

## Assessing Quality of Online Supervision of Trainee Counsellors: The Case of Counsellor Training Institutions in Zimbabwe

<sup>1</sup>Shupikai Zebron & <sup>2</sup>Lilian Chaminuka

<sup>1</sup>Lecturer - Counselling Department Mashonaland West Region, Zimbabwe Open University, Chinhoyi, Zimbabwe

<sup>2</sup>Lecturer - Counselling Department National Centre, Zimbabwe Open University, Harare, Zimbabwe

### Abstract

*Counselling is a health profession that calls for practical training. During the COVID-19 lockdowns, many students found it difficult to get field placements unless they were already in health service jobs, which gave them the chance to meet clients in their organisations. The study set out to establish how students were supervised in the field during the COVID-19 lockdowns and how these assessments were done in a restrictive environment. Interpretive qualitative research methods were employed to gather and collect data from the students and the university supervisors. Unstructured interviews, interview guides and telephone interviews were used. The findings revealed that students had to find their own way of getting assessed and some postponed their studies due to lack of placement in the appropriate organisations. In some instances, online supervision was the only option for those who were hard to reach. WhatsApp video conferencing became convenient for trainees attached to sites that had weak connectivity and those who lacked resources that would enable connection to platforms such as zoom and teams. For those who got placement at their workplaces, the training was not as vigorous as it should be. Findings also revealed that training institutions were not prepared for global emergencies such as the COVID-19 pandemic. It is recommended that training institutions should find innovative ways for student supervision to continue flawlessly in this 4<sup>th</sup> Industrial Revolution. There is also a need for institutions' strategic plans to include resources and programmes in times of serious national or global emergencies.*

**Keywords:** Counselling, COVID-19 lockdowns, health profession

### Background to the study

The counselling profession developed in the late 1890s and early 1900s. It was interdisciplinary at inception. Before the 1900s, most counselling was in the form of advice or information giving.

### **Development of counselling in the Global North**

In the United States, counselling developed out of humanitarian concern to improve the lives of those adversely affected by the industrial revolution of the mid-to late 1800s (Aubrey, 1983). This development was influenced by the enormous influx of immigrants and the need for public education, social welfare reform movement and various changes in population make up. This could have been the genesis of the ‘melting pot’ phenomenon. Counselling at the time, emerged in the period of a major shift in the way individuals viewed themselves and others. Counselling was done by people who called themselves teachers and social reformers or advocates. The focus was on teaching children and young adults about themselves, others and the world of work. The counselling work was primarily concerned with child welfare, educational, vocational guidance, and legal reform. In their work, counsellors of the day concentrated on moral instruction on being good and doing right, and dealing with intra- and interpersonal relations (Nugent, 2009).

Later in the 1900s, Frank Parsons, who is regarded as the founder of guidance, developed the profession and focused his work on growth and prevention. He worked with Jesse B. Davis and Clifford Beers Whiteley (1984). Certification of counsellors began in the 1920s, followed by the development of theories by the likes of Carl Rogers (person-centred theory) in the 1940s. Later in the 1950s, the American Personnel and Guidance Association (APGA) was formed, and more associations followed until the 1960s when counselling was developed as a profession. Most focus in this era was on societal needs due to the rise of three events: the Vietnam war, civil rights movement and the women’s movement. Humanistic theories on societal needs were developed by Dugald Arbuckle, Abraham Maslow and Sydney Jourad. This era saw the development of behavioural counselling as well as the popularity of group movement. The 1960s saw the development of counselling ethics and licensure began in the 1970s. In the 1980s standardisation of training and certification was launched. This meant counselling was taken as a distinct helping profession. The 1990s saw the birth of the American Counselling Association (ACA). Counselling in the 21<sup>st</sup> century was inclined to the needs of clients and society, for instance, dealing with violence, trauma and crises.

### **Development of counselling in the Global South**

#### ***Brief history of counselling in South Africa***

In South Africa, the term the counselling profession is also known as counselling psychology. The profession developed due to the country’s socio-political history and the impact of apartheid (Bantjes et al., 2016). It was meant to promote the career development and

psychological well-being of the White Afrikaans speaking population. Counselling psychology was first recognised in 1974 (*Government Gazette*, 1974). Recently, the South African government has made efforts to ensure guidance and counselling provision to all people, especially the vulnerable populations. The South Africa Qualifications Authority (SAQA) ensures that guidance and counselling practitioners are appropriately qualified and registered with the relevant professional bodies (Moodley, 2021). There are various professional bodies in South Africa that include the South Africa Council for Educators (SACE), the Health Professions Council of South Africa (HPCSA) and the Psychological Society of South Africa (PsySSA). These ensure the regulation of the practitioners (Moodley, 2021).

### ***Brief history of counselling in Zimbabwe***

In Zimbabwe, counselling dates to pre-colonial times. Informal family-or kin-oriented counselling was common among the Zimbabwean populations (Mpofu et al., 2015). Counselling practice at the time revolved around education and training for life skills at every stage of human development (Chakuchichi & Zvaiwa, 2010). Senior people in the family and community were the counsellors who would assist those who needed help (Mpofu 2011). Chakuchichi and Zvaiwa (2010) also alludes to the participation of traditional healers as counsellors. The traditional type of counselling consisted of advice giving and was not regulated in any way. It would be done at the referral of the senior family members. Later, facilitative counselling was assumed by social others (Mpofu, 2015). Before regulation of the profession, government departments and civic bodies (non-governmental organisations, NGOs) ran in-house counselling workshops to equip their employees with basic counselling skills to provide HIV and AIDS counselling (Mpofu et al., 2015). Colleges and universities later introduced counselling diplomas and degree courses, respectively (Mpofu et al., 2015). This became the birth of professional counsellors, who still faced the hurdle of lacking a professional body that would regulate them (Richards et al., 2012).

### ***Regulation of counsellors in Zimbabwe***

After lobbying for a long time for inclusion in the registers of Allied Health Practitioners' Council, the intention to open a register for counsellors was under way by 2017. This came to fruition on 31<sup>st</sup> August 2018 when the intention to open the counsellors' register under Allied Health Practitioners Council was published in the *Government Gazette*. The final opening of the register was finally published in the *Government Gazette* of 26 April 2019 (No. 6 of 2000).

The established register was known as the Counsellors Register. This meant that counsellors would operate legally in Zimbabwe.

### **Online counselling**

Globally, many higher and tertiary institutions have adopted the e-learning mode or the blended learning model. Counselling programmes require work integrated learning which is meant to link tertiary students to workplaces related to their field of study. This entails that trainee counsellors must be supervised while they are on attachment. Supervision has existed for as long as talking therapy has. Most supervisors currently use online tools in their supervision, for instance, video conferencing, emails, file sharing, social media platforms and written feedback. All or most of the supervision can take place online, for example, if the supervisor and the student are separated from each other geographically (Situmorang, 2020).

### **Conceptual framework**

#### **Work integrated learning (WIL)**

Work integrated learning (WIL) often interchangeably known as work-integrated, practice-based learning is an important aspect in the learning process of counselling students. Both conventional and open distance e-learners (ODEL) are required to attain hands-on experience in counselling. Work integrated learning (WIL) is an arrangement between two resource groups, namely an educational institution and an industry or a counselling organisation, to assist learners to develop functional skills that are relevant in the world of work (Olusola, n.d.). When attached to a counselling organisation, learners can integrate theory with practice and develop a repertoire of skills, behaviour and attitudes that are essential for their career path.

#### **The concept of trainee supervision**

Wilson, Davies, and Weatherhead (2016) describe supervision as “designed to offer multi-level support in an atmosphere of integrity and openness for the purpose of enhancing reflective skills, maximising the effectiveness of therapeutic interventions, informing ethical decisions and facilitating an understanding of the use of self”. The BACP (2018) describes supervision as ‘a specialised form of professional mentoring provided for practitioners responsible for undertaking challenging work with people’. Supervision is provided to ensure standards, enhance quality, advance learning, stimulate creativity, and support the sustainability and resilience of the work being undertaken (BACP 2018a). Being supervised when one is in training thus becomes very essential. Supervision in counselling means that a trainee counsellor is monitored by another more experienced and qualified counsellor to review their counselling

practice with clients. Trainee counsellors are provided with professional guidance and growth. Bernard and Goodyear (2004) contend that supervision is an intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is evaluative and extends over time. The ongoing process of supervision promotes ongoing counsellor self-awareness and self-assessment by supervisees. Although Nelson, Nichter, and Hendrickson (2010) noted that, historically, supervision has facilitated development through face-to-face modes, it appears that, regardless of the setting in which supervision is delivered, the purpose is the same. Hence, the use of on-line supervision on trainee counsellors during and after the COVID-19 lockdowns. Supervision enhances professional gate keeping.

## **Review of related literature**

### **E-learning/online supervision**

Electronic learning, or e-learning, is education based on modern methods of communication including the computer and its networks, various audio-visual materials, search engines, electronic libraries, and websites, whether performed in the classroom or at a distance (Gul, 2015; Liu, Wu & Chen, 2013).

Globally, training institutions were not ready for disasters such as the COVID-19 lockdowns that forced people to be confined indoors. Learning at all levels adopted the online model, which to some extent, benefited those who had resources meant for online learning. E-learning and blended learning models were adopted globally when physical contact was very minimal. Counselling, as a practical profession, adopts a work-integrated learning model in its training to acquaint learners with the work environment. This means that supervision is needed to ensure quality learning, apart from the face-to-face model. Online supervision has also been adopted to accommodate attachments in the diaspora and in times of disaster like the recently experienced COVID-19 lockdowns. Online supervision includes video conferencing, emails, file sharing, social media platforms, and written feedback.

### **The role of supervision**

Supervision ensures monitoring of trainees' sessions by more experienced and qualified counsellors. This gives professional guidance and ensures there is professional growth. Trainees gain skills with real clients presenting 'real' issues. During supervision, trainees' sessions are evaluated and suggestions on improvement discussed. According to the British Association for Counselling and Psychotherapy (2018), supervision is usually a formal but

collaborative process that involves regular ‘consultative support’ where two or more people form a ‘supervisory alliance’ with shared objectives about how to work together constructively. This provides a safe, ethical and competent service to the clients. In supervision, all things being equal, there is usually consultation of trained and experienced supervisors. On some occasions, ‘peer supervision’ is undertaken before the actual supervision. It is always important to ensure that competent and experienced practitioners are assigned the supervision role. In this way, their additional skills and knowledge ensure good practice.

When supervision of trainee counsellor is effectively done, the support they are given ensures that they stay grounded and maintain professional and ethical boundaries. Ethics are the guiding principles that a counsellor is required to uphold when dealing with clients. Most important is confidentiality, which is considered the cornerstone of this ‘helping profession’. Apart from being conversant with professional and ethical boundaries, supervision of counsellor trainees ensures that trainees develop both theoretical and practical knowledge. Psychological theories that make trainees understand and assess human behaviour are applied during work-related learning. During supervision, the trainee is assessed to ensure they can utilise their knowledge of these theories spontaneously and effectively. It is during supervision that assessment is considered on how trainees enforce self-care. This is an essential aspect of helping professionals to circumvent burnout. It is mandatory that counsellors find time to engage in activities that ensure they debrief and take care of their mental health after carrying ‘burdens’ of their clients. Overall, supervision enhances professional gatekeeping. Thus, supervision ensures that standards are upheld, quality is enhanced, learning is advanced, and there is stimulation of creativity in the learner. Supervision also ensures that sustainability is supported, while the trainee becomes resilient when undertaking mental tasks.

### **Supervision of trainee counsellors as an educative process**

According to Watkins (2016), supervision contributes to two outcomes, namely reduction of supervisee anxiety, shame and self-doubt and better quality of therapeutic practice. Thus, the supervisors strive to embrace, empower and enhance the therapeutic potential of the supervisee with whom they have the privilege to work (Watkins, 2012). For the supervision to succeed, there should be positive supervision relationship factors that include:

- a) A cogent supervisory rationale ( adaptive educational explanation)
- b) A supervisor who believes in the efficacy of supervision and the specific supervision that is being delivered

- c) A supervisee who believes in the supervisory expertise of the supervisor and embraces the supervision being delivered
- d) Utilisation of supervision actions that constructively engage the supervisee and provoke change (Watkins, 2016).

In addition, there are three aspects that Watkins (2016) outlines. These include allegiance, expectations and interventions. The assessments can be beneficial and effective when the supervisor and supervisee are cognisant of belief in the power of supervision, are capable of addressing and fulfilling expectations of both parties and when their interventions clearly correspond with the articulated supervisory rationale.

### **Why is supervision important for a trainee counsellor?**

Supervision has at its core three main functions that are inclusive of:

- 1) Supervision as a valuable way of "checking in" with a more experienced practitioner thus supporting and ensuring counsellors stay grounded, maintain professional and ethical boundaries, develop their knowledge, both theoretically and practically, as well as focus on self-care to avoid "burnout".
- 2) The trainee counsellors who can reflect on their own practices and gain an insight into their performance by discussing counselling sessions with a supervisor and getting feedback.

Supervision falls into three main areas, with ethics being the priority.

- i) Formative (i.e., growth-based): the supervisor shares their experience teaching the counsellor.
- ii) Normative (i.e., monitoring-based): the supervisor asks the counsellor to account and justify their work.
- iii) Restorative (i.e., support-based): the supervisor offers support if the counsellor is struggling with an ethical issue or an aspect of their practice.

### **What happens during on-line supervision?**

During supervision, supervisees express their worries and difficulties to their supervisor. This is when trainees discuss their knowledge gaps, difficult cases they encountered and dilemmas faced during their practice. When supervisees discuss what happened in a counselling session, their therapeutic relationships are explored in order to ensure good practice is developed. Areas of concern include the effects of gender on a counselling relationship, the effects of differences,

for instance, race, class, or disability upon the relationship, levels of openness between counsellor and client and whether there is a sense of connection or distance between them.

Theoretical understandings are explored and theory is linked to practice as alluded to in the previous section. The supervisor checks whether the supervisee is working ethically as dilemmas can occur. The supervisor also checks if ethical frameworks are being properly followed. The supervisee and the supervisor maintain appropriate boundaries in therapeutic and supervisory relationships. Such observation of boundaries is important to enhance the trainee's ability to dichotomise issues, especially on the separation of professional and personal mental baggage. Failure to dichotomise what happens during sessions and one's life can lead to burnout. In supervision there is an honest discussion regarding the relationship between a supervisee and a supervisor. The supervisor points out on aspects that have been well or badly handled and takes the trainee through the possible way the session could have been done better.

Working with the supervisor ensures that anything that is blocking the trainee from being fully present with clients and from being accepting, empathetic and genuine is checked. For example, aspects such as personal issues, irritation with a client, feeling afraid or uncomfortable with a client, race, religious and cultural differences between counsellor and client, sexual attraction and others.

### **Types of online supervision**

Online supervision can take three forms that include individual, triads and group supervisions. The individual mode is a one-on-one supervision between the supervisor and the trainee counsellor as he/she is in a counselling session or reflecting on various counselling processes. Triads involve two or more trainee counsellors who become observers, noting down comments that would be discussed later. The other trainee would be the counsellor. This can be a form of peer supervision. Finally, there is the group supervision mode. This is whereby each trainee provides a brief general overview of the week's activities followed by a presentation of one specific item for discussion.

### **Benefits of online supervision**

Online supervision gives the trainee the opportunity, especially those who cannot afford to be physically in an institution or who failed to get the chance for face-to-face tuition to be assessed (Martin et al., 2017). Integration of technology provides the means for individuals anywhere around the world to "log in" to join the supervision discussions. Thus, distance barriers are



overcome. There is flexibility and convenience as benefits of the online approach of trainee supervision. Trainees and their supervisors get the opportunity to participate in the supervisory process from any location. Such supervision allows for access regardless of geographic location. A supervisor who is also connected remotely can monitor the counselling session live. This can be possible with the advent of platforms such as Teams, Google Meet, Zoom and other online platforms that enable video calling.

The online model can be considered cost effective. Lengthy commutes and financial barriers associated with the transportation costs of driving to supervision is avoided. For open and distance electronic learning (ODEL) students, there is easy accommodation through online supervision given the flexibility of online approach.

## **Methodology**

Research methodology is a central aspect of the study as it addresses what, how and why questions of data generation and analysis. The understanding of the importance and relevance of trainee supervision process and the impact it has on trainee, the learning institution, and the placement institution can best be explained through the interaction with the key stakeholders. To get the most out of the study of this calibre, qualitative research approach was utilised, with the support of the interpretivism paradigm. In the context of the study, qualitative approach is used to collecting, investigating, and interpreting data by observing subjects and what they are saying. Interpretivism argues that truth and knowledge are subjective, as well as culturally and historically situated, based on people's experiences and their understanding of them (Gemma, 2018). In this study, interpretivism was selected premised on the fact that the reality around the study is subjective and is socially constructed. However, researchers using interpretivism can never separate completely from their own values and beliefs, so these would inevitably inform the way in which they collect, interpret and analyse data. This may affect the validity of the study. This weakness is offset by the fact that interpretivism allows for the gathering of "deep" information and perceptions through inductive qualitative research methods such as interviews and observation, representing this information and these perceptions from the perspective of the research participants (Lester, 2020).

In carrying out the study, qualitative data collection and research instruments were maximised to get the most out of the study. The key instruments utilised in carrying out the study include observing behaviour, interviewing participants, and desk reviews (Creswell & Creswell, 2017). The researchers interviewed the key informants of the study through maximising on in-depth

interviews to gather relevant and critical information. To obtain such information, unstructured interviews were utilised to allow researchers much greater freedom to ask, in case of need, supplementary questions or omit certain questions if the situation so required (Kothari, 2004). Participant observations were used in the study to collect primary data based on the main advantage of the method, which is that subjective bias is eliminated, if observation is done accurately (Kothari, 2004). The researchers used the research objectives for guidance in the observations.

Since the study used qualitative research approach, data was analysed using thematic analysis. All the information that was used in the analysis was derived from all the research instruments that were used in the study. Variable measures and questions that were important to shedding light on the research problem were embedded in the interviews and the participant observations. The questions were asked in a manner that led to the generation of appropriate pro forma for the responses. The analysis was done by isolating each variable and the corresponding responses to identify whether the independent variables had contributed to the explanation of the importance of supervision of trainee counsellors. The presentation of the results exposed the interpretation of the outputs of the study. The results were presented in thematic form of the actual responses of the respondents.

The study adopted a mixed method approach to gather data from the students and the university supervisors. Archival records, questionnaires, interview guides and telephone interviews were used to gather the data.

### **Ethical considerations**

In this study, the researchers observed ethical observations of anonymity and confidentiality. Information given was treated with utmost privacy (Kang & Hwang, 2023), especially concerning the identities of informants and institutions. Informants were not judged for shortfalls in their supervision, if any were presented. All participants were treated with dignity and respect. Kang and Kwang (2023) emphasise that poor anonymity and confidentiality strategies develop unprecedented and preceded harm to the participants and impact the overall appraisal of the research outcome. In light of this, the researchers in the current study had to ensure that such outcomes are prevented from the onset of the study by observing the two ethical considerations.

## Results

### *Perceptions and actual experiences of on-line supervision*

For internship and practicum, flexibility and convenience were reported as benefits of the online approach. There was an opportunity for trainee counsellors and supervisors to participate in the supervisory process from any location. The excerpt below indicates what participant 1(P1) had to say:

I was not sure if I was going to finish my course within the stipulated time due to the pandemic. I was away from home where I could find an institution that would take me in, I knew no one and the institutions were not willing to take risks. I contacted the institution supervisor who suggested I find a client whom I would counsel online.

Regardless of geographic location, there was access to clients online, and a supervisor who was also connected remotely was able to monitor the counselling session live. This was articulated when supervisor 1(S1) reflected her experience with online supervision:

I had to be creative to assist the trainee. Sometimes one needs to think 'out of the box.' At first, I couldn't figure out how I would advise the trainee on ethical considerations. It was new to me as the mentee. It was difficult to convince the client to appear on screen, you know, but we succeeded anyway.

It was noted that the mode of supervision was also cost effective in reducing lengthy commutes and financial barriers associated with the transportation costs of driving to supervision sites. Supervisor 2 (S2) had this to say:

Funds were difficult to obtain for travelling to the attachment site so I had to make do with online supervision after taking care of all ethical issues that would arise with video conferencing. I beat both the cost and the distance, and the work was done.

The trainee hailed online supervision that she experienced as a very effective way of serving on costs that could be incurred and the time for planning a physical visit:

P2 - I thought my academic supervisor would fail to assess me when he mentioned the constraints that the institution had on conducting the physical supervision. I had lost hope of completing the semester course on field work. I was amazed by how interesting and creative online supervision can be, but you need efficient connectivity and data bundles that can sustain you.

For the ODeL students, there was easy accommodation through online supervision given the flexibility of online approach. Those who managed to engage online were able to avoid missing a semester of their tuition. Supervisor 3 (S3) narrated her experience thus:

I had been attending those webinars on counselling supervision that are done online during COVID-19. It helped me to create platforms for my students when supervision was due. Both of us would not miss our roles and trainees seemed to perform better unlike the physical supervision which makes them develop cold feet when they feel your presence in the room.

The virtual environments were perceived as empowering counselling programmes that serve individuals from all over the country and even the world to participate in synchronous supervision. Social media platforms such as WhatsApp are convenient for individual and group supervision. Supervisor 4 (S4) had this to say:

I could not connect on either Zoom or Teams platforms, I just had my iPhone for the task. The trainee just had her smart phone, but supervision needed to be done with minimal resources. We connected on a video conferencing call on WhatsApp, and it was done!

P3 had this to say:

Where I was attached, there was weak connectivity, and I was not computer literate. I could not be able to connect on these modern online platforms such as Teams or Zoom. We are used to the WhatsApp platform so when my academic supervisor suggested the WhatsApp option, I was relieved that my journey would have a happy ending. It is expensive to repeat a course twice, I couldn't afford that!

Online individual supervision has proved convenient as the supervisor observes the trainee counsellor in session (client consent is sought in all cases). According to ACA (2014), counsellors, supervisors, and supervisees must provide informed consent from clients, The informed consent explains the purpose of the relationship, roles of the individuals involved, and the parameters of the roles (Kaplan et al., 2017).

Group supervision that was done on WhatsApp video calls, on Teams, Google class, electronic mailing lists and other platforms proved to be effective.

One participant from Group counselling 1(G1) enjoyed participating online for their group assessment:

Our academic supervisor improvised a way to assess a group of counsellor trainees from different sites. She organised a day and time when this could be done. It was so interesting and effective because we met online and shared experiences. We got connected to other trainees whom we had not physically met since we are on the ODeL model.

Group supervision proved to bring lived experiences and increased collaboration among students on attachment. Across the globe, groups are enriched from the diverse experiences from trainee counsellors on attachment. Individuals from diverse cultures can be joined

synchronously to a classroom to share experiences of working with diverse clientele. These foster increased collective self-esteem. In this study, stronger case conceptualisation skills were also reported as a positive outcome.

### ***Challenges***

Globally, this mode of supervision can be considered a blessing when all things are equal. Owing to limited internet access and power outages in Zimbabwe, this mode of supervision can be difficult to execute. Intermittent breakdown in connectivity can disrupt a supervision session and make the assessment inconclusive. The issue of confidentiality can also be a concern where the system does not ensure privacy of sessions shared through online platforms. Hacking of the system might make clients decline being counselled on video call where their anonymity is not ensured.

Some learners are not techno-savvy enough to participate in online counselling sessions. Thus, in the Zimbabwean learning environment, most trainees might not have access to computers and their computer skills can be so minimal that they might fail to participate online. Only those who may be in the diaspora where technology is advanced might fully benefit from online supervision.

Cultural misunderstandings might also impede the success of online supervision. Where non-verbal cues are concerned, it might be difficult to understand behaviours of clients from diverse cultures since a trainee might access clients from multicultural societies that the supervisor could not be conversant with. This can also be vice versa as the trainee might also encounter a client whose culture is complex, and this could lead to misunderstanding one another. Online supervision with no visual components lacks nonverbal cues, which are evident in face-to-face supervision. Where a call is involved, information about age, physical disability, or gender, may also be unverifiable due to the absence of visual cues.

### **Conclusion**

The findings revealed that students had to find their own way of getting assessed and some postponed their studies due to lack of placement in the appropriate organisations. For those who got placement at their workplaces, the training was not as vigorous as it should be. Training institutions were not prepared for global emergencies such as the COVID-19 pandemic. For those who got online supervision, supervisors had to be creative to find strategies that would make them fulfil their duty to the trainees. It was realised that, although

trainees appreciated online supervision, it would mostly benefit trainees who could afford data bundles since institutions were caught unawares by the pandemic and had not budgeted for such. Those who were in the remote areas had connectivity challenges that would not make online supervision effective. Due to power outages, online supervision could be disrupted, and online supervision became a challenge to both the trainee and the supervisor.

## **Recommendations**

Based on the findings of the study, it is recommended that:

- i) Ensure there are enough budget to cater for work related learning and supervision to provide data bundles as a contingent measure for online supervision of trainees on industrial attachment
- ii) Electronic gadgets should be part of students' package acquired from the institution where they are enrolled.
- iii) Training institutions ought to go full throttle to find innovative ways for student supervision to continue flawlessly in this 4<sup>th</sup> Industrial Revolution.
- iv) Institutional strategic plans ought to include resources and programmes for such emergencies

## **References**

- BACP. (2018). *Good practice in action 084 clinical reflections for practice: Ethical mindfulness within supervision and training*. Lutterworth: BACP.
- Bantjes, J., Kagee, A., & Young, C. (2016). Counselling psychology in South Africa. *Counselling psychology quarterly*, 29(2), 171-183. <https://doi.org/10.1080/09515070.2015.1128401>.
- Bernard, J. M., & Goodyear, R. K. (1998). *Fundamentals of clinical supervision*. Allyn & Bacon.
- Chakuchichi, D.D. & Zvaiwa, A. (2010). *Perspectives in Afro-centric counselling*. Zimbabwe Open University, Harare.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.

- Gemma, R. (2018). Introduction to positivism, interpretivism and critical theory. *Nurse Researcher*, 25, 41-49. <https://doi.org/10.7748/nr.2018.e1466>.
- Government Gazette. (1974). Law on doctors, dentists and supplementary health professions, No.56 of 1974. Pretoria: Government Printer.
- Zimbabwe Government Gazette of 26 April 2019 (No 6 of 2000). <https://doi.org/10.1017/CBO9780511977350>.
- Gul, S. B. A. (2015). *E-learning revolutionise education: An exploratory study*.
- Kang, E., & Hwang, H. J. (2023). The importance of anonymity and confidentiality for conducting survey research. *Journal of Research and Publication Ethics*, 4(1), 1-7. <https://doi.org/10.15722/jrpe.4.1.202303.1>.
- Kaplan, D. M., Francis, P. C., Hermann, M. A., Baca, J. V., Goodnough, G. E., Hodges, S., ... & Wade, M. E. (2017). New concepts in the 2014 ACA Code of Ethics. *Journal of Counseling & Development*, 95(1), 110-120.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Lester, J. N., Cho, Y., & Lochmiller, C. R. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, 19(1), 94-106. <https://doi.org/10.1177/1534484320903890>.
- Liu, G. Z., Wu, N. W., & Chen, Y. W. (2013). Identifying emerging trends for implementing learning technology in special education: A state-of-the-art review of selected articles published in 2008–2012. *Research in Developmental Disabilities*, 34(10), 3618-3628.
- Martin, P., Kumar, S., & Lizarondo, L. (2017). Effective use of technology in clinical supervision. *Internet Interventions*, 8, 35–39. <https://doi.org/10.1016/j.invent.2017.03.001>.
- Moodley, P. (2021). Counselling psychology in South Africa: Relevance, crossroads, or service road? *Psychology in Society*, 61, 109-131.
- Mpofu, E. (Ed.). (2011). *Counseling people of African ancestry*. Cambridge University Press.
- Mpofu, E., Makuane, M. R., Richards, K. A., Mhaka-Mutepfa, M. M., Mpofu, J., Zebron, S., & Nkonde Clever, M. (2015). Counseling in Zimbabwe. *Counseling Around the World: An International Handbook*, 65-73. <https://doi.org/10.1002/9781119222736.ch8>.
- Olusola, A. O. (n.d.). Quality assurance issues in work-integrated learning through open and distance education in Nigeria. *Centre for Lifelong Learning & Workplace Training*.
- Pelling, N. (2008). The relationship of supervisory experience, counselling experience, and training in supervision to supervisory identity development. *International Journal for the Advancement of Counselling*, 30, 235-248. <https://doi.org/10.1007/s10447-008-9060-2>.

- Richards, K. A., Zivave, A. T., Govere, S. M., Mphande, J., & Dupwa, B. (2012). Counseling in Zimbabwe: History, current status, and future trends. *Journal of Counseling & Development, 90*(1), 102-106. <https://doi.org/10.1111/j.1556-6676.2012.00014.x>.
- Situmorang, D. D. B. (2020). Online/Cyber counseling services in the COVID-19 outbreak: Are they really new? *Journal of Pastoral Care & Counseling, 74*(3), 166-174. <https://doi.org/10.1177/1542305020948170>.
- Watkins, C. E. (2012). Psychotherapy supervision in the new millennium: Competency-based, evidence-based, particularized, and energized. *Journal of Contemporary Psychotherapy, 42*, 193-203.
- Watkins Jr, C. E. (2016). A Unifying Vision of Psychotherapy Supervision: Part I—Productive and Unproductive Supervision Relations. *Journal of Unified Psychotherapy and Clinical Science, 4*(1), 21.
- Wilson, H. M., Davies, J. S., & Weatherhead, S. (2016). Trainee therapists' experiences of supervision during training: A meta-synthesis. *Clinical Psychology & Psychotherapy, 23*(4), 340-351.