

## Peer Supervision Model in Guidance and Counseling

Ipah Latipah<sup>1</sup>, Yusi Riksa Yustiana<sup>2</sup>, Uman Suherman<sup>3</sup>, Yessika Nurmasari<sup>4</sup>

<sup>1,2,3</sup> *Program Studi Bimbingan dan Konseling, Universitas Pendidikan Indonesia*

<sup>4</sup> *Program Studi Bimbingan dan Konseling Islam, UIN Sunan Gunung Djati, Bandung*

email: [ipahlatipahbk@upi.edu](mailto:ipahlatipahbk@upi.edu)

**Abstract.** Supervision is a central mechanism in enhancing counselors' competence and service accountability in guidance and counseling. However, traditional supervision often emphasizes hierarchical evaluation, resulting in limited opportunities for emotional support, professional reflection, and collaborative learning. This study aims to develop a conceptual peer supervision model grounded in Carl Rogers' self-theory and the principles of peer support. Using a qualitative literature review approach, this study synthesizes theoretical foundations, best practices, and empirical findings from research conducted between 2000 and 2024. The results highlight that peer supervision fosters deep self-reflection, strengthens empathy-based professional relationships, and enhances counselors' case analysis skills through collaborative feedback. In addition, challenges related to group facilitation skills and differences in counselor experiences require institutional support and structured implementation. This study contributes to providing a humanistic and non-hierarchical supervisory alternative that promotes personal and professional growth simultaneously. Recommendations for future research include empirical validation across diverse counseling contexts and longitudinal studies to evaluate its long-term impact on counselor development.

**Keywords:** peer supervision; self-theory; peer support; professional development; guidance and counseling

## INTRODUCTION

In the world of education and professional development, supervision plays a fundamental role as a tool to improve the quality of services, especially in guidance and counseling. Supervision acts as a key pillar that bridges the gap between the counselor's technical competence and the development of interpersonal skills; moreover, it supports ethical standards, reflective practice, and continuous growth of counselors (Nice, 2017). Nevertheless, in many educational contexts including Indonesia implementation of supervision in guidance and counseling remains limited or overly administrative. The process often centers on documentation, compliance, and output metrics, while giving little attention to the counselor's ongoing professional development, emotional support, and reflective growth (Albari & Suherman, 2024).

This administrative dominance results in critical problems. Counselors frequently lack opportunities for peer interaction, mutual feedback, shared reflection, or emotional and professional support. Consequently, many report feelings of isolation, limited professional growth, and reduced capacity to handle complex client needs undermining the ideal of holistic, sustainable counseling services. These shortcomings suggest that traditional supervision models may not sufficiently meet the dynamic and complex needs of modern guidance and counseling (Anjar, 2014).

Against this backdrop, the peer supervision model emerges as a promising alternative. Peer supervision is a collaborative, non-hierarchical approach in which colleagues at similar professional levels support each other through mutual feedback, shared reflection, and collegial support rather than depending on a top-down expert supervisor (Basa, 2019). In the therapeutic and helping professions, peer supervision has been shown to offer distinct advantages, such as increased accessibility to supervision, greater autonomy, reduced dependency on “expert” supervisors, and a more egalitarian, supportive supervisory climate (Basa, 2019).

Empirical evidence also supports peer supervision’s benefit for the professional development and well-being of practitioners. Studies have documented that peer-group supervision enhances reflective capacity, confidence, resilience, and collaborative problem-solving ability contributing to improved service quality and better client outcomes (Barron, Abdallah, & Heltné, 2017). However, despite these documented benefits in clinical and therapeutic settings, the adaptation and implementation of peer supervision in the context of educational guidance and counseling remains scarce. This represents a significant gap in the literature. While supervision is recognized as vital for counselor development, few studies have specifically explored peer-based supervision models for school or educational counselors, especially in contexts similar to Indonesia (Albari & Suherman, 2024).

Given this gap, the present study seeks to conceptualize a peer supervision model tailored for guidance and counseling, integrating humanistic psychological foundations (e.g., self-theory) and peer support principles. Through a comprehensive literature review, we analyze theoretical bases, practical benefits, and potential challenges in applying peer supervision in educational counseling contexts. The goal is to produce a robust, contextually relevant supervisory framework suitable for school counselors, universities, or other educational institutions.

By offering this conceptual model, the study aims to contribute both theoretically enriching the discourse on supervision formats in guidance and counseling and practically providing a viable alternative to traditional supervisory approaches. If implemented properly, peer supervision has the potential to enhance counselor competence, foster continuous professional growth, increase job satisfaction, and improve the overall quality and effectiveness of counseling services.

## **LITERATURE REVIEW**

### **Definition of Peer Supervision**

Peer supervision is a non-hierarchical process that supports critical reflection, experience sharing, and professional competency development. Relationships based on respect and trust create a collegial environment for open discussions about challenges, ethical dilemmas, and shared learning. This approach is flexible and suitable for professionals in multidisciplinary or independent practice (Borders, 2012; Carrol, 1996; Cross, 2011; Engel, 1990; Kassan, 2010; Pallikkuth, Manoj Kumar, Dictus, & Bunders-Aelen, 2024).

Goldberg stated four main reasons for the formation of peer supervision groups, namely clinical, professional, emotional, and social. Clinically, peer supervision is more effectively carried out by experienced therapists (Kassan, 2010). From a professional point of view, this group can be a reference to show one's competence. Emotionally, the supervision group provides support and a safe space to express negative feelings related to work. Socially, this group prevents the isolation that often occurs in private practice.

## **Foundations of Theory: Carl Rogers' Self-Theory**

In a theoretical context, the integration of Carl Rogers' self-theory provides a solid foundation for the implementation of this model. This theory emphasizes the importance of unconditional acceptance, self-actualization, and alignment between self-concept and real experience. By adopting these principles, peer supervision can be an effective tool to support the professional development of counselors, both in terms of technical competence and emotional well-being (Rodrigues, Pedroso, Pontes, K  ppler, & Bucher-Maluschke, 2015).

Carl Rogers is one of the main figures who promotes a humanistic approach in psychology, which argues that humans are inherently good and strive to achieve happiness and realize their potential. He developed Self Theory as one of the approaches in humanistic psychology, which highlights the importance of individual self-understanding in supporting their growth and development process (Rogers, 1961).

## **The Value of Using Self-Theory for the Development of Peer Supervision**

Carl Rogers' Self Theory (Rogers, 1961) offers a solid basis for the implementation of peer supervision in supporting the development of professional competencies. Peer supervision is a collaborative process in which colleagues provide each other with input, support, and direction to improve their abilities and expertise. Here are the ways in which the principles of Self Theory can be applied in supervision:

### *Building Safe and Supportive Relationships (Unconditional Positive Regard)*

In Self-Theory, unconditional acceptance becomes an important foundation for individual growth and development. In the context of supervision, this means creating a safe atmosphere, where all members feel valued without worrying about negative judgments. This environment encourages openness to share strengths, weaknesses, and areas that need improvement.

### *Aligning the Real Self and Ideal Self (Congruence)*

The *incongruence* between the real self and the ideal self can hinder the progress of the individual. Peer supervision can play a role in helping to identify and reduce these gaps. Through reflective discussion, supervisors help colleagues understand the extent to which they are currently (*real self*) in line with their expectations and professional goals (*ideal self*). This process includes honest self-evaluation and the establishment of a development plan.

### *Empowering the Potential for Actualizing Tendency*

Self-Theory emphasizes that humans have an innate drive to optimize their potential. In supervision, peer supervisors can support competency growth by helping peers recognize their strengths, provide recognition for achievements, and offer constructive challenges to accelerate development.

### *Focus on Experience Processing*

Self Theory asserts that experience is subjective and is the core of an individual's self-understanding. In supervision, it is important to encourage deep reflection on work experience. This reflection helps colleagues understand how their experiences affect their professional skills as well as how they carry out their roles.

### *Encourage Personal Responsibility*

Rogers believes that the individual is responsible for his or her own development. In peer supervision, supervisors act as facilitators rather than solution providers. This approach

encourages colleagues to actively seek solutions to the challenges they face, so that they learn to take full responsibility for their professional development. The peer supervision approach based on Self Theory provides various benefits, including: a) Increase confidence and professional responsibility. b) Strengthen mutually supportive and empathetic working relationships. c) Encourage continuous learning through deep self-reflection. d) Helping colleagues develop comprehensively, both from technical aspects and strengthening personal character and values.

By applying the principles of Self-Theory, peer supervision not only focuses on skill development, but also creates an environment that supports personal and professional growth holistically.

### **Stages of Peer Supervision**

The stages in peer supervision involve a systematic process to support the professional development of counselors. Although there are variations, the general stages of peer supervision are: a) Group Formation and Rulemaking: At this stage, the group is formed and the ground rules are established, such as the frequency of meetings, the duration of the session, the confidentiality and the format of the discussion. It is important to create a safe and productive space (Mabbott, 2013). b) Case or Professional Issue Presentation: Counselors present the case or issue they are facing, followed by discussion and feedback from other group members. Case presentations are at the core of supervision for in-depth evaluation and reflection (Bernard, J. M., & Goodyear, 2019). c) Reflection and Critical Discussion: The group analyzes the approach the counselor uses, explores alternatives, and provides suggestions for improvement. This reflection is important to help counselors understand decisions in their practice (Doody, O'Donnell, Murphy, Turner, & Markey, 2024; L. Smith, 2021). 4) Follow-up and Evaluation: The counselor implements the feedback received and reports the results in the next session. Follow-up allows for continuous evaluation to improve the quality of practice (Doody et al., 2024; L. Smith, 2021).

### **Peer Supervision Models**

Peer supervision has a variety of different models, each with a unique structure, goals, and approach, to facilitate the professional development of counselors. Some of the main models are: a) Reflective Model: Focus on the counselor's self-reflection on their actions, feelings, and decisions. This reflection helps the counselor see the situation from a new perspective and improves understanding of the client's dynamics (Carrol, 1996). b) Collaborative Model: Emphasizes equal cooperation between counselors without hierarchy, where each member can share knowledge and experience. This model creates a supportive and non-judgmental environment, as well as builds interpersonal skills and confidence (Al Hakim, Solehuddin, Taufiq, Budiman, & Khairun, 2023). c) Case-Based Model: Focus on the discussion of real cases brought by the counselor. These discussions help counselors analyze different approaches to complex cases (Bernard, J. M., & Goodyear, 2019). d) Direct Observation Model: Counselors observe peer counseling sessions directly and provide immediate feedback. This model encourages transparency and openness in counseling practices (Borders, 2012). e) Supervision Circle Model: Engage counselors in experiential discussions in a circle format, which emphasizes collaboration and equality between group members, as well as strengthens social support and self-confidence (Saab et al., 2021). f) Role Rotation Model: Group members take turns playing various roles in counseling, such as counselors, counselors, and observers, to enrich their understanding of different aspects of counseling (Valentino, LeBlanc, & Sellers, 2016). Each of these models provides opportunities for counselors to share experiences, hone skills, and improve the quality of counseling services.

## **Research Development of Peer Supervision Model**

Research on peer supervision in the period 2014 to 2016 focused on the development of the role and effectiveness of peer supervision in the field of mental health. In 2014, Reif and colleagues explored the integrity of the role of peer workers in the context of community mental health, while Borders in 2015 reviewed the literature on the effectiveness of peer supervision for young professionals. In 2016, Kassan introduced a peer-to-peer consultation model in clinical settings. Research in this period was dominated by qualitative methods, such as case studies, interviews, and surveys, to explore the experiences of peers in the context of mental health (Borders, 2012; Kassan, 2010; Reif et al., 2014).

In the period 2017 to 2020, the research expanded further with an exploration of cross-disciplinary supervision, including the benefits of collective reflection and challenges in the online environment. Hawkins and Shohet in 2017 emphasized the importance of reflection in the care profession, while Haas in 2019 evaluated evidence-based approaches in peer supervision. McMahon and Patton's 2020 research highlighted peer supervision in a cross-disciplinary online context. In this period, a variety of research approaches were used, ranging from literature studies and practical analyses to quantitative experiments and in-depth interviews, demonstrating the diversity of methods to validate the effectiveness of peer supervision (Mabbott, 2013).

Recent research from 2021 to 2023 increasingly emphasizes the urgent need for peer-based supervision in school counseling, particularly amid rising mental-health challenges following the pandemic. Brott et al. (Brott et al., 2021) highlighted that school counselors face substantial professional stress and workload pressures, resulting in a heightened demand for collaborative peer supervision to promote emotional well-being, prevent burnout, and sustain the quality of student support services. Meanwhile, Smith (A. D. Smith, 2021) demonstrated that peer supervision significantly strengthens school counselors' professional identity by fostering reflective dialogue, shared consultation, and supportive collegial relationships.

The results of this study show that peer supervision provides many benefits. In 2014-2016, research found that peer supervision helped improve role integrity, confidence, reflective skills, and overcome the limitations of formal supervision. In the period 2017 to 2020, the focus of research shifted to collective reflection, which is an important component in improving professional skills and reducing stress. Meanwhile, from 2021 to 2023, research shows the benefits of peer supervision in increasing accessibility, efficiency, collaboration, and producing better *outcomes* in counseling and teacher performance.

The novelty in this study includes several important aspects. In 2014-2016, research introduced a competency enhancement model in the mental health community, which reduced hierarchical pressures and developed a cross-disciplinary consultation model. In 2017-2020, the study offered a collective reflection-based and evidence-based approach, as well as exploring remote supervision in the rescue profession. Meanwhile, in 2021-2023, the research focuses on the importance of peer supervision, the development of post-pandemic digital technology, and the integration of collegial models in education as an innovative approach.

## **METHODOLOGY**

This study employs a qualitative approach using a systematic literature review to develop a conceptual model of peer supervision in guidance and counseling. This method is considered appropriate for synthesizing theoretical perspectives, principles, and best practices to build a strong conceptual framework supporting counselor professional development (Snyder, 2019). Data sources consist of indexed national and international journals, academic books, and research reports related to supervision in guidance and counseling, peer support theory, and humanistic psychology, particularly Carl Rogers' self-theory. Literature published between 2000 and 2024

served as the primary reference scope to ensure relevance and contemporary applicability to current guidance and counseling practices.

Data analysis was conducted using qualitative content analysis, which includes identifying major themes, categorizing concepts, and synthesizing findings to formulate the conceptual peer supervision model (Elo & Kingas, 2008). To maintain research validity and reliability, triangulation of sources and critical evaluation of literature were applied throughout the review process. This methodological design is expected to provide a strong theoretical foundation and contribute to advancing further empirical studies in supervision within the guidance and counseling field.

## **FINDINGS**

Supervision is an important element in improving the effectiveness of counselor performance, especially in dealing with the growing complexity of students' academic, emotional, and social needs (Brott et al., 2021). Supervision aims to facilitate personal and professional development, strengthen competence, and increase accountability in the delivery of guidance and counseling services (A. D. Smith, 2021). In the perspective of professional development, competence is not static, but develops as a continuum starting from awareness, adaptive learning, and finally the manifestation of skills in real practice (Albari & Suherman, 2024).

Therefore, peer supervision plays a vital role not only as a monitoring mechanism but also as a collaborative learning strategy that enhances reflective practice, professional support, and continuous growth (Snyder, 2019). Peer-based supervision has also been shown to strengthen counselors' professional identity and resilience in demanding school environments (Smith, 2021). Furthermore, counselors have a central role in supporting students' holistic development, which requires strong competence and ethical integrity.

Within this context, peer supervision becomes an essential component of counselor development programs because it contributes to improving service quality, accountability, and optimal realization of counselor professional potential (Brott et al., 2021; Elo & Kyngäs, 2008).

The results of the study show that the peer supervision model has a number of significant advantages in the context of guidance and counseling. One of the main contributions is its ability to improve professional reflection. Deep reflection allows counselors to understand their personal and professional dynamics, so that they can improve the quality of service on an ongoing basis (Rogers, 1961). In peer supervision, the reflection process is facilitated through group discussions that encourage openness and collaboration.

The second benefit of peer supervision is the creation of professional relationships grounded in empathy and mutual trust, which fosters a safe work environment where counselors feel comfortable sharing experiences and challenges without fear of negative judgment a benefit empirically confirmed in recent studies of peer-group clinical supervision (Doody et al., 2024; Saab et al., 2021). Unlike traditional hierarchical supervision, peer supervision encourages non-judgmental collaboration and mutual support, reinforcing collective responsibility for each member's professional development (Doody et al., 2024). Peer support enables counselors to both give and receive assistance through shared reflection, emotional support, and knowledge exchange aligning with core principles of peer-based professional collaboration (Saab et al., 2021).

The third benefit is the development of case analysis skills. In a case-based model, counselors are invited to present real cases encountered in their practice. Group discussions allow counselors to gain new insights and alternative solutions from a variety of professional perspectives (Bernard, J. M., & Goodyear, 2019). This process not only improves technical skills, but also broadens the counselor's understanding of various therapeutic approaches.

However, the implementation of peer supervision also faces a number of challenges. One is the need to build a strong culture of collaboration among counselors. In some cases, differences in experience levels and work styles can be an obstacle to creating an equal relationship. In addition, a lack of training in group facilitation can reduce the effectiveness of the supervision process. Therefore, it is important for educational institutions and professional organizations to provide adequate training in the management of peer supervision groups. (Ellis, Creaner, Hutman, & Timulak, 2015).

Based on the results of the theoretical studies and analysis of the benefits and challenges of the peer supervision model that have been presented, it is important to further examine the conceptual and practical contributions of the development of this model. The following discussion section will summarize the research objectives, main contributions, implications of findings, relevance to previous literature, and provide reflection on the limitations and direction of further research

## **DISCUSSION**

This research aims to develop a peer supervision model in guidance and counseling based on the principles of Carl Rogers' self-theory and the concept of peer support. This goal is motivated by the need to present a more collaborative, reflective, and humanistic approach to supervision, which is able to overcome the limitations of traditional supervision that tends to be hierarchical and administrative. Thus, this research seeks to enrich the treasure of supervision approaches in the field of guidance and counseling in Indonesia, while offering alternatives that are more suitable for the personal and professional development needs of today's counselors.

The main contribution of this study is to present the integration between the principles of Carl Rogers' self-theory and peer supervision practices as an innovative conceptual model. Through this model, supervision is not only focused on improving technical competence, but also on developing the counselor's personal aspects, such as self-reflection, potential actualization, and achieving a balance between the ideal self and the real self. This approach provides a strong theoretical foundation for peer supervision practice and emphasizes that counsellors' professional development is inseparable from their personal growth.

The findings of the study show that peer supervision has three main advantages in improving the professional quality of counselors. First, the model is effective in encouraging deep professional reflection. Group discussions that are open and non-hierarchical in nature allow counselors to evaluate their practice more honestly and critically, as supported by previous literature (Carrol, 1996; Rogers, 1961). This reflection is key in understanding the internal and external dynamics in counseling relationships, as well as increasing counselors' self-awareness of biases, strengths, and areas for improvement in their practice.

Second, peer supervision creates professional relationships based on empathy, mutual trust, and respect. It strengthens the counselor's emotional well-being, reduces professional isolation, and improves job satisfaction, as affirmed in a study by Solomon and Mead (Mead, Hilton, & Curtis, 2001; Solomon, 2004). This supportive environment is an important catalyst in building a culture of continuous learning among counselors.

Third, this model also contributes to the development of case analysis skills through real-life case-based discussions. By presenting and discussing cases, counselors gain a range of new perspectives and alternative strategies for managing clients' problems, as also found by Bernard 2014, Borders 2015 (Bernard, J. M., & Goodyear, 2019; Borders, 2012). This broadens counselors' professional horizons and increases their flexibility in choosing the most appropriate intervention approach.

These findings are consistent with previous research highlighting the importance of peer support and collective reflection in improving counsellors' professional skills and well-being (Brott et al., 2021; Nice, 2017). Thus, the results of this study strengthen the argument that a collaborative approach in supervision is more effective than a hierarchical approach that focuses on evaluation alone.

However, some unexpected findings also emerged in the study. One of them is the importance of group facilitation skills in maintaining the dynamics and effectiveness of peer supervision. Although peer supervision emphasizes the principle of equality, in practice, the group still needs a facilitator figure who is able to direct the discussion, maintain focus, and manage the group dynamics effectively. The absence of competent facilitation can lead to unproductive participation imbalances and conflicts (Blake, Bland, & Gilbert, 2022; Ilvonen, Ylinen, & Kari, 2024; Merits, Bartels, & Kärema, 2019; Sherman et al., 2023). These findings suggest that group facilitation training should be an integral part of peer supervision development programs.

The practical implications of this study are quite broad. First, higher education institutions that administer guidance and counseling programs need to consider integrating this self-theory-based peer supervision model into their curriculum. This program can strengthen students' capacity in developing self-reflection, collaborative skills, and professional adaptability. Second, professional organizations and counseling service institutions need to provide training and facilitation of peer supervision groups on an ongoing basis to support the professional development of their members.

On the other hand, this study has limitations that need to be noted. The focus of this research is still conceptual and theoretical, with limitations in broad empirical testing in various institutional and cultural contexts. In addition, this model has not been tested longitudinally to see its impact on counsellors' career development in the long term. Other variables, such as differences in counselors' work experience and organizational cultural dynamics, have also not been fully explored in this study.

For advanced research, some of the directions that can be taken are as follows. First, to develop an experimental study that compares the effectiveness of self-theory-based peer supervision models with traditional supervision models in improving the professional competence of counselors. Second, conducting qualitative research based on case studies to explore the experience of counselors in applying this model in various settings, such as schools, universities, and mental health institutions. Third, examine the adaptation of this model in different cultural contexts, given that values such as unconditional acceptance and self-reflection can be interpreted differently in both collective and individualistic cultures.

Finally, this study affirms the importance of humanistic-based peer supervision as a pillar in the professional development of counselors in the modern era. By strengthening a reflection, empathy, and collaboration approach, peer supervision has the potential to be a driving force for improving the quality of guidance and counseling services that are more adaptive to the increasingly complex needs of society.

## REFERENCE

- Al Hakim, I., Solehuddin, M., Taufiq, A., Budiman, N., & Khairun, D. Y. (2023). Supervisi rekan sejawat dalam penelitian konseling: analisis bibliometrik periode lima puluh. *Jurnal Konseling dan Pendidikan*, 11(2), 72–84. <https://doi.org/10.29210/195400>
- Albari, M. R., & Suherman, U. (2024). The significance of supervision in enhancing the quality of guidance and counseling in schools. *JECO Journal of Education and Counseling*, 5(1), 51–55.



- Anjar, T. (2014). Task and management supervision of guidance and counseling. *GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling*, 4(1), 22. <https://doi.org/10.24127/gdn.v4i1.365>
- Barron, I. G., Abdallah, G., & Heltne, U. (2017). Case study quasi-qualitative analysis of peer group supervision of a child trauma recovery program in occupied Palestine. *Journal of Child and Adolescent Trauma*, 10(4), 417–426. <https://doi.org/10.1007/s40653-016-0127-7>
- Basa, V. (2019). Peer supervision in the therapeutic field. *European Journal of Counselling Theory, Research and Practice*, 3(4), 1–10.
- Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision* (6th ed.). Pearson.
- Blake, L., Bland, B., & Gilbert, H. (2022). The efficacy of a facilitated support group intervention to reduce the psychological distress of individuals experiencing family estrangement. *Evaluation and Program Planning*, 95, 102168. <https://doi.org/10.1016/j.evalprogplan.2022.102168>
- Borders, L. D. (2012). Dyadic, triadic, and group models of peer supervision/consultation: What are their components, and is there evidence of their effectiveness? *Clinical Psychologist*, 16(2), 59–71. <https://doi.org/10.1111/j.1742-9552.2012.00046.x>
- Brott, P. E., DeKruyf, L., Hyun, J. H., LaFever, C. R., Patterson-Mills, S., Cook Sandifer, M. I., & Stone, V. (2021). The critical need for peer clinical supervision among school counselors. *Journal of School-Based Counseling Policy and Evaluation*, 3(2), 51–60. <https://doi.org/10.25774/nr5m-mq71>
- Carrol, M. (1996). *Counselling supervision: Theory, skills and practice* (ix ed.). Cassell.
- Cross, A. (2011). Self- and peer-assessment: The case of peer supervision in counselling psychology. *Investigations in University Teaching and Learning*, 7, 73–81.
- Doody, O., O'Donnell, C., Murphy, L., Turner, J., & Markey, K. (2024). The establishment and value of peer group clinical supervision: A qualitative study of stakeholders' perspectives. *Journal of Clinical Nursing*, 33(10), 4061–4076. <https://doi.org/10.1111/jocn.17315>
- Ellis, M. V., Creaner, M., Hutman, H., & Timulak, L. (2015). A comparative study of clinical supervision in the Republic of Ireland and the United States. *Journal of Counseling Psychology*. <https://doi.org/10.1037/cou0000110>
- Elo, S., & Kingas, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107–115. <https://doi.org/10.1111/j.1365-2648.2007.04569.x>
- Engel, S. A. (1990). *Peer supervision: An analysis*. University of Calgary.
- Ilvonen, I., Ylinen, M., & Kari, S. (2024). Facilitating group work skills in online environment: Experiences from developing a course assignment. In *Proceedings of the Annual Hawaii International Conference on System Sciences*, 1, 2433–2442. <https://doi.org/10.24251/hicss.2024.296>
- Kassan, L. D. (2010). *Peer supervision groups: How they work and why you need one*. Jason Aronson.
- Mabbott, I. (2013). Supervision in the helping professions. *Nursing Management*, 20(6), 11. <https://doi.org/10.7748/nm2013.10.20.6.11.s14>
- Mead, S., Hilton, D., & Curtis, L. (2001). Peer support: A theoretical perspective. *Psychiatric Rehabilitation Journal*. <https://doi.org/10.1037/h0095032>
- Merits, M., Bartels, I., & Kärema, A. (2019). Peer group supervision is an efficient method to assist midwives to solve complicated cases: A case-study in the Women's Clinic, East-Tallinn Central Hospital, Estonia. *European Journal of Midwifery*, 3, 1–5. <https://doi.org/10.18332/ejm/112255>
- Nice, T. (2017). *Supervision in the Helping Professions* by Peter Hawkins and Robin Shohet (4th ed., Vol. 1). McGraw Hill Open University Press.

- Pallikkuth, R., Manoj Kumar, T., Dictus, C. T., & Bunders-Aelen, J. F. G. (2024). Design and evaluation of peer supervision for community mental health workers: A task-shifting strategy in low-resource settings. *Community Mental Health Journal*, 60(1), 131–147. <https://doi.org/10.1007/s10597-023-01161-7> PMC
- Reif, S., Braude, L., Lyman, D. R., Dougherty, R. H., Daniels, A. S., Ghose, S. S., ... Delphin-Rittmon, M. E. (2014). Peer recovery support for individuals with substance use disorders: Assessing the evidence. *Psychiatric Services*, 65(7), 853–861. <https://doi.org/10.1176/appi.ps.201400047>
- Rodrigues, S. M. S., Pedroso, J. da S., Pontes, F. A. R., K  ppler, C. O., & Bucher-Maluschke, J. S. N. F. (2015). Patterns of family identifications in adolescents from different backgrounds. *Psychology*, 6(12), 1516–1530. <https://doi.org/10.4236/psych.2015.612148>
- Rogers, C. R. (1961). *On becoming a person: A therapist's view of psychotherapy*. Western Behavioral Sciences Institute.
- Saab, M. M., Kilty, C., Meehan, E., Goodwin, J., Connaire, S., Buckley, C., Horgan, A. (2021). Peer group clinical supervision: Qualitative perspectives from nurse supervisees, managers, and supervisors. *Collegian*, 28(4), 359–368. <https://doi.org/10.1016/j.colegn.2020.11.004>
- Sherman, A., Balthazar, M., Kim, S., Carroll, L., Casseus, K., & Febres-Cordero, S. (2023). Peer facilitation: Accelerating individual, community, and societal change. In *Advances in Peer-Led Learning* (pp. 18–33). <https://doi.org/10.54935/apll2023-01-03-18>
- Smith, A. D. (2021). *Supervise me: Strengthening school counselor professional identity through peer supervision* (Unpublished doctoral dissertation). University of North Carolina at Greensboro.
- Smith, L. (2021). Group supervision in psychotherapy: Development stages, supervisory relationship and supervisee development levels. *International Journal of Supervision in Psychotherapy*, 32(2), 1–18.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Solomon, P. (2004). Peer support/peer provided services underlying processes, benefits, and critical ingredients. *Psychiatric Rehabilitation Journal*, 27(4), 392–401. <https://doi.org/10.2975/27.2004.392.401>
- Valentino, A. L., LeBlanc, L. A., & Sellers, T. P. (2016). The benefits of group supervision and a recommended structure for implementation. *Behavior Analysis in Practice*, 9(4), 320–328. <https://doi.org/10.1007/s40617-016-0138-8>