esteem.

##### **Code 1:** Gaining Experience

The senior students' opinions regarding gaining experience are as follows: "The supervision process helped me a lot to use the counseling skills that I learned via theoretical modules *to practice comprehensively.*"

##### **Code 2:** Awareness

The senior students' opinions regarding awareness are as follows: "*Using the Balance*

*model in the supervision process increased my awareness about my client's life."*

**Code 3:** Perspective Taking

The senior students' opinions regarding perspective taking are, *"Thanks to the basic principles of positive psychotherapy, I could have a wide perspective on my client's daily life."*

**Code 4:** Problem Solving

The senior students' opinions regarding problem-solving are: *"Using the Balance model in the supervision process helped me to develop my problem-solving skills for my client's problem in a concrete way."*

**Code 5:** Self-Esteem

The senior students' opinions regarding self-esteem are as follows: *"After using the Balance model in the sessions, I now believe that I will be successful as a psychological counselor."*

**Theme 2: Effective techniques used in the supervision**

Participants were asked to answer, **"What techniques did you find effective in the five-session process? Explain and comprise the role of using basic principles of positive psychotherapy?"**. This includes one common code, which is using a comprehensive developmental approach.

**Code 1:** Using a comprehensive developmental approach

The senior students' opinions regarding a comprehensive developmental approach are *"I could understand the problem, build an action plan in a bird's eye view without missing any points about my client's life."*

**Theme 3: Effectiveness of positive psychotherapy on counseling**

Participants were asked to answer, *"Evaluate the effectiveness of conducting your sessions with the awareness of the positive psychotherapy (Balance model, using principles such as encouragement and verbalization) on the process (Please give a score out of 10 and explain what this score means)"*. 3 codes were formed: awareness of the counseling process, counselor self-regulation, and building a structure for the action plan. The mean score of this question was evaluated as 9 out of 10.

**Code 1:** Awareness of the counseling process

The senior students' opinion regarding raising awareness of the counseling process is that *"I understand how to approach a client as a psychological counselor in the sessions."*

**Code 2:** Counselor self-regulation

The senior students' opinions regarding counselor self-management are: *"By using the main principles of positive psychotherapy, I learned how to manage and regulate myself as a psychological counselor."*

**Code 3:** Building a structure for the action plan

The senior students' opinions regarding building a structure for the action plan are: *"By using the Balance model, I could concretely understand how to make an action plan to solve my client's problem."*

**Theme 4: Role of the supervisor in positive gains of positive psychotherapy in supervision**

Participants were asked to answer the following questions: *"Evaluate the supervisor's role in the supervision process's effectiveness (Please give a score out of 10 for each and explain what this score means). 6 codes were formed: encouraging, providing information and guidance, providing the capacity of justice, politeness, patience, and the character strength of humor"*. The mean score of this question was evaluated as 9,25 out of 10.

**Code 1:** Encouraging

The senior students' opinions regarding encouragement are: *"My supervisor encouraged me a lot in the supervision process to develop myself."*

**Code 2:** Providing information and guidance

The senior students' opinions regarding providing information and guidance are as follows: *"My supervisor informed me about the counseling process in each step and helped me to manage the sessions."*

**Code 3:** Providing the capacity of justice

The senior students' opinions regarding providing the capacity for justice are: *"Our supervisor gave us equal time and attention in giving feedback on our sessions and approached us in the same way."*

**Code 4:** Providing the capacity of politeness

The senior students' opinions regarding providing the capacity of politeness are, *"Even when I make mistakes, my supervisor does not hurt my feelings and nicely explains my developing skills."*

**Code 5:** Providing the capacity of patience

The senior students' opinions regarding providing the capacity of patience are, *"Each week of the module, my supervisor answered my questions with patience."*

**Code 6:** Providing the character strength of humor

The senior students' opinions regarding providing character strength through humor are as follows: "Our supervisor used humor as a mediating role in the supervision to make us calm down about our anxieties."

#### **Theme 5: Role of the individual in positive gains of positive psychotherapy in supervision**

Participants were asked to answer, "Evaluate the role of yourself in the effectiveness of the supervision process (*Please give a score out of 10 for each and explain what this score means*). 4 codes were formed that use the capacity of order, time, and honesty and the character strength of openness. The mean score of this question is 7 out of 10.

**Code 1:** Using the capacity of order

The senior students' opinions regarding using the capacity for achievement are: "I was generally on time in my supervision hours and prepared my notes and feedback in an organized way."

**Code 2:** Using the capacity of time

The senior students' opinions regarding using the capacity of time are that "I gave enough time myself as a psychological counselor candidate to prepare my questions to ask my supervisor and make the plan for the next session."

**Code 3:** Using the capacity of honesty

The senior students' opinions regarding using the capacity for honesty are that "I was always open in the modules to tell my mistakes and hesitations to my supervisor."

**Code 4:** Using the character strength of openness

The senior students' opinions regarding using the character strength of openness are: "I tried to accept my mistakes and get the opinions of my supervisor and classmates to develop myself."

#### **Theme 6: Role of the classmates in positive gains of positive psychotherapy in supervision**

Participants were asked to answer "Evaluate the role of your classmates in the effectiveness of the supervision process." (Please give a score out of 10 for each and explain what this score means.) Three codes were formed: taking perspective, providing the capacity for trust, and encouraging peer learning. The mean score of this question is 7 out of 10.

**Code 1:** Taking perspective

The senior students' opinions regarding perspective are: "Listening to our supervisor's feedback on my friends' counseling process gained me a perspective about my sessions, too."

**Code 2:** Providing trust

The senior students' opinions regarding providing trust are: "I trusted my classmates about sharing my feelings and thoughts, not being told out of the class."

**Code 3:** Peer learning

The senior students' opinions regarding peer learning are, "Thanks to my classmates, I could get more opinions about management of the sessions such as technical equipment, preparing the session room, etc.)

#### **b. Examining the opinions of the clients about the psychological counseling process structured on Balance model of positive psychotherapy**

Three themes and 12 codes were formed via content analysis when examining the clients' opinions about the psychological counseling process structured on the Balance model of positive psychotherapy shown below.

#### **Theme 1: Effect of defining the problem at the beginning of the sessions in positive gains in sessions**

Participants were asked to answer, "How would you evaluate the identification of the problem you think you are experiencing at the beginning of the sessions by the counselor candidate and setting goals for it? (*Please give a score out of 10 and explain what this score means*)". 3 codes were formed: active listening and projection techniques, multi-directional and open-ended questions, and informative counseling skills. The mean score of this question is 8,5 out of 10.

**Code 1:** Active listening and using projection techniques

The clients' opinions regarding active listening and projection techniques are as follows: "*The psychological counselor candidate always gave great attention to the things I told him/her/they and summarized the situation in the association.*"

**Code 2:** Using multi-directional, open-ended questions

The clients' opinions regarding using multi-directional and open-ended questions are, "My psychological counselor candidate asked me very broad questions about my life and the effect of my problem; I felt like I could see all parts of my life."

**Code 3:** Using informative counseling skills

The clients' opinions regarding the use of informative counseling skills are: "My psychological counselor informed me about some principles of the psychotherapy sessions, my problems, and how to deal with them in a comprehensive way."

**Theme 2: Effect of Balance model (physical, relational, achievement related, spiritual/fantasy related effects of the problem on daily life) on defining the problem experienced**

Participants were asked to answer, "What would you say about realizing the effects of your problem in four different areas of your life? How would you evaluate realizing the effects of your problem on these four dimensions? Please give a brief explanation for each of them. (Please give a score out of 10 and explain what this score means)". 4 codes were formed that are raising awareness, gaining a comprehensive perspective, increasing motivation to solve the problems, and eliminating confusion experienced about the problem. The mean score of this question was 9 out of 10.

**Code 1:** Raising self-awareness

The client's opinion regarding raising awareness is that "By seeing the effects of my problem in four areas of my life, I could increase my awareness about the problem I am trying to deal with in a broader view."

**Code 2:** Gaining a comprehensive perspective via concrete information

The client's opinion regarding gaining a comprehensive perspective is, "I definitely gained a different perspective about my problem and its variety of effects on my daily life."

**Code 3:** Increasing motivation to solve the problems

The clients' opinions regarding increasing motivation to solve problems are, "Thanks to the *Balance model*, I clearly understand what is missing and problematic in my life in a better way."

**Code 4:** Eliminating confusion experienced about the problem

The client's opinion regarding eliminating

confusion experienced about the problem is, "Until these sessions, I had confusion about defining my problem and could not understand what is exactly going on in my life."

**Theme 3: Effect of Balance model (physical, relational, achievement related, spiritual/fantasy related effects of the problem on the daily life) on making plans**

Participants were asked to answer, "In the last session, how would you evaluate making your plans for the future by thinking about four different areas mentioned in the 4th question? What are your feelings and thoughts? Please give a brief explanation for each of them. (Please give a score out of 10 and explain what this score means)". 5 codes were formed: building hope, having rigid plans, increasing motivation, increasing self-confidence, and encouraging mindfulness and flow experience. The mean score of this is 8 out of 10.

**Code 1:** Building hope

The clients' opinions regarding building hope are: "I could understand what is missing in my life, and now I think when I fix those, I will have a better life in the future."

**Code 2:** Building rigid plans

The clients' opinion regarding building rigid plans is that "everything seems so obvious so that I can have a concrete plan."

**Code 3:** Increasing motivation

The clients' opinions regarding increasing motivation are: "I have the energy to act in relation to my future plans."

**Code 4:** Increasing self-confidence

The clients' opinions regarding increasing self-confidence are: "Thanks to these sessions, I feel like I have enough strength and information to deal with my problems."

**Code 5:** Encouraging mindfulness and flow experience

The clients' opinions regarding encouraging flow experience are: "I understand that I need to be in the moment, concentrate, and enjoy more of the activities I am involved in to feel better in my life."

## Discussion

The study results show that supervision structured on the Balance model of positive psychotherapy for the practical module of "individual psychological counseling" had a positive impression on both the senior students



and their actual clients in a qualitative data-based analysis. As is mentioned in a detailed way in the results section, there are many factors that students and clients found to be effective for the supervision process, such as the role of supervisor, students, classmates, the Balance model, and applying the main principles of positive psychotherapy.

When the literature is examined regarding the views on the supervision process of psychological counselors, the study of Erbaş, Koç, and Esen (2020) pointed out four themes that affect the quality of the supervision process, such as the quality of the supervisor-supervised relationship, the quality of the supervision process, contributions of supervision to the counseling process and contributions of supervision to professional-personal development. Another study by Meydan (2014) indicates that transcripts, video records, forms, thought-provoking questions, and feedback of the Micro-counseling Supervision Model (MSM) effectively teach basic psychological counseling skills and develop helping skills self-efficacy. Another study shows that supervision based on Interpersonal Process Recall (IPR) positively affects the counseling skills and self-efficacy of psychological counselor candidates (Koç, 2013). Moreover, according to the study of Eryılmaz and Mutlu (2018) investigated the effectiveness of a supervision process based on the Developmental Comprehensive Supervision Model, counselor trainee's opinions were found to be effective in increasing counselor trainees' awareness of the counseling process, knowledge about different intervention skills and gaining from group members and their feedback.

There are several other studies (Koçyiğit, 2020; Atik, 2017; Aladağ & Kemer, 2016; Bang & Park, 2009) investigated the factors of an effective supervision process and outlined the factors of transcription, audio, video recording, session summary form, and role play. In evaluating the outcomes of these studies, it can be shown that the current study contributed an innovative way to a literature review by integrating positive psychotherapy in the supervision process of senior students. There are important studies conducted in terms of the main principles and phases of positive psychotherapy (Sarı, Patır & Bedir, 2024; Sarı & Yıldırım, 2022; Eryılmaz, 2012; Sarı & Taşlıçukur, 2018; Eryılmaz, 2010; ) that shows the effectiveness of positive psychotherapy in

psycho-educational and group psychotherapy programs. It can be thought that the current study contributed to the literature review of the effectiveness of positive psychotherapy in a university-curriculum based structure.

There are some suggestions for future studies related to the method used in the current study. Although getting the opinions of the counselor and the client is essential, including quantitative data would also increase the strength of the method statistically. Hence, using quantitative and qualitative data tools will be useful in future studies. Also, comparing the results with a synchronized supervision process using another therapeutic model, such as cognitive behavioral therapy, solution-focused therapy, etc., would be beneficial to reveal the specific and distinctive role of positive psychotherapy.

## Conclusions

Overall, the study contributes essential insights to the field of positive psychotherapy in a university-curriculum education for the departments of psychology and psychological counseling and guidance. It is believed that teaching and integrating the main principles of positive psychotherapy in the curriculum of the related departments would increase university students' awareness of the factors affecting everyday life behaviors and create a practical environment via comprehensive intervention techniques to enhance the well-being of human beings.

## References

- [1]. **ALADAĞ, M., & KEMER, G.** (2016). Psikolojik danışman eğitiminde bireyle psikolojik danışma uygulamasının ve süpervizyonunun incelenmesi (Investigation of individual counseling practice and supervision in psychological counsellor education). *Bilimsel Araştırma Projesi Sonuç Raporu*. Proje No: 12 EGF 003. [In Turkish]
- [2]. **ATİK, E., ARICI, F., & ERGENE, T.** (2014). Süpervizyon modelleri ve modellere ilişkin değerlendirmeler (Supervision models and evaluations related to models). *Turkish Psychological Counseling and Guidance Journal*, 5(42), 305–317. [In Turkish]
- [3]. **ATİK, Z.** (2017). Psikolojik danışman adaylarının bireyle psikolojik danışma uygulaması ve süpervizyonuna ilişkin değerlendirmeleri (Psychological counsellor

- candidates' evaluations on individual counseling practice and supervision) (Unpublished doctoral dissertation). Hacettepe University, Ankara. [In Turkish]
- [4]. **BANG, K., & PARK, J.** (2009). Korean supervisors' experiences in clinical supervision. *The Counseling Psychologist*, 37(8), 1042–1075.
- [5]. **BLOCHER, D. H.** (1983). Toward a cognitive developmental approach to counseling supervision. *The Counseling Psychologist*, 11(1), 27–34.
- [6]. **CESKO, E.** (2024). Assessment of basic benefits of positive and transcultural psychotherapy in working with a group of multicultural students. *The Global Psychotherapist*, 4(1), 19–23.
- [7]. **CRESWELL, J. W.** (2007). *Qualitative inquiry and research design*. London, UK: Sage.
- [8]. **ERBAŞ, M. M., KOÇ, İ., & ESEN, E.** (2020). Psikolojik danışman adaylarının süpervizyon sürecine ilişkin görüşlerinin incelenmesi: Manisa Celal Bayar Üniversitesi örneği (Examining the supervision process of psychological counseling candidates: The case of Manisa Celal Bayar University). *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, (53), 183–205. [In Turkish]
- [9]. **EREN-GÜMÜŞ, A.** (2015). Bireyle psikolojik danışma uygulaması dersi kapsamında süpervizyon deneyimlerimiz: Bir vakıf üniversitesi örneği (Supervision experiences in the context of individual psychological counseling practice: A foundation university sample). *Psikolojik Danışman Eğitiminde Uygulamalı Derslerin Yürütülmesi Sempozyumu*, İstanbul, Türkiye. [In Turkish]
- [10]. **ERYILMAZ, A.** (2010). Yeniden gözden geçirme: Pozitif psikoterapi ve gelişimsel rehberlik bağlamında ergenler için amaçları genişletme programı (Revised: Expanding goals program for adolescents in the context of positive psychotherapy and developmental counseling). *Sosyal Politika Çalışmaları Dergisi*, 20(20), 53–66. [In Turkish]
- [11]. **ERYILMAZ, A.** (2012). Pozitif psikoterapi bağlamında geliştirilen ergenler için amaçları genişletme grup rehberliği programının etkililiğinin incelenmesi (Investigating the effectiveness of extending goals group guidance program for adolescents with respect to positive psychotherapy). *Eğitim ve Bilim Dergisi*, 37(164), 3–19. [In Turkish]
- [12]. **ERYILMAZ, A., & MUTLU-SÜRAL, T.** (2014). *Kuramdan uygulamaya bireyle psikolojik danışma (Psychological counselling with the individual from theory to practice)*. Ankara: Anı Yayıncılık. [In Turkish]
- [13]. **ERYILMAZ, A., & MUTLU, T.** (2018). Gelişimsel kapsamlı süpervizyon modeline ilişkin psikolojik danışman adaylarının görüşlerinin incelenmesi (Examining the views of psychological counsellor candidates on the developmental comprehensive supervision model). *Elektronik Journal of Social Sciences*, 17(65), 123–141. [In Turkish]
- [14]. **ERYILMAZ, A.** (2020). *Meta Teori: Bir Gelişim ve Psikoterapi Kuramı Olarak Pozitif Psikoterapi (Meta Theory: Positive Psychotherapy as A Development and Psychotherapy Theory)*. Nobel Yayın Evi. [In Turkish]
- [15]. **KOÇ, İ.** (2013). Kişiler arası süreci hatırlama tekniğine dayalı süpervizyonun psikolojik danışman adaylarının psikolojik danışma becerilerine, özyeterlik ve kaygı düzeylerine etkisi (Effects of supervision based on the technique of recalling interpersonal processes on counseling skills, self-efficacy, and anxiety levels of psychological counseling candidates). Doctoral dissertation, Serkan SAY. [In Turkish]
- [16]. **KOÇYİĞİT, M.** (2020). "Bireyle Psikolojik Danışma Uygulaması" Dersinde Grup Süpervizyonu Sürecinin İncelenmesi (Investigation of the group supervision process in the 'Counseling Practice with Individuals' course). *Eğitimde Nitel Araştırmalar Dergisi*, 8(4), 1116–1146. [In Turkish]
- [17]. **MAXWELL, J. A.** (1992). Understanding and validity in qualitative research. *Harvard Educational Review*, 62, 979–1000.
- [18]. **MEYDAN, B.** (2014). Psikolojik danışma uygulamalarına yönelik bir süpervizyon modeli: Mikro beceri süpervizyon modeli (A supervision model for psychological counseling practices: Micro-skills supervision model). *Ege Eğitim Dergisi*, 15(2), 358–374. [In Turkish]
- [19]. **PESESCHKIAN, N.** (2002). *Günlük yaşamın psikoterapisi (Psychotherapy of everyday life)* (Trans.: K. Toksöz). İstanbul: Beyaz Yayınları. [In Turkish]
- [20]. **PESESCHKIAN, N.** (2016). *Positive psychotherapy of everyday life*. Bloomington, USA: AuthorHouse.
- [21]. **PESESCHKIAN, H., & REMMERS, A.** (2020). Positive psychotherapy: an introduction. In *Positive Psychiatry, Psychotherapy and Psychology: Clinical Applications* (pp. 11–32).
- [22]. **SARI, T.** (2015). Pozitif psikoterapi: Gelişimi, temel ilke ve yöntemleri ve Türk kültürüne uygulanabilirliği (Positive psychotherapy: Its development, basic principles, and methods, and applicability to

- Turkish culture). *The Journal of Happiness & Well-Being*, 3(2), 182–203. [In Turkish]
- [23]. **SARI, T., & TAŞLIÇUKUR, Ç.** (2018). Pozitif psikoterapi temelli sınav kaygısı grup rehberliği programının ortaokul öğrencilerinde etkililiğinin incelenmesi (Investigation of the effectiveness of the positive psychotherapy-based test anxiety program on middle school students). *20th International Counseling and Guidance Congress*, Samsun, Türkiye. [In Turkish]
- [24]. **SARI, T., & YILDIRIM, M.** (2022). Pozitif psikoterapi temelli şükür günlükleri yazma çalışmasının ortaokul öğrencilerinin şükür ve öznel iyi oluş düzeylerine etkisi (The effect of positive psychotherapy-based gratitude diary writing on secondary school students' levels of gratitude and subjective well-being). *International Social Sciences Studies Journal*, 8(95), 620–628. [In Turkish]
- [25]. **SARI, T., PATIR, D., & BEDİR, M.** (2024). Section: Preliminary studies in PPT. Investigating the effect of a group psycho-education program on test anxiety: implementation of the Balance model within the context of positive psychotherapy. *The Global Psychotherapist*, 4(1), 9–18.
- [26]. **STOLTENBERG, C.** (1981). Approaching supervision from a developmental perspective: The counselor complexity model. *Journal of Counseling Psychology*, 28(1), 59.
- [27]. **YÖK.** (2007). *Eğitim fakültesi öğretmen yetiştirme programları (Education faculty teacher training programmes)*. Retrieved from <http://www.yok.gov.tr/> [In Turkish]