



Faculty of Cognitive Sciences and Human Development

“Supervisors' Competency of Ethical Practices in Counselling Internship Supervision”

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“Supervisors' Competency of Ethical Practices in Counseling Internship Supervision”

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ABSTRACT

Through a qualitative perspective, this study explores supervisors' competency of ethical practises in counselling internship supervision in Malaysia. This study examines supervisors' proficiency in ethical behaviors in the context of counselling internship supervision. It aims to investigate the elements that influence their competency, the obstacles they face, and the implications of increasing ethical training in supervision. Addressing this issue is critical to the efficacy of counselling internship supervision and the overall quality of counselling services. As a result, the purpose of this study is to assess supervisors' ability to adopt ethical principles during counselling internship supervision. This study aims to identify gaps and obstacles in supervisor training, improve the quality of internship experiences, and eventually prepare counselling interns to handle ethical complexity in their professional practice.

ABSTRAK

Melalui perspektif kualitatif, kajian ini meneroka kecekapan penyelia terhadap amalan etika dalam penyeliaan internship kaunseling di Malaysia. Kajian ini mengkaji kecekapan penyelia dalam tingkah laku beretika dalam konteks penyeliaan internship kaunseling. Ia bertujuan untuk menyiasat elemen yang mempengaruhi kecekapan mereka, halangan yang mereka hadapi, dan implikasi peningkatan latihan etika dalam penyeliaan. Menangani isu ini adalah penting untuk keberkesanan penyeliaan latihan kaunseling dan kualiti keseluruhan perkhidmatan kaunseling. Hasilnya, tujuan kajian ini adalah untuk menilai keupayaan penyelia mengamalkan prinsip etika semasa penyeliaan internship kaunseling. Kajian ini bertujuan untuk mengenal pasti jurang dan halangan dalam latihan penyelia, meningkatkan kualiti pengalaman latihan, dan akhirnya menyediakan pelatih kaunseling untuk mengendalikan kerumitan etika dalam amalan profesional mereka.

CHAPTER 1

INTRODUCTION

1.0 Introduction

This study examined the supervisors' competency in ethical practices, specifically their competency in supervising the counselling internship. This chapter covers some aspects, such as the research objective, research hypothesis, statement of problem, and term definitions. This chapter is important because it comprehensively relates all important sections and enables readers to understand this study.

1.1 Background of the study

Supervision is essential to professional development in counselling, especially during internship training. Effective supervision ensures counselling students move from academic understanding to practical application while adhering to ethical guidelines. Supervisors' expertise in ethical procedures directly impacts the quality of training delivered and interns' professional development. Ethical supervision involves numerous dimensions, including adherence to professional ethics rules, establishing a safe and helpful learning environment, and addressing ethical difficulties that interns may face.

Supervisors have more than just monitoring responsibilities; they are mentors, instructors, and evaluators. According to Bernard and Goodyear (2019), supervisory interactions influence interns' professional identity-building, emphasising the relevance of competent and ethical supervisors. However, deficiencies in supervisors' awareness or application of ethical norms can lead to issues like miscommunication, poor direction, and potential ethical violations (Borders et al., 2021).

The Counsellors (Conduct and Discipline) Regulations 1999, part of the Counsellors Act 1998, outline the regulations that all registered counsellors must follow. Meanwhile, the Malaysian Counsellors Board Code of Ethics, which aims to provide a code of conduct for counsellors, has outlined the standards of conduct in establishing professional relationships with clients, fellow counsellors, employers, individuals, other professions, and society. Therefore, all counsellors' actions in Malaysia are subject to this Act and Code of Ethics.

This study examines supervisors' proficiency in ethical behaviors in the context of counselling internship supervision. It aims to investigate the elements that influence their competency, the obstacles they face, and the implications of increasing ethical training in supervision.

1.2 Problem statement

Counselling internship supervision is essential to counselling students' professional development, ensuring that they are well-prepared to confront the ethical and professional problems that will arise in practice. Supervisors have a dual function in developing clinical competencies and cultivating ethical decision-making skills in students. Despite its importance, supervision quality varies widely, notably in terms of supervisors' ethical practices. Research suggests that supervisors may lack the requisite training, experience, or awareness of ethical principles, resulting in variable supervision outcomes (Bernard & Goodyear, 2018).

In the context of internship supervision, ethical competency refers not only to the supervisor's knowledge of professional codes of ethics but also to their ability to model, teach, and enforce adherence to these principles in diverse and changing professional environments (Corey et al., 2019). Uncertain ethical rules, insufficient supervisor training, and differing interpretations of ethical practices all exacerbate this dynamic (Falender and Shafranske, 2017). Furthermore, the lack of systematic evaluation frameworks for supervisors' ethical competence worsens the situation, leaving counselling interns vulnerable to uneven advice.

Cultural factors also influence ethical supervision practices, particularly in environments where counselling education and supervision frameworks are in the process of development. Supervisors in such situations may struggle to integrate universal ethical norms with local cultural concerns, resulting in a disconnect between academic knowledge and actual application (Bernard & Goodyear, 2018). These challenges impede counselling interns' professional development while also raising concerns about the quality of care offered to clients.

Addressing this issue is critical to the efficacy of counselling internship supervision and the overall quality of counselling services. As a result, the purpose of this study is to assess supervisors' ability to adopt ethical principles during counselling internship supervision. This study aims to identify gaps and obstacles in supervisor training, improve the quality of

internship experiences, and eventually prepare counselling interns to handle ethical complexity in their professional practice.

1.3 Objective of the study

1. To explore the ethical model in counselling among counselling internship supervisors.
2. To identify the supervisor's methods in teaching ethical models to counselling interns.
3. To determine the supervision approaches in preparing interns for ethical decision-making.

1.4 Research questions

1. What ethical models are used in counselling among counselling internship supervisors?
2. What are the methods of supervisors in teaching ethical models to counselling interns?
3. What are the supervision approaches in preparing interns for ethical decision-making?

1.5 Theoretical framework

Figure 1.6 depicts the theoretical framework for this study, providing a structured view of the links between training, supervisor competency, ethical practices, and intern results. The framework combines three fundamental theories: Rest's Four-Component Model, Bernard's Discrimination Model, and Competency Models.

Training and experience are key inputs in establishing supervisor competency. Competent supervisors uphold ethical standards and practices, significantly influencing the professional and ethical growth of counselling interns.

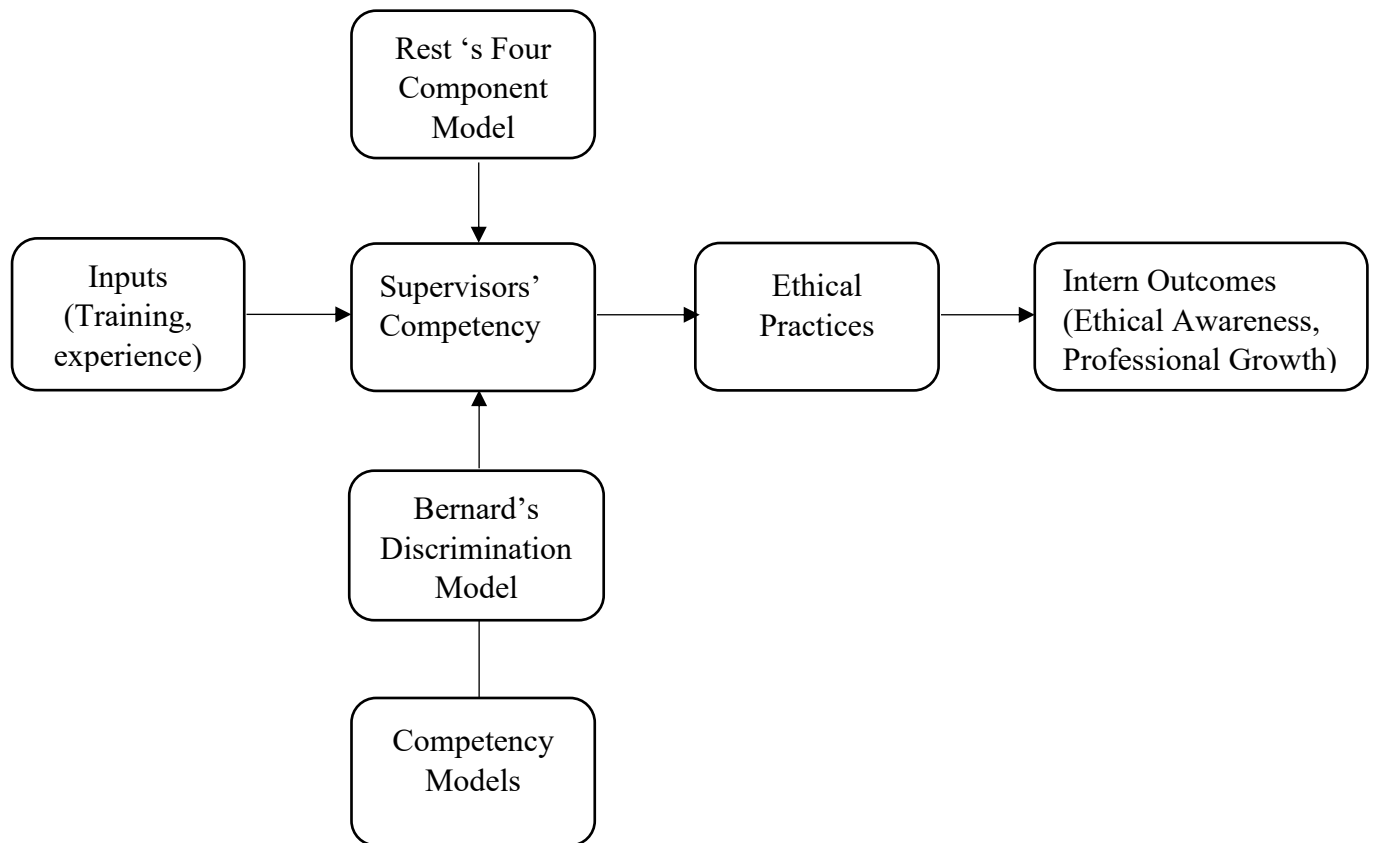


Figure 1.5: Supervisors' Competency of Ethical Practices Diagram

Rest's Four-Component Model emphasizes ethical decision-making processes, whereas Bernard's Discrimination Model focuses on the supervisory roles required to solve ethical issues. Competency models provide for a measurable assessment of supervisory skills. Together, these ideas provide a solid platform for analyzing supervisors' proficiency in ethical behaviors.

1.6 Conceptual framework

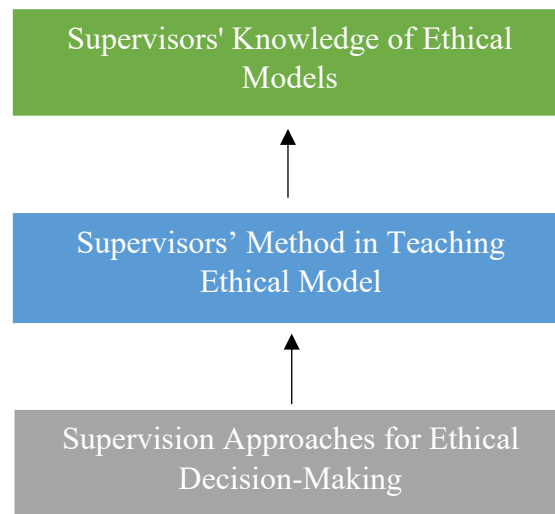


Figure 1.6: Conceptual Framework

Diagram Conceptual Framework

The conceptual framework for "Supervisors' Competency of Ethical Practices in Counselling Internship Supervision" comprises three interconnected components: supervisors' knowledge of ethical models, supervisors' teaching methods, and supervision approaches for making ethical decisions. Supervisors' knowledge is the foundation, and it includes a thorough understanding of professional ethical standards such as the American Counselling Association (ACA) Code of Ethics and the Malaysian Code of Ethics for Counsellors, as well as ethical decision-making frameworks developed by Forester-Miller and Davis (1996) and Kitchener (1984). Supervisors use a variety of methods to teach ethical models, including case studies that analyze real-life scenarios (Cottone & Tarvydas, 2016), role-playing to practice ethical dilemmas in simulated environments (Borders et al., 2014), reflective practices such as journaling (Bernard & Goodyear, 1998), and direct instruction to familiarize interns with ethical codes and regulations based on Malaysian Board of Counsellors. These strategies combine theory and practice, preparing interns to deal with ethical dilemmas effectively. Finally, supervision approaches emphasize practical application, such as modeling ethical behavior, utilizing organized decision-making frameworks, providing constructive feedback, and promoting autonomy to allow interns to navigate ethical quandaries independently (Bernard & Goodyear, 1998). These components are interrelated, with information informing teaching methods and approaches molding supervision practices. This ensures interns gain the ethical competences required for professional practice.

1.7 Definition of Term

1.7.1 Ethical Models

Conceptual Definition

Ethical models offer systematic frameworks for decision-making in professional counselling and supervision. Ethical models are conceptually defined as systematic approaches to ethical dilemma resolution that combine moral principles, ethical theories, and professional guidelines (Corey et al., 2024). These models serve as the framework for ethical reasoning, assisting supervisors and practitioners in navigating complicated ethical challenges through systematic decision-making steps.

Operational Definition

Operationally, ethical models are the approaches and procedures utilized in real-world counselling supervision to assess, analyze, and handle ethical dilemmas (Kitchener, 1999). These methods include frameworks like Kitchener's Five Moral Principles, the Ethical Decision-Making Model, and the Tarvydas Integrative Decision-Making Model, which provide a step-by-step way to putting ethical rules into reality. In counselling supervision, operationalizing ethical models entails teaching supervisors to regularly apply these frameworks, ensuring that ethical considerations are built into their supervisory procedures.

1.7.2 Teaching Ethical Model

Conceptual Definition

Teaching ethical models in counselling supervision is the systematic process of teaching theoretical frameworks and decision-making methods that govern ethical practice to counselling interns. Teaching ethical models refers to the systematic transmission of ethical theories, principles, and case-based applications that aim to improve moral reasoning and professional judgment (Rest, 1986). This technique includes using ethical decision-making models such as Kitchener's Five Moral Principles, the ACA Ethical Decision-Making Model, and the Social Constructivist Model to help interns grasp ethical quandaries (Corey et al., 2024).

Operational Definition

Teaching ethical models requires the use of structured instructional approaches such as role-playing, ethical dilemma discussions, case study analyses, and reflective supervision

sessions (Falender & Shafranske, 2004). It also includes the use of assessment techniques to determine the efficacy of ethical instruction, such as pre-and post-training evaluations, supervisor feedback, and ethical decision-making assessments (Shafranske & Falender, 2017). These hands-on training methods ensure that counselling interns not only understand ethical principles theoretically, but also apply them successfully in real-world situations.

1.7.3 Ethical Decision-Making

Conceptual Definition

Ethical decision-making is a systematic process in which people find, analyze, and select alternatives based on ethical principles and professional standards (Rest, 1986). Conceptually, ethical decision-making entails moral reasoning, value definition, and adherence to ethical codes established by professional groups. When addressing ethical quandaries, individuals must integrate cognitive, emotional, and contextual aspects (Jones, 1991).

Operational Definition

Operationally, ethical decision-making in counselling supervision refers to supervisors' practical use of ethical norms, frameworks, and decision-making models while dealing with ethical dilemmas raised by counselling interns (Corey et al., 2024). This involves using ethical decision-making models like the Ethical Justification Model and the Five-Step Decision-Making Process to ensure consistent and sound ethical decisions (Remley, 2014). To lead counselling interns through ethical dilemmas, supervisors use structured supervision sessions, case discussions, and the execution of institutional policies (Falender & Shafranske, 2004).

1.8 Significance of study

This study's significance lies in its contribution to the knowledge and improvement of supervisors' ethical behaviors during counselling internship supervision. Using Rest's Four-Component Model as its theoretical framework, this study seeks to examine the crucial role of ethical practices in creating competent future counsellors and safeguarding the integrity of the counselling profession.

1.8.1 Contribution to the Field of Counselling

This study gives useful insights into the unique competencies required for supervisors to model and enforce ethical standards properly. Rest's Four-Component Model emphasizes moral

sensitivity, judgment, motivation, and character as required for ethical decision-making in supervision. Understanding these components can help to close gaps in supervisory training and encourage stronger ethical standards in the counselling profession.

1.8.2 Improvement of Internship Supervision Practices

By concentrating on supervisor competencies, this study emphasizes the necessity of ethical practices in internship supervision. The findings can help to shape focused training programs and resources for supervisors, ensuring that they are prepared to deal with ethical quandaries and assist interns' professional development. Improved supervision techniques will result in better-prepared interns who can confidently face ethical difficulties in their future professions.

1.8.3 Impact on Counselling Interns

Supervisors play an important role in developing interns' understanding and application of ethical principles. By assessing supervisor competency through the lens of Rest's Four-Component Model, this study helps to encourage ethical awareness and professional growth among counselling interns. As a result, they are more prepared to practice competently and ethically.

1.8.4 Advancement of Theoretical Understanding

This study broadens the use of Rest's Four-Component Model in the context of counselling supervision. The study's application of this theory to the specific domain of ethical practices in supervision illustrates its practical relevance and adaptability. This theoretical contribution broadens the model's application and establishes a framework for future research in comparable settings.

1.8.5 Policy and Curriculum Development

The study's findings can help legislators and instructors in the counselling field. This study can help to shape curriculum frameworks for counsellor education programs by defining the competences required for ethical supervision. It can also influence regulations regarding supervisor credentials and continuous professional development needs.

1.8.6 Promoting Promotional Integrity

Ethical practices are essential for preserving trust and credibility in the counselling profession. This study emphasizes the relevance of integrity in counselling supervision by looking into supervisors' proficiency in ethical activities. This approach adds to the larger goal of

maintaining ethical standards throughout the industry, which benefits clients, practitioners, and society as a whole.

Conclusion

In conclusion, this study is significant because it contributes to the counselling profession, internship supervision, and the theoretical application of Rest's Four-Component Model. By addressing supervisors' competency in ethical procedures, this study promotes the development of ethical and competent counsellors, assuring the field's continuous growth and reputation.

1.9 Limitation of study

This study acknowledges certain limitations that may influence the interpretation and generalizability of its findings. These limitations are categorized and discussed below.

1.9.1 Theoretical Limitation

The study primarily uses Rest's Four-Component Model to investigate ethical practices. While this model gives a formal knowledge of ethical decision-making, it does not cover all aspects of supervisory competencies, such as applying practical skills or adapting to changing circumstances. As a result, the study may not cover the entire set of competencies required for effective supervision in real-world counselling circumstances.

1.9.2 Contextual and Cultural Specificity

The study's findings are based on a unique cultural and institutional setting. Unique cultural norms, corporate rules, and legal laws all have an impact on supervisory competence and ethical practices. This peculiarity may restrict the results' application to other locations or counselling settings with distinct cultural or organizational dynamics.

1.9.3 Participant-Related Limitation

The study sample, which included supervisors and interns from a certain demographic or institutional background, may not reflect the diversity of opinions found in larger communities. This lack of variety may limit the findings' generalizability to different supervisory or internship environments.

1.9.4 Measurement Challenges

Assessing supervisors' competency and ethical behaviors is based on subjective self-reports, questionnaires, or interviews, which might be influenced by social desirability bias. Participants may misrepresent their ethical conduct or proficiency levels to meet perceived expectations, possibly skewing the results.

1.9.5 Scope of Ethical Practices

The study focuses on ethical practices in the context of internship supervision. While this concentration is beneficial, it may overlook other vital supervisory functions, such as administrative obligations or dispute resolution, which are also essential for total proficiency.

1.9.6 Temporal Limitation

Ethical behaviors and competency are dynamic and can vary over time owing to policy changes, training opportunities, or personal development. As a cross-sectional study, this study represents a single point in time and does not account for long-term changes or trends.

1.9.7 Theory-Practice Gap

While Rest's Four-Component Model has a solid theoretical foundation, its actual implementation in supervision may provide difficulties. Supervisors may meet ethical quandaries or practical challenges the paradigm does not address, resulting in a potential gap between theory and practice.

Conclusion

Despite these limitations, the study offers valuable insights into supervisors' ethical actions. Recognizing these limitations emphasizes the necessity of contextualizing the findings and provides up possibilities for future research. Future research could incorporate more theoretical models, increase participant diversity, and use longitudinal designs to close these gaps and improve understanding of ethical behaviors in counselling internship supervision.

1.10 Conclusion

This chapter established the study's major focus: how supervisors at counselling internships teach and apply ethical standards. As previously stated, supervisors are important in educating counselling interns to deal with ethical difficulties effectively. However, there is tremendous variation in how supervisors understand and apply ethical principles. These variances,

influenced by personal experiences, training, and supervision styles, may result in inconsistent ethical training for interns, compromising their professional preparedness and ability to face real-world ethical difficulties.

This study aims to solve the potential gaps and discrepancies in how supervisors educate interns through ethical dilemmas. It intends to emphasize how differences in supervisory techniques and supervisors' comprehension and teaching of ethical standards may impact interns' ability to address ethical challenges effectively. This study will highlight the importance of a more consistent framework for ethical training in counselling internships.

Finally, these research findings are expected to help improve ethical training practices by identifying areas where supervisors' approaches may differ and proposing ways to develop more standardized and coherent strategies for fostering ethical competence in future counselling professionals.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

Supervisors have an important role in influencing the ethical and professional growth of counselling interns. As gatekeepers of the counselling profession, they are responsible for modeling ethical behavior, offering guidance, and ensuring that interns follow professional standards during training. Supervisors' expertise in ethical procedures is critical not just for intern development but also for client welfare and professional integrity. This literature review investigates various aspects of supervisors' ethical competency in counselling internship supervision, such as ethical challenges, the impact of supervision practices on interns, training and development for ethical competency, and the role of cultural and contextual factors. By assessing theoretical frameworks and research findings, the review highlights current understanding and identifies areas for future research.

2.1 Role of Supervisors in Counselling Internship Supervision

Supervisors of counselling internships play a crucial role in shaping the professional development of their interns by fulfilling a diverse range of responsibilities and meeting a variety of expectations. Supervisors play an important role in developing future counsellors by creating a helpful learning environment while upholding ethical and professional standards. Their roles go beyond just giving technical help; they also serve as mentors, evaluators, and role models (Bernard & Goodyear, 1998). Effective supervisors display competency in areas such as ethical decision-making, clinical expertise, and interpersonal skills, setting examples for interns to follow.

One of the crucial dual responsibilities that supervisors play is mentorship and gatekeeping. Supervisors serve as mentors, providing direction, encouragement, and constructive comments to help interns improve and gain confidence. This interaction creates a supportive environment where interns feel comfortable exploring their skills, facing challenges, and developing their counselling identity (Borders & Brown, 2022). In contrast, the gatekeeping position requires supervisors to examine interns' fitness for professional

practice, ensuring they satisfy the essential ethical and clinical standards (Ladany et al., 2005). This duality can be difficult to manage since supervisors must strike a balance between building a supportive rapport and identifying and addressing areas of concern, such as when an intern does not meet the requisite competency levels.

Supervisors also have a substantial impact on interns' professional growth by guiding their attitude to ethical practices, clinical decision-making, and professional identity. Supervisors instill values and practices in interns by modeling proper actions and reinforcing ethical frameworks (Kangos et al., 2018). Furthermore, supervisors' feedback and evaluations are crucial in assisting interns to improve their counselling skills and gain confidence in their abilities. Supervisors can help interns critically assess their experiences and connect theoretical knowledge with practical application by providing chances for reflective practice (Kolb, 2014). This influence includes developing self-awareness, cultural competency, and a dedication to lifelong learning, all necessary characteristics for effective counselling practitioners.

Finally, supervisors play a complex yet critical role in counselling internship supervision. Their tasks include mentorship, gatekeeping, and promoting professional development, all of which necessitate a careful balance of support and accountability. Supervisors who skillfully navigate these responsibilities not only contribute to interns' immediate development but also have a long-term impact on the quality and ethics of the counselling profession.

2.2 Supervisors' Methods in Teaching Ethical Models in Counselling Internship Supervision

Supervisors play a critical role in helping counselling interns understand ethical procedures and use ethical theories effectively in practice. Teaching ethical models involves a combination of theoretical understanding and practical application to ensure that interns not only grasp the concepts but are also equipped to negotiate complicated ethical challenges in their professional roles.

Case studies are a frequent way to provide interns with real-life or imaginary scenarios including ethical concerns. This method allows interns to identify ethical dilemmas, investigate viable solutions, and assess the consequences of their decisions. Case studies serve to close the gap between theory and practice by allowing interns to apply ethical ideas in a controlled way.

Supervisors, for example, may provide scenarios involving confidentiality breaches or dual relationships and encourage interns to assess them using frameworks such as Corey's Decision-Making Model (Cottone et al., 2021).

Another useful method is role-playing, which allows interns to practice resolving ethical quandaries in a simulated and controlled setting. Interns can learn alternative perspectives by playing out scenarios as both the counsellor and the client. This experiential strategy promotes critical thinking and decision-making abilities while also building a better grasp of ethical duties (Barker & Hunsley, 2014). Supervisors can lead interns through these tasks, providing comments and noting areas for growth, such as communication skills or ethical rules.

Supervisors also rely heavily on direct instruction. This includes educating interns on established ethical rules such as the American Counselling Association (ACA) Code of Ethics and the Malaysian Code of Ethics for Counsellors. Supervisors ensure that interns understand the professional norms and expectations of the counselling industry by clearly teaching these rules and how to apply them. Supervisors frequently enhance this education with examples and practical tasks to ensure interns understand the ethical foundations.

In addition to organized methods, reflective practices play an important role in teaching ethical models. Interns are encouraged by supervisors to engage in reflective activities such as journaling, sharing experiences during supervision meetings, and undertaking self-assessments. Reflective methods enable interns to critically review their ethical decision-making processes, detect personal biases, and assess how well their values correspond with professional norms (Bernard & Goodyear, 1998). This continual self-reflection promotes a greater awareness of ethical issues and assists interns in developing a more sophisticated knowledge of their professional obligations.

Furthermore, supervisors may include group talks or peer supervision sessions in which interns cooperate and share their experiences with ethical challenges. These exchanges not only present new insights but also foster a friendly environment in which interns may learn from one another. Supervisors lead these sessions to ensure that ethical issues are thoroughly discussed and contextualized.

To summarize, supervisors teach ethical models through a number of ways, including case studies, role-playing, direct instruction on ethical norms, reflective practices, and collaborative conversations. Each of these strategies helps to enhance counselling interns'

ethical competence, ensuring that they are prepared to face difficult ethical dilemmas in their professional practice.

2.3 Competency Framework for Ethical Practices in Internship

A competency framework for ethical practices in counselling internships is an organized, multidimensional approach to define the fundamental knowledge, abilities, attitudes, and behaviors needed for ethical behavior throughout professional training. This framework guarantees that interns are adequately prepared to address the ethical challenges of counselling practice. It includes fundamental knowledge of ethical codes such as the American Counselling Association's (ACA) Code of Ethics and the Malaysian Board of Counsellors' ethical guidelines, as well as the practical application of these principles in real-world scenarios. Bernard & Goodyear, (1998) note that such frameworks provide clarity and benchmarks, guaranteeing interns gain practical ethical skills required for professional practice, thereby improving their ability to prioritize clients' well-being and adhere to ethical principles. Supervisors are responsible for fostering these competencies through direct instruction, experience learning, reflective practices, and consistent evaluation.

A strong competency foundation for ethical practices is required to ensure that counselling supervisors effectively uphold ethical standards and promote ethical development in their supervisees. Ethically competent supervisors possess a broad range of knowledge, abilities, and attitudes. They have a thorough understanding of ethical norms such as the American Counselling Association (ACA) Code of Ethics and the Malaysian Board of Counsellors' recommendations, as well as pertinent legal regulations and cultural factors. They also display skills in ethical decision-making, effective communication, and conflict resolution, all of which are necessary for negotiating complicated ethical challenges in supervision. These supervisors have an attitude of integrity, empathy, and a dedication to continual professional development, which keeps them knowledgeable about developing ethical concerns and best practices (Bernard & Goodyear, 1998).

Understanding ethical norms, laws, and cultural factors is an important part of the competency framework. Interns are given clear guidelines on confidentiality, informed consent, professional boundaries, and dual relationships under ethical standards such as those issued by ACA and the Malaysian Board of Counsellors. Legal frameworks, such as national rules and workplace standards, are also necessary for directing ethical behavior. Cultural

competency is another important factor, as ethical standards must be tailored to the cultural circumstances of both the counsellor and the client (Corey et al., 2024). Supervisors encourage this by offering a variety of case studies and discussions that enable interns to critically analyze the junction of ethics and cultural understanding.

Counselling interns' attitudes and behaviors are heavily influenced by their supervisors. Supervisors model ethical behavior, emphasizing the need of honesty, transparency, and empathy in professional practice. Interns are encouraged to be self-aware and accountable through reflective techniques like journaling and supervision discussions. These reflection exercises enable interns to explore their biases, uncover potential ethical blind spots, and improve their decision-making processes (Bernard & Goodyear 1998). Furthermore, supervisors provide a secure and supportive atmosphere for interns to openly raise ethical concerns, underscoring the importance of collaborative problem-solving.

Ethical decision-making models are essential for ethical supervision because they provide systematic techniques for resolving ethical challenges. The Forester-Miller and Davis (1996) ethical decision-making approach frequently stresses recognizing the problem, studying applicable guidelines, consulting with peers, and evaluating various courses of action. Similarly, Kitchener's (1984) approach emphasizes the concepts of autonomy, beneficence, nonmaleficence, fairness, and faithfulness as fundamental factors. Integrating these models into their supervising practice allows ethically competent supervisors to address ethical challenges methodically while modeling excellent practices for their supervisees.

A competency framework also contains techniques for assessing supervisors' ethical competencies, which are essential for providing quality supervision. Ethical guidelines, such as those provided in the ACA Code of Ethics, emphasize supervisors' obligations to maintain their competence, provide effective ethical training, and respect professional boundaries. Similarly, the Malaysian Board of Counsellors emphasizes the need for cultural sensitivity, legal compliance, and ethical accountability in supervisory. Self-assessment tools and performance benchmarks enable supervisors to reflect on their strengths and identify areas for growth, encouraging an accountability culture and ongoing professional development (Stoltenberg & McNeill, 2011).

Frameworks for assessing supervisor competency improve ethical practices by establishing benchmarks for evaluating supervisor performance. The ACA Code of Ethics defines supervisors' obligations as providing ethical training, ensuring competence, and

meeting supervisees' needs while respecting professional boundaries. Similarly, the Malaysian Board of Counsellors' requirements prioritize cultural competence, legal compliance, and ethical awareness among supervisees. These frameworks give supervisors specific criteria for self-evaluation and continual improvement, establishing a culture of accountability and quality in supervision.

To sum up, a strong competency foundation for ethical activities has far-reaching consequences for both supervisors and their subordinates. Supervisors who demonstrate these qualities not only improve their own ethical practice, but also foster the next generation of ethically minded counselling professionals. These frameworks ensure that interns get the skills and confidence required to prioritize client welfare, effectively resolve challenges, and uphold ethical standards throughout their careers. As a result, this improves the counselling profession's general integrity and fosters trust among clients and the community.

2.4 Ethical Challenges in Counselling Supervision

Ethical issues in counselling supervision are numerous, frequently stemming from complicated interactions between supervisors and supervisees. Common ethical quandaries for supervisors include managing dual relationships, which can obscure professional boundaries, and maintaining confidentiality, especially when balancing the supervisee's privacy with client welfare and organizational needs (Bernard & Goodyear, 1998). Counselling interns face ethical challenges such as establishing appropriate boundaries and obtaining informed consent as they transition from theory to practice. They may lack the experience to adequately address these concerns (Bradley, 2001). Additionally, cultural and contextual factors significantly impact ethical challenges in supervision. Differences in cultural norms and values can lead to misinterpretations of ethical guidelines, while contextual factors such as organizational policies or systemic constraints may complicate ethical decision-making processes (Quartey, 2023). Recognizing and addressing these challenges requires supervisors to adopt culturally responsive and ethically grounded supervision practices, tailored to the specific needs of interns and their unique professional contexts.

2.5 The Impact of Supervisors' Competency on Counselling Interns and Ethical Models in Counselling

Supervisors' competency significantly impacts counselling interns' learning experiences and skill development. Competent supervisors offer organized advice, constructive comments, and a supportive environment that promotes interns' professional development and confidence (Bernard & Goodyear, 1998). Poor supervision procedures, such as insufficient feedback or clear expectations, can stymie intern development, resulting in uncertainty, decreased self-efficacy, and potential ethical mistakes (Ladany et al., 1999). Modeling ethical behavior is especially crucial because supervisors serve as role models for interns, exhibiting how to negotiate complicated professional challenges with integrity and respect for ethical standards. This modeling assists interns in internalizing ethical ideas and applying them to their practice (Shafranske & Falender, 2017). Effective supervision that promotes competency and ethical behavior helps interns, improves client care, and maintains the norms of the counselling profession.

While ethical models in counselling supervision provide frameworks for interns to make ethical decisions and behave themselves professionally. Several models, including the Developmental Model and the Integrative Model, emphasize the need for ongoing ethical instruction and competency evaluation (Shafranske & Falender, 2017). According to the Developmental Model, supervisors must tailor their approach to the intern's level of expertise, gradually increasing autonomy while retaining ethical oversight (Stoltenberg & McNeill, 2011). Meanwhile, the Integrative Model emphasizes the necessity of combining several theoretical views to improve ethical competency in supervision (Longest, 2020). These approaches view reflective practice, case discussions, and ethical reasoning exercises as critical components of supervision (Carroll & Gilbert, 2011). According to research, using ethical models in supervision increases counselling interns' ethical awareness and preparation, allowing them to effectively face ethical difficulties in their professional practice (Powers, 2017). Thus, incorporating formal ethical models into supervision is critical for ensuring that counselling interns gain the skills required to handle ethical complexity in their employment.

2.6 Training and Development for Supervisors' Ethical Competency and Supervision Approaches in Counselling

Counselling supervisors play an important role in developing interns' ethical practices, thus they must get ongoing training and development to improve their ethical competency. Ethical competency in supervision refers to the ability to incorporate ethical concepts, decision-making models, and legal issues into supervisory practice (Bernard & Goodyear, 1998). Effective training programs are critical for providing supervisors with the required abilities to deal with ethical quandaries and maintain professional standards (Shafranske & Falender, 2107).

Structured training programs, like as workshops, continuing education courses, and formal mentorship, are an important strategy for building supervisors' ethical competencies. According to studies, supervisors who receive comprehensive ethics training enhance their ability to perceive and handle ethical difficulties in supervision (Borders et al., 2014). Furthermore, ethical case-based learning and reflective supervision encourage supervisors to critically examine their ethical decision-making processes (Watkins, 2019).

Supervision tactics are very important in encouraging counselling interns to practice ethical behavior. The developmental model of supervision stresses interns' progressive growth, ensuring that ethical issues are addressed following their level of professional development (Stoltenberg and McNeill, 2011). Similarly, the competency-based approach guarantees that supervisors examine and improve interns' ethical knowledge and skills, emphasizing informed consent, confidentiality, and boundary management (Falender & Shafranske, 2004).

Evidence-based supervision frameworks, including the Integrated Developmental Model (IDM) and the Discrimination Model, have been related to improved ethical decision-making and professional progress among interns (Rønnestad & Skovholt, 2013). These models emphasize self-awareness, skill development, and ethical reflection as necessary for professional competency in counselling supervision.

Given the difficulties of ethical supervision, ongoing professional development via peer consultation, ethical review meetings, and adherence to revised ethical principles is required. According to research, supervisors who actively participate in professional development are more capable of negotiating ethical quandaries and fostering ethical decision-making among interns (Zammit, 2018). Thus, a combination of organized training, evidence-based supervisory

methodologies, and ongoing professional development is required to ensure that supervisors retain ethical competency in counselling supervision.

2.7 Supervisors' Competency in Ethical Practices: Research Findings

Research on supervisors' competency in ethical practices emphasizes the need for well-trained supervisors to instill ethical awareness in counselling interns. According to recent research, supervisors with a good basis in ethical standards have a favorable influence on interns' ability to manage professional issues, resulting in greater client care and intern development (Bernard & Goodyear, 2019). However, gaps in the literature indicate a lack of study on the long-term efficiency of supervision training programs and the precise methods by which supervisors impart ethical abilities (Falender & Shafranske, 2017). Additionally, comparative studies across different cultural or institutional contexts are sparse, despite evidence that cultural values and institutional policies significantly shape supervisors' approaches to ethical challenges (Smith & Fitzpatrick, 2022). Future research should explore these areas, particularly the intersection of cultural diversity and ethical supervision, to provide a more comprehensive understanding of best practices in diverse settings.

2.8 Theoretical Frameworks Underpinning Supervisors' Ethical Competency

Theoretical frameworks that support supervisors' ethical competency provide a systematic lens through which supervision methods can be reviewed and improved. Bernard's Discrimination Model, which combines intervention, conceptualization, and personalization skills, provides a basic approach to supervision that addresses particular supervisee requirements while emphasizing ethical decision-making (Bernard & Goodyear, 2019). The systems approach to supervision broadens this paradigm by taking into account the impact of organizational, cultural, and relational dynamics on supervisory processes, resulting in a more comprehensive understanding of ethical issues (Holloway, 1995). Furthermore, counselling theories such as Carl Rogers' person-centered approach and cognitive-behavioral theory are commonly used in supervision ethics. These theories emphasize empathy, collaboration, and structured problem-solving to confront ethical quandaries (Falender & Shafranske, 2017). These theoretical foundations assist supervisors in balancing accountability, support, and

ethical adherence, resulting in effective supervision methods that prepare interns for future professional challenges.

2.9 Summary

The studied literature emphasizes the importance of supervisors in maintaining ethical practices in counselling internship supervision, highlighting their obligation to model, teach, and evaluate ethical behavior. While supervisors are expected to display expertise in ethical practices, studies show that their techniques and efficacy vary, which is often owing to differing interpretations of ethical principles and a lack of training in ethical supervision. Furthermore, the present literature shows a lack of agreement on optimum techniques for teaching ethical models and preparing interns for ethical decision-making, with few studies addressing how supervisors judge their own ability in this domain. These gaps justify the necessity for this study, which will investigate supervisors' competency in ethical practices, identify the ways they use to teach ethical models, and assess the efficacy of these approaches. The reviewed literature informs this research, which seeks to address identified gaps by providing a deeper understanding of ethical supervision practices and contributing to the development of more effective strategies to prepare counselling interns for ethical challenges in their professional practice.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This research seeks to investigate supervisors' competency in ethical practices during counselling internship supervision, with an emphasis on how supervisors perceive and apply ethical principles in their responsibilities. Given the complexities and subjectivity of ethical decision-making in the counselling profession, a qualitative research design is best suited for this study, as it allows for a thorough examination of the participants' experiences, perspectives, and understanding of ethical practices in supervision.

3.1 Research design

This research design will take a qualitative approach to investigate the abilities of counselling internship supervisors in terms of ethical behaviours. Qualitative methods are appropriate for understanding supervisors' subjective experiences and views, as well as how their supervisory procedures affect interns' ethical decision-making skills. This design will offer detailed insights into how supervisors demonstrate and evaluate their ethical competencies, the strategies they use to teach ethical models to interns, and the efficacy of these approaches in preparing interns for ethical behaviour.

3.1.1 Research Approach

This study employs a qualitative research approach to explore the expertise of counselling internship supervisors in ethical practices. The qualitative technique is ideal for acquiring a thorough knowledge of supervisors' experiences and views when implementing and teaching ethical behaviours.

3.1.2 Phenomenological Approach

The study takes a phenomenological method, focusing on the lived experiences of counselling supervisors. This strategy enables the survey to capture how supervisors see and carry out their ethical responsibilities and approaches to teaching interns ethical decision-making. The phenomenological technique is particularly appropriate since it tries to grasp the substance of participants' experiences, which aligns with the study's goal of exploring ethical competencies in a supervisory setting.

The qualitative research approach, which is based on a phenomenological perspective, is ideal for this study because it allows for the exploration and interpretation of complex and context-specific aspects of ethical practices in counselling internship supervision. By concentrating on the participants' lived experiences, the study hopes to provide useful insights into the development and evaluation of ethical competencies among supervisors.

3.2 Population and Sample

3.2.1 Population

The population for this research consists of registered counsellor who experienced supervisee practicum or internship counselling students. These registered counsellor are in charge of coaching, mentoring, and evaluating the counselling interns during their internship, with a particular emphasis on ethical practice. These supervisors work in the academic setting and have a significant impact on the ethical decision-making and professional behaviour of their assigned interns.

3.2.2 Sample

Based on the population of registered counsellors who supervise counselling internship students, the sample for this study will be defined as follows:

3.2.2.1 Sample Criteria

Participants in this study will be chosen based on specified criteria to ensure relevance and legitimacy. They must be registered counsellors with the Lembaga Kaunselor Malaysia (LKM) and possess a valid practice license under the Counselling Act 1998 (Act 580). Furthermore, they must be or have previously been supervisors of counselling internship students at any higher education institution, government agency, or private enterprise in Sabah or Sarawak. To ensure suitable supervisory expertise, participants must have at least five years of experience supervising counselling interns. Supervisors from public universities, private universities, colleges, government counselling units, private counselling centres, non-governmental organisations (NGOs), and other recognised organisations that provide internship opportunities for counselling students will participate in the study. Furthermore, participants must agree to engage voluntarily and give informed consent for interviews and data collection. Because this study requires physical interviews, and through online interview, participants must be available in Malaysia.

3.2.2.2 Sample Size

This study adopts a qualitative research design, which often necessitates smaller, targeted samples to acquire rich and detailed data. According to Creswell and Creswell (2017), qualitative research sample sizes typically range from 5 to 25 participants, depending on the study's complexity and the idea of data saturation, which occurs when no new themes arise.

This study will include 5 to 8 participants, in accordance with Creswell's advice and to ensure appropriate data collection for thematic analysis. The chosen participants are registered counsellors with the Lembaga Kaunselor Malaysia (LKM) and possess a valid practice license under the Counselling Act 1998 (Act 580) who supervise counselling interns and provide direct insights into supervisory ethical competencies.

3.3 Research Instruments

The researcher serves as the research instrument in qualitative research, as data collection is mainly reliant on interviews, observations, and document analysis (Tisdell et al., 2025). The major data gathering instrument for this project will be semi-structured interviews. The primary data collection instrument for this study is a semi-structured interview guide designed to assess supervisors' ability to sustain ethical procedures during counselling internship supervision. Semi-structured interviews provide flexibility in investigating participants' viewpoints while being consistent in addressing study objectives (Kvale, 2009). The interview guide includes both open-ended and planned questions to allow for a thorough examination of supervisors' ethical decision-making, their experiences dealing with ethical challenges, and the tactics they use to ensure ethical standards are upheld in their supervision. This instrument was chosen because it allows for the collection of detailed qualitative data that reflects the intricacies of ethical counselling practices.

3.3.1 Instrumentation

In qualitative research, the researcher serves as the primary data gathering instrument (Tisdell et al., 2025). As the primary instrument, the researcher is responsible for designing, conducting, and interpreting interviews while remaining reflexive in order to reduce bias. The key research instrument for this study is semi-structured interviews, which are used to investigate supervisors' competency in ethical procedures in counselling internship supervision.

3.3.2 Semi-Structured Interview

Semi-structured interviews were chosen because they allow for in-depth study of participants' perspectives while remaining structured (Kvale, 2009). This method allows the researcher to delve deeper into the responses, clarifying interpretations and revealing subtle insights about ethical supervision procedures. The interview protocol is based on relevant literature and ethical norms for counselling supervision, ensuring that it is consistent with the research objectives.

3.3.3 Trustworthiness and Credibility

Credibility, reliability, confirmability, and transferability are all taken into account to improve the research instrument's trustworthiness (Lincoln, 1980; Guba, 1985). Member checking, triangulation, and expert validation are among the strategies deployed. Member verification entails exchanging interview summaries with participants to guarantee accuracy and authenticity. Triangulation involves comparing data to existing literature and expert opinions. Additionally, professional counselling educators and supervisors assess the interview guide to ensure subject validity.

3.4 Data Collection Procedures

This study uses a qualitative research design to investigate supervisors' competency in ethical practices during counselling internship supervision. Semi-structured interviews will be used to collect data, since they are ideal for collecting participants' lived experiences, perspectives, and insights (Creswell & Poth, 2016).

3.4.1 Study Population and Sampling

Purposive sampling will be used to choose participants, with a concentration on registered counsellor supervisors having prior counselling internship supervision experience. This method assures that the study includes people with appropriate experience in ethical supervision (Patton, 2014). Potential volunteers will get a recruitment email and an invitation letter describing the study's purpose, confidentiality measures, and voluntary participation.

3.4.2 Interview Process

The interviews will be performed in person at a mutually agreed-upon location to allow for in-depth conversation and rapport-building (Rubin & Rubin, 2012). Each session will last 30 to

60 minutes, giving enough time to discuss major subjects while reducing participant weariness. Open-ended questions will steer the interviews, including topics such as:

- (1) What are the challenges experienced in the supervision process by the faculty supervisor?
- (2) What ethical issues occur in supervision according to the faculty supervisor?
- (3) How do the faculty supervisors deal with these challenges and ethical issues?

Interviews will be audio-recorded with participants' assent to guarantee proper data collection and transcription (Merriam & Tisdell, 2016). Field notes will also be gathered to record nonverbal clues and contextual information.

3.4.3 Data Management and Confidentiality

All recorded interviews will be verbatim transcribed using NVivo software for thematic analysis (Braun & Clarke, 2006). To preserve secrecy, participants' names will be disguised with pseudonyms, and data will be securely stored in password-protected files. Only the researcher and academic supervisor will have access to the data.

3.4.4 Ethical Considerations

Before data collecting begins, the university's research ethics committee will provide its approval. Participants will be given an informed consent form that explains their rights, the study's aims, and withdrawal processes. The ethical principles of voluntary participation, confidentiality, and respect for participants' autonomy shall be scrupulously preserved, in accordance with the American Counselling Association (ACA) Code of Ethics (Herlihy & Corey, 2014) and the Malaysian Board of Counsellors' ethical requirements.

3.5 Techniques of Analysing Data

Data analysis is a systematic procedure in qualitative research that involves organizing, interpreting, and making sense of textual data gathered during interviews. For this project, data from interviews with master's student supervisors will be analyzed using a theme analysis approach. Thematic analysis is commonly used in qualitative research to find, analyze, and report data patterns (themes) (Braun & Clarke, 2006).

3.5.1 Thematic Analysis

Thematic analysis is a versatile and effective tool for discovering patterns of meaning in a dataset. Braun and Clarke (2006) describe six steps of theme analysis:

1. Data Familiarization - The researcher transcribes interviews, reviews and rereads data, and takes notes on initial ideas.
2. Generating Initial Codes - entails systematic coding of important features across the dataset, followed by the collection of relevant data.
3. Searching for Themes - Codes are sorted into probable themes after acquiring all essential data.
4. Reviewing Themes - Themes are examined and improved to ensure they are coherent and aligned with the study objectives.
5. Defining and Naming Themes - Themes are clearly defined, with extensive explanations that are relevant to the study's subject.
6. Writing the Report: The findings are organized in a way that supports the study objectives and provides a thorough picture of supervisors' expertise in ethical activities.

3.5.2 Data Coding and Interpretation

Coding is a crucial step in thematic analysis, marking data segments with relevant categories (Saldaña, 2021). This study uses both deductive coding, which uses predefined codes based on ethical practice frameworks, and inductive coding, which identifies themes from the data itself (Miles et al., 2019). NVivo software can help with coding and data management.

3.5.3 Ensuring Trustworthiness

To improve the reliability and trustworthiness of the data analysis process, the study utilizes criteria (Lincoln, 1980; Guba, 1985).

- Credibility: Validating findings through member checking and peer debriefing.
- Transferability: Providing detailed explanations that can be replicated in a variety of settings.
- Dependability involves using an audit trail to document data analysis decisions.
- Confirmability: Maintaining reflexivity by recognizing researcher bias and keeping extensive analytical notes.

3.6 Conclusion

This chapter describes the process for assessing qualitative data acquired from interviews with master's student supervisors. Thematic analysis was chosen as the major technique because it allows for the identification and interpretation of significant themes related to supervisors' ethical competence during counselling internship supervision. The approach entailed becoming acquainted with the data, creating codes, and categorizing them into bigger themes that reflect the most important components of supervision, such as role modeling, teaching ethical models, and resolving ethical decision-making issues. This approach offers a formal framework for understanding how supervisors navigate and teach ethical practices, as well as highlighting the problems and efficacy of present supervision approaches. The findings will provide useful insights into how supervisors might improve ethical competency in internship supervision and equip interns to make ethical decisions in professional practice.

CHAPTER 4

RESEARCH FINDINGS AND DISCUSSION

4.0 INTRODUCTION

Chapter 4 covered the demographics of the respondents, developing the topic, conclusions, and a discussion of the literature. The researcher presents findings from interviews with six counselling supervisors or registered counsellors working in any public universities throughout Malaysia. The data collected describes the selection of ethical models in supervision of the supervisors.

4.1 PARTICIPANT'S DEMOGRAPHIC BACKGROUND

No. (P)	Gender	Age	Origin	Occupation
1.	Male	60	Perak	Lecturer, Unimas
2.	Female	55	Kelantan	Lecturer, UUM
3.	Female	56	Johor	Lecturer, Unimas
4.	Male	46	Selangor	Lecturer, USIM
5.	Male	46	Banting, Selangor	Lecturer, USIM
6.	Male	52	Johor	Lecturer, UKM

Table 4.1: Participant's Demographic Background

4.1.1 First Participant

P1 is a male and a retired lecturer from Unimas this year. He is 60 years old and comes from Perak.

4.1.2 Second Participant

P2 is a female lecturer from UUM. She is 55 years old and comes from Kelantan.

4.1.3 Third Participant

P3 is a female lecturer from Unimas. She is 56 years old and comes from Johor.

4.1.4 Fourth Participant

P4 is a male lecturer from USIM. He is 46 years old and comes from Selangor.

4.1.5 Fifth Participant

P5 is a male lecturer from USIM. He is 46 years old and comes from Banting, Selangor.

4.1.6 Sixth Participant

P6 is a male lecturer from UKM. He is 52 years old and comes from Johor.

4.2 Qualitative Data Analysis

Research Question
1. What ethical models are used in counselling among counselling internship supervision? Theme: Selection of ethical model in supervision 1. Contextual application of ethical models 2. Effectiveness and suitability of chosen models 3. Supervisory strategies for handling ethical models
2. What are the methods of supervisors in teaching ethical models to counselling interns? Theme: Methods of supervisors in teaching ethical models 1. Use of instructional materials and resources 2. Assessments of trainees' understanding and application 3. Trainees' feedback on ethical model instruction
3. What are the supervision approaches in preparing interns for ethical decision-making? Theme: Supervision approaches in preparing interns for ethical decision-making 1. Challenges for preparing trainees for ethical decision-making 2. Adaptation of Supervision Based on Trainee Readiness 3. Indicators of Trainee Ethical Autonomy

Figure 4: Emerging Themes

4.2.1 Selection of Ethical Model in Supervision in Malaysia

Themes	P1	P2	P3	P4	P5	P6
Contextual application of ethical models	/	/	/	/	/	/
Effectiveness and suitability of chosen models	/	/	/	/	/	/
Supervisory strategies for handling ethical models	/	/	/	/	/	/

Table 4.2.1: Selection of Ethical Model in Supervision

4.2.1.1 Contextual Application of Ethical Models

The first theme is the contextual application of ethical models in supervision. This theme focused on how supervisors apply ethical models to navigate complex professional situations during the supervision process. In this study, participants described various ways ethical frameworks guided their decision-making, especially when addressing confidentiality, dual relationships, and professional boundaries. The application of ethical models was not merely theoretical but adapted according to the cultural, relational, and situational factors faced during supervision. The following are statements from interviewed participants reflecting how they used ethical models to guide their supervisory practice.

Contextual Application	P1	P2	P3	P4	P5	P6
ASCA	/					
Tarvydas	/					
Lembaga Kaunselor Malaysia		/	/	/		/
Decision Making				/		
Corey, Corey & Callanan				/		
Discrimination Model					/	

Table 4.2.1.1 Contextual Application

P1 claimed that:

“I usually use the ASCA model that is usually used by. We usually use that one. If we use it, ahh if you open it, yes, if you follow the Lembaga model, it doesn't look very much, this Counseling Lembaga is what we use ASCA from before. We use ASCA. That model has been

around for a long time. So it's okay. Another one that I usually use is Tarvydas about the multi-cultural concept. So these are the two models that I usually use."

P2 stated:

"I only use the model that is in the 'Lembaga Kaunselor Malaysia' which is laid out in the act so I only use that."

P3 also claimed:

"I am based on the 'Lembaga Kaunselor Malaysia' guidelines, which are in the black book, so of course we learn ethics, including in terms of criminal misconduct, in terms of ethics for sessions, confidentiality, everything, then like you can't do sessions with close people like husband and wife, parents, then like you can't marry the client, there are conditions, right? "

Meanwhile, P4 stated:

"The ethical model that I use is indeed if you follow what the 'Lembaga Kaunselor' has listed, but at the same time I am also if based on what we learned before I use the type of decision making model because with ethics, ah so this model is what people have been talking about since 2015 by Corey, Corey & Callanan okay 2015, so when talking about this model it is more for us to check back ah refer back to experts in at the same time we sit down and look at the documentation to make an assessment and check and balance. So that is the first, whole we identify the issue faced what is the problem or scenario or you know ah dilemma to make a decision related to ethics then we check back with the ethics that we you know that we hold which is the ethics of the 'Lembaga Kaunselor' or ACA okay ah if we say after that check we can also do erm ask for opinions from other parties, ah more professional"

P5 shared:

"The model that I use in my clinical work is the one that I use more often, introduced by Bernard, which we call the discrimination model. What does discrimination mean? This discrimination model means that we as supervisors have several roles that may vary depending on the functional role played by the counsellors we supervise."

P6 also shared:

"There are indeed certain models, the supervisor model you know, but in carrying out supervision, we have been trained on how ahhh supervision should be carried out, you know, based on the needs of the 'Lembaga Kaunselor' in terms of what the implementations ahhh are

called as ah model earlier. But if we apply the ethical model that is usually used, then I am not even sure what the ethical model means. Ahhh, it is true that we ah how to carry out supervision, or involve making decisions, then we have ethics for the counseling we undergo, you know. So if we say how we want to understand that model, it may be too academic, Ah I use the approach that we usually use in the 'Lembaga Kaunselor'."

4.2.1.2 Effectiveness and Suitability of Chosen Models

The theme for the first research question is the effectiveness and suitability of the chosen models in supervision. In this theme, the researcher explored how the selected supervisory models supported the supervision process and met the professional needs of both supervisors and supervisees. This theme focused on participants' reflections on how appropriate and effective the models were in addressing real-life supervisory challenges. Almost all participants in this study reported that the models they used—such as developmental or integrative models—were relevant and applicable in various supervision contexts. The participants' experiences with applying these models in their supervisory roles are presented below.

P1 stated:

"Why do I use it, okay first one, what is this, it's already established, you know? The first one, it's been established for a long time, as counselors we usually use that, I'll ask the kids to read that one. The second one is about Tarvydas, the good thing is that first it has to do with our aspect. It's just right, it has to do with us which is about multi-culture. So these are two reasons why this thing is important, first one is already established, if we look at the foundation, it's already strong for me. You see that near ASCA this is the model. Although there are many other models, but I think these are the two that I hold. So what's the second question, why is that because I think the second one, because it fits our context in the perspective of multi-culture views. Okay."

P2 specific:

"I follow it 100% because it is clear in it that there are steps that can be used by teachers like us to ensure that the experience in the workplace can be put into practice from all the learning that has been learned in the classroom to be applied in the centers or offices that handle counselling services where the trainee counsellors go to do their internships."

P3 claimed:

“Then in terms of documentation, if confidentiality is broken, if it turns out to be harmful to the client or people related to him, that's what I mean. I based the ethical guidelines on the ‘Lembaga Kaunselor’ guidelines because I am also registered under the ‘Lembaga Kaunselor’ and it is more Asian and Malaysian for me, if the ACA is all for the West, we allow gays and lesbians to get married, we allow that, that's already running away from ethics related to religion. If Malaysian ethics is a consideration in terms of course, religious values cannot be set aside, like Islam, it has do's and don'ts that are really black and white and cannot be like this ethics should be defeated by religious law. So when talking about ethics, I also focus on religious law, like Islam, there are things that are forbidden that they cannot do, so even though we say that the client has their own intelligence, they can make their own decisions, but they also have limitations and cannot go beyond religion, that's what I hold and what I implement in my profession as a registered counsellor, erm.”

P4 specified:

“Okay, the model I chose, I think it can create a clear cut and balance and we also know that if we say this model is already known to many, so if there are people or parties who might dispute our steps or decisions in terms of ethics, we clearly state that we use the Correy, Correy & Callanan method, okay, so everyone knows who they are, so there are no issues that will arise. And we look at this model, the steps or the elements in this model are easy to understand and can be related to parties who are more responsible or more skilled, so this model can help especially students in making decisions and also making choices.”

P5 shared:

“So, this role is what I like about this model, you can alternate selectively, according to the needs of our supervisees and if you asked me the question before, what do you use when supervising counselling students who go on internships and frankly speaking, the students who go on internships really have a number of years of experience on campus, but in terms of what the real experience is in the real setting, they are still beginning to gain confidence, so most of the time, when I go to supervise counselling students in internships, I really use the teacher role, only to a certain extent.”

P6 expressed:

“If we apply the ethical model that is usually used, then I am not even sure what the ethical model means. Ahhh, it is true that we ah how to carry out supervision, or involve making

decisions, then we have ethics for the counseling we undergo, you know. So if we say how we want to understand that model, it may be too academic, Ah I use the approach that we usually use in the 'Lembaga Kaunselor'."

4.2.1.3 Supervisory Strategies for Handling Ethical Models

The third theme was supervisory strategies for handling ethical models. This theme focused on the practical approaches adopted by supervisors when navigating ethical dilemmas or applying ethical frameworks within the supervision process. Participants in this study discussed how their supervisory strategies were shaped by their knowledge of ethical theories, institutional guidelines, and the specific contextual challenges they encountered.

P1 claimed:

"Students need to understand this aspect of ethics, sometimes students don't follow ethics because they are busy doing their tutoring hours, but if you are in your second semester or your fourth semester, you will be busy doing your practicum, right? So you are not busy with ethics, you give it to them, you give it to them, you get a session, you have done the session, I don't look behind that to see if the session went well or not? Is the client you want to take on suitable based on your skills? The important thing is, if we look at the ethical aspect, there are several important things. One of them is that if we look at it, we make sure we help the client. We have to know what? We have to take care of their welfare, benefit them, we have to be fair to them. Sometimes when what I teach is that students are too tied to credit hours that they forget about ethics. They take on clients, sometimes fraud happens."

P2 stated:

"Because in the ethics model, in ethics, it's already laid out because in this counseling session, we have a close relationship with the client, so there are boundaries, there are what we call responsibilities, there are responsibilities that need to be adhered to by the trainee counselor, including confidentiality and so on. So there are several errors we call items that are in the model that need to be fulfilled, because even if it's the same thing in class, it's not much different from the supervision during the internship, throughout the internship, they really have to be effective counselors, counselors who don't violate ethics, counselors who are far from being involved in wrong practices in the acts, so these trainee counselors have been reminded many times, so I think what I apply in the classroom during teaching when going to internships or practicums before the internship, the model is not much different."

P3 said that:

“Erm, you mean as long as I can use one ethical model to solve the problem, that's okay, but if the ethical model I hold is outside the issue that I don't have, maybe I have to do my homework and maybe I can take into account considerations from other scopes, because every human being is not perfect, right? There are weaknesses, maybe in that respect, maybe I will look at something better, better, more ideal, like something more comprehensive or smarter, like that. It's not rigid, other than what I hold, as long as I don't deviate from it, for example, if Islam involves aqidah, it's a distortion of the religion of faith, it's okay.”

P4 also stated that:

“Okay, how do I determine the ethical model that I use? We do have many models, three or four models, and these models will always increase over time, but when you look at this model, all of these models are almost the same or similar, but the one I've looked at the most is that it's compatible with our society. So, our society, we see, is full of this model in Western countries, but when we adapt it to our country, it's easy to adopt and easy to understand, so I think for now I'll use this model because of the existing needs.”

P5 shared:

“Okay this case according to point of view of ah let say for example according to psychoanalysis perspectives, he or she ah he can describe accordingly through conceptualization perspective he can ah determine he has ah clinical process according to other theoretical approach, the techniques means he or she already has a certain level of ah competency then I lower down my teaching role so I become more consultant in nature, so erm that's how so that I always ahh appreciate it on supervisee have competence ahhh support they have ah mentally develop him because ah at some point erm its the supportive nature, I think this thing is really critical which is ah that approach in Malaysia we don't use much so erm and I if asked why there are so many ah teacher roles instead of the usual consultant ones I mentioned previously, ah we have to realize erm supervision process at this internship level that's what he really teaches and ah mentoring really ah is one of the first part need to come first, only then the consultant and then the other roles according to that I it looks like that.”

P6 also stated:

“Usually we are in supervision, we will be guided by the existing ethics. So to the extent that we can do the supervision itself, then confidentiality, how students can deal with us in terms of

ethics, like he said we have no relationship other than the supervisory relationship. You know. Ahhhh there is no relationship between us and the supervisee and so on. That is the most important thing to me.”

4.2.2 Methods of Supervisors in Teaching Ethical Models in Malaysia

Themes	P1	P2	P3	P4	P5	P6
Use of instructional materials and resources	/	/	/	/	/	
Assessments of trainees’ understanding and application	/	/	/	/	/	/
Trainees’ feedback on ethical model instruction		/		/	/	/

Table 4.2.2 Method of Supervisors in Teaching Models

4.2.2.1 Use of Instructional Materials and Resources

The first theme is use of instructional materials and resources in supervision. This theme focused on the types of teaching tools and reference materials utilised by supervisors to enhance the learning and development of supervisees. Participants shared their experiences of selecting and adapting these materials based on the needs of their supervisees and the context of the supervision. Their responses revealed that instructional resources played a crucial role in clarifying ethical concepts, reinforcing core competencies, and promoting reflective practice during supervision.

P1 stated:

“Usually, the kids have to read it. I don't teach, but after a while I'll ask what things you have. The kids must have forgotten. Usually I'll give them the notes. So they read it again, look.”

P2 said that:

“Ah, we do provide a guidebook for all parties, like all our academic supervisors, among the counselling lecturers who are registered with the licensing board, who have a board license, then we have a guidebook specifically for the trainee counsellors themselves, then we have questions, the third is a guide for the agency itself, so at that agency we expect the certified counsellors at that agency to help the trainee counsellors.”

Meanwhile, P3 stated:

"I use this, we have a practical supervision guidebook, there is a board book, has it been released, the green one, the red one is like marriage counselling, the black one is the overall counselling guide, then there is the purple one, oh, there is ethics, there is a special book, we have that book, our guide for even though it has specific guidelines for supervision, I read it, I bought it, oh, that is also ethical for us, we have consultations or we have lecturers, we all buy one if we make a decision, right?"

P4 mentioned that:

"Ah yes, it's mandatory, I use the 'Lembaga Kaunselor' code of ethics, I will always because sometimes, ermmm, cases are getting more complex and we also see that we also need to have proper checks and balances. There are proper checks and balances, but if I say there is a counsellor board code of ethics, maybe it's not enough. I will refer to the ACA again. So, I only have two. So, if I say that I will do supervision, I make sure of those materials initially and I also teach my students to look back at those books too."

P5 stated:

"Ohhh if you ask me do I use any notes to use the model, if you ask me I still use it. Ahhh yes, the book I use in supervision is the Bernard & Goodyear book, which I used when I was studying for my PhD, and I still use it until now which is very helpful in explaining to other counselling lecturers who don't have any training in supervision. And I have that experience when because I have experience studying in the US, so the knowledge I have is the material I have, I coped last semester, I think I did make some material, read the notes on it, I will share it with all the lecturer supervisors at USIM, so that we can reveal what approach and supervision we use in supervision"

P6 mentioned:

"Usually we, I don't use the guidebook specifically, but we can use it exclusively, indirectly, indirectly because for me once we carry out the supervision process, we are not too rigid with the existing model. So sometimes, we are the ones who become the model, ahhh we ourselves how we handle the supervisory error, right? Ahhh what is important to me is ourselves, I don't use a workbook, or notes, etc. But I use ahh what is in the book, in the model, in the words, are there any diagrams, etc. during the process of carrying out the supervision."

4.2.2.2 Assessments of Trainees' Understanding and Application

The second theme for the second research question is assessments of trainees' understanding and application. This theme focused on how supervisors evaluated the extent to which trainees comprehended ethical concepts and were able to apply them effectively in real-life counselling or supervision settings. It also addressed the methods used to assess trainees' progress, including reflective journals, role-play evaluations, and feedback sessions. Through these assessments, supervisors were able to monitor trainees' ethical decision-making skills, identify areas for improvement, and provide targeted guidance to enhance their professional development.

P1 stated:

"I don't have a question for this, usually we ask the boy 'okay, what do you want to do?', 'you will ask what you would do if your client was like this'. Usually when there is a conflict, we will ask questions."

Meanwhile, P2 stated;

"Okay, there are several aspects, one is the handling of the counselling session itself, that is indeed mandatory, individuals or groups, psychological tests, right, and also conducting, we say, all types of interventions, the interventions that are necessary, sometimes not even counselling sessions, more about appropriate interventions, so if you want to follow it, for me, it has become two things, not one thing, individual and group counselling sessions are one, two, all forms of appropriate interventions, sometimes in the form of conflict, trauma, and so on. This is not the same as counselling sessions, the third is the guidance activity, which is something else, which is more about education, campaign, prevention, this is a mess, this is big, sometimes it requires finances, budget, and so on."

P3 shared:

"Hmm, it must be through frequent observation, which is always done, but when I have a lot of cases, I mostly supervise once, go to the organization and the students, everything there, so it's a bit of a constraint or limitation for me to make sure in terms of implementation, which is a difficult question because it's far away and can't be done often, so even then I sometimes do online meetings, one of the ways is to contact one to one or have them send me a link to all the activities they do, record them, that's all I can do."

P4 said:

“How do I assess, okay usually we look at his reflection, ah ethical reflection or how he sees the issue he reflects back and relates it to ethics there we can see how he understands the matter and how he relates to ethics ah so we look at the ethical reflection look at the ethical experience during the counseling session itself ah from that reflection we also look at the check and balance together with ah our trainee counselor in terms of possible value conflicts or in terms of professionalism we check and balance.”

P5 also shared:

“But in the process I supervise my students, usually USIM counseling students, I don't have any experience from other universities so far. Ermmm, we have an assessment rubric that basically looks at whether our students have at least the minimum standard they are able to be a good counsellor to be awarded KBPA, right, so at least our assessment rubric looks at mastery of skills, mastery of skills and also theoretical approach, in handling theory in individual sessions in the group approach and also in terms of the consultation approach in the supervision approach and also in terms of overall. That's the developmental counselling part.”

P6 stated:

“Okay, usually when the trainee is comfortable with us, and the trainee can follow what we want, ahh throughout the supervision process I think, they ahh no they don't even need to understand what model we use, in my opinion, but we ahh use the model as a tool to facilitate the process, right. The supervision process.”

4.2.2.3 Trainees' Feedback on Ethical Model Instruction

The third theme for the second research question is trainees' feedback on ethical model instruction. This theme focused on the perceptions and experiences of trainees regarding the way ethical models were introduced and taught during the supervision process. Participants shared their views on the clarity, relevance, and practicality of the instructional approaches used by their supervisors. Many expressed that the use of real-life case examples, interactive discussions, and visual aids helped deepen their understanding of ethical decision-making frameworks.

P1 claimed:

Usually he's like, for example, he doesn't remember, he'll try to look back at the steps, the steps, oh okay, try to look back, if he looks back at that thing, it's okay.

P2 said:

"I am very directive and I don't have anything to hide from the trainee counsellor, if he doesn't perform at that time, at that time I will tell him what you are doing, for example if I supervise a live session, what he is doing with the client and what he is planning, that's why I like to see the progress of the same client, meaning if I watch three individual counselling sessions with the same client from the first session to the next session, so I can see the improvement that the trainee counsellor shows in the sessions that are conducted. That's how it is, so if you can't show me, I can't give you a little less score for that because you can't give me the time that I can supervise you, you have individual counselling, live group counselling, so that I can see the progress of your skills like that".

P3 said that:

"I've asked before, hehehe, may I know what your ethical model is, I've never asked why, it never even occurred to me to ask because I went to collect marks, of course, collecting marks is what we do, the things requested in the mark evaluation form, there's no time to go so I focus on that, when it comes to asking for their feedback about my supervision, there's nothing there either, hmmm, but they're happy hehehe"

P4 declared:

"Feedback usually ah yes, if student supervision does an internship, there are certain things that ah they overlook during their learning ah maybe on paper it will be different when in real life it will be different, so this thing is also if you say if you have a case study or whatever it is different ah but the most important thing I see is that our assessment always recaps the level of sensitivity of the trainee counsellor in ethical issues ah so the main thing that we always have to focus on is also in terms of sincerity or his genuineness in making the counselling relationship ah that is what we have to make sure continuous assessment if we have a genuine ah genuineness of the relationship there is an honest and clear relationship between the client and the trainee counsellor and also with him his supervisor we will see he has that impact then ah so we will all be clear and how to carry out each of our tasks he has in terms of erm feedback

we see that the process of learning is smoother his assessment usually ah like us we know that this thing from time to time will increase we have knowledge ah”

P5 stated:

“Erm, I told myself that when I do a supervision session, I will make a disclaimer at the beginning. Okay today I will tell all the students that I will use the discrimination model theory approach. Okay, since you are all still new to my role as a teacher, and you are still student counselors, you can ask, you can learn, you can do what you do. Ahhh so I will tell you at the beginning.”

P6 specifically:

“Ahhh usually at the end of the session, I will ask how it was, how was the supervision. We ask, ahh but mostly, the student will say that he is comfortable, right? The most important thing is that comfort is important, ahh we don't want to say what it is, mostly we don't ask specifically, but we have the evaluation form, the student will evaluate us later.”

4.2.3 Supervision Approaches in Preparing Interns for Ethical Decision-Making in Malaysia

Themes	P1	P2	P3	P4	P5	P6
Challenges for preparing trainees for ethical decision-making	/	/	/	/	/	/
Adaptation of Supervision Based on Trainee Readiness	/	/	/	/	/	/
Indicators of Trainee Ethical Autonomy	/	/	/	/	/	/

Table 4.2.3 Supervision approaches in preparing interns for ethical decision-making

4.2.3.1 Challenges for Preparing Trainees for Ethical Decision-Making

The first theme centered on challenges for preparing trainees for ethical decision-making. This theme addressed the difficulties faced by supervisors and training institutions in equipping trainees with the necessary skills to navigate ethical dilemmas in real-world settings. This study explored participants’ perceptions regarding these challenges and examined how they influenced the trainees’ ability to apply ethical reasoning during supervision and practice.

P1 said:

“Okay, what are the challenges you face when making ethical decisions? The challenge is that usually these students prioritize credit hours. They prioritize it more, they don't care about ethics, hours are more important than ethics. So I usually talk to them, 'oh if you can, if you want, if you do this, do you want to help him or do you actually want credit hours? If you do it because of credit hours, you yourself will be stressed, you will feel depressed, you yourself will feel guilty. Because you are not doing it to help, but because you are doing it for credit hours.' So usually kids, ahhh yes, you have to get used to thinking back. Try to think back, calm down. When you do it in a situation where you are helping, your satisfaction will be higher, you will come, your sincerity will help, you will see. You will get a different pleasure than if you take a session to get 2 hours, 3 hours for credit hours. Ahhh so this is why ethics is important.”

P2 said that:

“If the trainee counsellor still hasn't mastered the basic skills of helping, that's a challenge to teach, but we've already said it's too late, but if we don't teach it right away, we can't do it, so this is a difficult thing. I mean, if the skills aren't that strong, the counselling report isn't ready, especially if they're involved in cases like scandals and so on at work, sometimes they don't show up to work but don't inform them, things like that can cause a little difficulty, whether it's given a mark so that they can get to the point of having to repeat or just being penalized, they can go down, for example.”

P3 mentioned:

The challenge, ermm the challenge disturbs my emotions because when the student doesn't follow what we say, we will be stressed because that's what leads to whether we want to pass or fail, if we want to give him a grade, we want to give him a grade because he's not competent, so it's difficult, we're not happy about which grade to give, very low doesn't pass right away, even high doesn't match his achievements, we feel like we're cheating, ah our documents are cheating, what results are all a dilemma like hmm in the end do what's right, the student might be qualified in that respect, and I'm also suitable to give the appropriate grade that he deserves, so that I don't get upset with the student, what he's working for is what he gets, ah like that. I can't be too unexecutive, I'll be the one who gets fired. We're the ones who are being said to be wrong. We're the ones who are unethical, unethical in judging what should be given or not.”

P4 shared:

“Erm, like I said earlier, he has his challenges in terms of value, because I'm not a millennial, I'm X, so in terms of value, one of the biggest challenges for me, we also see how ethics is, he has his challenges, how to help students, especially in a very short period of time, to learn about ethics and about imposing ethics ourselves, and similarly, we as supervisors have to be role models, role models for him, so the teaching process has to be a little faster, so there's a way that I see is modeling the right way in terms of confidentiality and so on, or boundaries, at the same time, we have to have people talk about role play, which is also related to ethics, okay, role play and so on, right? How do we conduct sessions ethically, how do we relate equal situations to ethics, we all have challenges that we face.”

Meanwhile, P5 shared:

“Ahh, I have many challenges, both in terms of logistics, especially, secondly, in terms of students' willingness to prepare themselves when the supervision session is running, so when, when we can do it weekly, it looks like the students' workload is actually lighter so they can catch up with the weekly requirements slowly, but when the internship semester is being supervised, when there are 5 supervisions, to be frank, as a lecturer, I can only manage 2 times, and even then 2 or 3 times, if we are really unlucky that we can actually supervise with him,”

P6 stated:

“Ahh okay, that's an interesting question, sometimes when we implement something, there are issues, sometimes we get caught up too, it's not just students who have ethical issues, but I'm sure lecturers themselves also have ethical issues. So in the resolution process, I think it's necessary to have a discussion, and sometimes we have to understand too, he has that context. Ahhh, sometimes because we're not there when the student is doing an internship because of the practicum, right? So that means we're in another place, ah from there we have to understand what's really happening.”

4.2.3.2 Adaptation of Supervision Based on Trainee Readiness

The second theme focused on adaptation of supervision based on trainee readiness. This theme addressed how supervisors adjusted their supervision style and content delivery according to the developmental level, confidence, and competence of their trainees. This subtheme examined how supervisors moderated the intensity and complexity of supervision in

response to trainees' evolving needs and their ability to engage with ethical and professional issues.

P1 stated:

"I usually ask students to refer back to ethics. Where does he hold it? Where does he hold it? He often says I have ethics, but he himself doesn't understand what the concept of ethics is. What is ethics for? It's not just that ethics protect themselves. It's not just the clients, his ethics protect ourselves too. So usually, we'll ask again."

P2 said:

"": Okay, I usually ask the client directly after the counselling session with the trainee counsellor. I will tell you okay because until he finishes, I will say, I will ask the client do you have a spare time like 10 minutes? Before you go, after my trainee counsellor has finished the session, end the session, postpone the session, at that time I will help the client according to his needs, which was like a lot of things that I think my trainee counsellor didn't do at that time, I will show him directly, I will do it right away, I mean, I don't do the counselling session, but it's more of a consultation with the client, but in front of the trainee counsellor."

P3 mentioned:

"I bring an approach where I trust him, he trusts me, I deal with him as transparently as possible, as sincerely as possible, the rest I do my part, the student does his part, if he doesn't do his part I do my part for his matter, I'm done and the semester has passed, he's finished according to the period."

P4 stated:

"My supervision method is usually, apart from looking at case studies or documentation, we will also have a dialogue with the student himself, open questions and closed questions about ethics so that we can see together how this issue is linked to existing ethics, ah this is related to what people say about ethical reflection, okay his experience in his counselling sessions and also related ethics, so we also have to look at important issues such as limitations and so on, so the use of the code of ethics is also important to refer to, so books alone are not enough, we have to teach him how to use the book, especially the code of ethics, the easiest code is the counselling code of ethics from the 'Lembaga Kaunselor'."

P5 also shared:

“So during this internship, we all want to see it on the same day, we want to see that day's session, we want to see that day's report, which we didn't have time to finish, so there are a lot of things to see, maybe we miss many days. So that's the limitation that I still see. We really want to try to do it, I really wanted to try to do that, to supervise every week, but it's really hard so we really do what we can. So what's most important is feedback from the lecturers, not the students..”

Meanwhile, P6 mentioned:

“Ahhh usually we will discuss, discuss with the supervisor, understand and help, right? Because usually in these ethical issues, they have their own dilemmas, right? Ahhh sometimes we can't even solve them ourselves. Ahhh those discussions are very important, discuss what to look back at what the ethical issues actually are that arise, like that.”

4.2.3.3 Indicators of Trainee Ethical Autonomy

The last theme focused on indicators of trainee ethical autonomy in supervision. This study explored how supervisors identified signs that trainees were becoming more ethically independent and capable of making sound professional judgments.

P1 said:

““How do I know, it's not my problem, you're a good thinker. Hahahaha. You solve it yourself. But usually, if it's something serious, we'll talk about it. Will it be resolved? How do I know that kid, he'll tell me, Dr. I'm my client like this, he'll tell me what he did. So I know he can make a decision.”

P2 mentioned:

“: I think most of the trainee counsellors I know can do it, but only occasionally there are trainees who are not very good at it and cannot make decisions. It is rare, very rare, even once in a while, for things that are not really major, but the majority of trainee counsellors that I have supervised, except for the one I have had two experiences with, one UG was an undergrad with a trainee counsellor and the other was a postgraduate with a trainee counsellor. I think he doesn't understand anything about the counselling process and so on or he himself has psychological problems, I'm not really sure because I never knew him before I supervised his internship, so that's probably the hardest thing I've encountered. The counselling sessions were

like empty chat sessions, just relaxing, and then I didn't see a single counselling problem in his file, even though I went to supervise him many times, like 3 times, 5 times I went to supervise him, I reminded him, I want to see all the problems you've done before, but they're not there either. I'm not sure what he has, what happened to the trainee counsellor."

P3 stated:

"Hmm, we will ask the field supervisor if we can ask those things during his internship because he is with them. For those who are like supervisors, the field supervisors do their work there."

P4 shared:

"Okay, when we do continuous supervision, we will know whether our supervisee has improved or not. It is by looking at his documentation, that's why documentation is very important, how do you report to him that you have documents or filings, to make sure that when we read it, we understand that he has consulted experts, he has consulted the appropriate codes of ethics, he knows how to conduct sessions, complete the sessions, and so on. We see from his writings and also if he says he presents a case study, from there we can also evaluate how mature he is in handling sessions based on ethics."

P5 also mentioned:

"That's a good question, because it's actually hard to see what level of ability the students have to make their own decisions, but when they can conduct a session well live, individually or in groups, clinically I'm probably less worried. We just have to understand that counselors don't just conduct sessions, both of which are documented and that's what serves as black and white proof that we're doing our job correctly."

P6 claimed:

"Ahhhh kay, mmm this question is difficult, you know we don't know but if because when there is a dilemma issue, I usually tell students when there is an ethical issue and dilemma, we have to ask the student to discuss it with us ahhh. Sometimes we are not not sure, but we also have to know what when there is a dilemma issue we have to understand better."

4.3 DISCUSSIONS

This phenomenological study investigated the application of ethical models in clinical supervision among practicing supervisors. The researcher was interested in how ethical frameworks are utilised to guide decision-making processes and address professional challenges during supervision. Six supervisors from various regions in Sarawak and Peninsular Malaysia, with diverse levels of experience and supervisory roles, were interviewed face-to-face and goggle meet. Their insights were categorised into several emerging themes, reflecting the dynamic and context-dependent use of ethical models in practice. The discussion integrates findings from both the interviews and the reviewed literature to highlight the practical relevance and contextual adaptation of ethical decision-making models within the Malaysian supervisory landscape.

The first theme is the **contextual application of ethical models** in supervision. The findings indicate that supervisors predominantly rely on ethical models endorsed by formal regulatory bodies such as the *Lembaga Kaunselor Malaysia* (LKM), demonstrating a strong institutional influence on ethical decision-making practices. Most participants explicitly referred to guidelines outlined by LKM, with several noting their familiarity with frameworks such as the ASCA model and Tarvydas's multicultural decision-making approach (P1). This preference suggests that supervisors not only ground their ethical choices in mandated national standards but also selectively incorporate models they find contextually useful, such as Corey, Corey, and Callanan's (2015) decision-making framework or Bernard's (1979) Discrimination Model (P5). The data further reveal that ethical model application is not a linear or purely academic exercise; rather, it is adapted to meet situational demands, including cultural, relational, and institutional factors (P3, P6). One participant acknowledged that formal ethical frameworks can sometimes appear abstract or "too academic," highlighting the importance of experiential knowledge and familiarity with locally sanctioned guidelines in enhancing ethical sensitivity. These findings echo the literature asserting that supervision ethics must integrate formal codes with contextual responsiveness to ensure culturally competent and practically effective supervision (Corey et al., 1998; Bernard & Goodyear, 1998).

The second theme for the first research question is the **effectiveness and suitability of the chosen models** in supervision. The findings suggest that supervisors in both Sarawak and Peninsular Malaysia perceive the supervisory models they employ—such as the ASCA model, Tarvydas's multicultural decision-making model, and Corey, Corey & Callanan's ethical

framework—as effective and contextually appropriate to their professional practice. Participants valued models that were both *established* and *practically applicable*, with emphasis on cultural congruence and adaptability (P1, P2, P4). Several participants highlighted the importance of using models endorsed or aligned with *Lembaga Kaunselor Malaysia* guidelines, citing their clarity, structured processes, and relevance to the Malaysian sociocultural and religious context (P2, P3, P6). For instance, P3 emphasized the role of religious values in shaping ethical boundaries, suggesting that Western models such as ACA may not fully align with local norms. This reinforces previous research which asserts that effective supervision requires not only adherence to structured models, but also sensitivity to cultural and religious frameworks within the Malaysian context (Kaunselor, 2011). Moreover, some participants noted the importance of flexibility within models—particularly Bernard’s discrimination model—which allows supervisors to shift roles based on the evolving needs and readiness of their supervisees (P5; Bernard & Goodyear, 2019). However, one participant acknowledged the challenge of conceptualizing ethical models in practice, stating that such frameworks may be perceived as overly academic if not integrated meaningfully into supervision sessions (P6). This supports the argument by Corey et al. (2015) that models must be presented in an accessible and practical manner to enhance both understanding and application among supervisees.

The third theme was **supervisory strategies for handling ethical models**. The findings reveal that supervisory strategies for managing ethical models are significantly influenced by supervisors’ contextual awareness, institutional norms, and the developmental readiness of trainee counsellors. Participants highlighted several key strategies including early ethical reinforcement, managing boundaries, and balancing between teaching and consultative supervisory roles (P1, P2, P5). A recurring concern was the disconnect between trainees’ procedural demands (such as fulfilling credit hours) and their attentiveness to ethical principles, which supervisors attempted to mitigate through constant reminders and the integration of ethical considerations into both classroom and practicum settings (P1, P2). Supervisors also emphasized the importance of tailoring ethical models to societal and cultural contexts—pointing out the need for adaptability, especially in applying Western-developed models within the Malaysian cultural and religious framework (P3, P4). Notably, some participants acknowledged that while ethical models provide structure, they are not rigid tools and should be adjusted in line with evolving ethical dilemmas (P3, P4). Furthermore, P5’s remarks support the value of developmental models like Bernard’s Discrimination Model, in which supervisory

roles shift from teacher to consultant as supervisees demonstrate increased competence (Bernard & Goodyear, 1998). Overall, the data support existing literature asserting that ethical supervision is most effective when grounded in theory, yet responsive to human, relational, and cultural complexities (Corey et al., 1998; Falender & Shafranske, 2004).

The fourth theme is **use of instructional materials and resources** in supervision. The findings demonstrate that instructional materials and resources play a central role in enhancing supervisees' understanding of ethical concepts and the supervision process. Supervisors reported using various tools—including guidebooks, ethics codes, academic texts, and personal notes—which were either provided formally through institutional channels or adapted informally from personal experience (P1–P5). For instance, the *Lembaga Kaunselor Malaysia*'s code of ethics was highlighted as a foundational reference that guided not only ethical discussions but also case management in complex supervision contexts (P4). Other participants supplemented local guidelines with international materials such as the ACA code and Bernard and Goodyear's supervision text, highlighting a trend toward blending global and local resources to meet the specific needs of Malaysian supervisees (P4, P5; Bernard & Goodyear, 1998; Corey et al., 1998). Interestingly, one participant noted that despite not relying heavily on formal materials, the essence of supervision was guided by reflective practice and instinctive interpretation of ethical models, suggesting that lived supervisory experience can itself function as an internalised resource (P6). These findings affirm literature which emphasises the importance of using diverse, context-sensitive materials in supervision to foster professional development, promote ethical reasoning, and adapt to supervisees' learning needs (Falender & Shafranske, 2004; Kaunselor, 2011). When thoughtfully selected and applied, instructional resources serve not just as knowledge transmitters but as catalysts for ethical awareness and reflective growth in supervision.

The fifth theme for the second research question is **assessments of trainees' understanding and application**. The findings suggest that supervisors adopt diverse and contextually responsive methods to assess trainees' understanding and application of ethical principles during supervision. Assessment strategies include informal questioning during ethical dilemmas (P1), structured evaluation of counselling and intervention sessions (P2), direct and remote observational practices (P3), as well as reflective writing and critical analysis of ethical experiences (P4). These approaches resonate with existing literature which emphasises the importance of ongoing, multidimensional assessment in supervision to foster ethical reasoning and personal growth (Bernard & Goodyear, 1998; Falender & Shafranske,

2004). Some participants, such as P5, reported using formal rubrics tied to national credentialing standards (e.g. KBPA), thus aligning ethical evaluation with competence-based benchmarks—reinforcing the developmental approach to supervision (Borders et al., 2014). However, logistical limitations such as distance and heavy caseloads were acknowledged as challenges, especially by P3, who noted the need for digital tools like video recordings and virtual meetings to compensate for reduced contact. Meanwhile, P6’s response suggests that the comfort and trust established in the supervisory relationship may be equally vital in facilitating ethical learning, even when model awareness is not explicitly prioritised. This further supports the view that effective assessment hinges not only on formal tools but also on relational depth and supervisor flexibility (Falender & Shafranske, 2004; Corey et al., 1998).

The sixth theme for the second research question is **trainees’ feedback on ethical model instruction**. Trainees’ feedback on ethical model instruction during supervision reflects a spectrum of instructional clarity, practical engagement, and the perceived authenticity of the supervisory relationship. Several trainees highlighted the usefulness of applied learning strategies, such as real-life case illustrations and explicit explanation of theoretical approaches (P5), which enhanced their understanding of ethical decision-making. Supervisors who employed direct communication and observational continuity across sessions (P2) were perceived to contribute more meaningfully to the trainee’s ethical growth. However, some responses revealed superficial engagement with ethical models, where the focus was largely on performance and evaluation metrics rather than critical ethical reflection (P3). This suggests that while the instructional methods varied, the level of ethical internalization may hinge on how explicitly and interactively models are integrated into supervision. Moreover, the emphasis on emotional comfort and trust (P6) and the value placed on genuineness in trainee-client relationships (P4) imply that effective ethical instruction is not only cognitive but relationally grounded. This is consistent with Ladany & Lehrman-Waterman (1999) assertion that supervisees benefit most when ethical guidance is embedded within a transparent, evaluative yet empathetic supervisory alliance.

The seventh theme centered **on challenges for preparing trainees for ethical decision-making**. The findings reveal that supervisors and institutions face multifaceted challenges in preparing trainees for ethical decision-making, often stemming from contextual, developmental, and institutional factors. A recurring concern among supervisors was the trainees’ instrumental focus on fulfilling credit hours over ethical engagement (P1), highlighting a misalignment between academic requirements and ethical maturity. Supervisors

also noted that underdeveloped counselling skills and inconsistent trainee attendance created barriers to timely ethical instruction (P2), complicating efforts to guide students through complex decision-making scenarios. Emotional strain was another salient issue—some supervisors felt ethically compromised when forced to assign grades that didn't accurately reflect the trainee's performance, creating a tension between institutional expectations and personal integrity (P3). Generational differences in values (P4), limited supervision opportunities due to logistical constraints (P5), and the ethical dilemmas faced by supervisors themselves (P6) further emphasize that ethical preparation is not a unidirectional process, but one embedded within relational and systemic limitations. These findings echo Young and Young (2017) view that developing ethical competence requires not only theoretical instruction but also consistent modelling, critical self-reflection, and relational accountability within the supervisory environment.

The eight theme focused **on adaptation of supervision based on trainee readiness**. The findings indicate that supervisors adapt their approaches according to trainees' developmental readiness, competence, and ethical awareness, with responsiveness being key to effective ethical supervision. Several participants emphasized the importance of encouraging ethical self-reflection and foundational understanding of ethical principles (P1), highlighting how ethical awareness is not assumed but must be actively developed. Direct modeling by supervisors—such as offering live demonstrations of missed interventions (P2)—provided real-time learning experiences that bridged conceptual gaps. Trust-based supervisory alliances (P3) further facilitated authentic communication, allowing space for trainees to internalize feedback. Moreover, structured dialogue around ethical codes, coupled with open questioning strategies (P4), illustrated an intentional effort to scaffold ethical reasoning. However, logistical constraints (P5) and shared dilemmas (P6) suggest that supervision is both a pedagogical and relational process shaped by mutual negotiation. These findings align with Stoltenberg and McNeill's (2011) discrimination model, where supervision must flexibly accommodate the trainee's developmental stage to foster both competence and autonomy within ethical boundaries.

The last theme focused **on indicators of trainee ethical autonomy** in supervision. Indicators of trainee ethical autonomy emerged through both observable behaviors and reflective supervisory insights, highlighting a complex interplay between decision-making capacity, documentation practices, and supervisory feedback. Supervisors noted that ethically autonomous trainees demonstrated initiative in discussing ethical dilemmas, made appropriate

decisions independently (P1), and showed consistent ethical reasoning in session planning and execution (P5). In contrast, a small number of cases revealed significant concern, where a trainee's lack of conceptual understanding and disengagement raised doubts about their readiness for ethical practice (P2). Documentation practices served as a crucial marker—when trainees consulted ethical codes, recorded decisions transparently, and presented case reflections clearly (P4), supervisors interpreted these as evidence of ethical maturity. However, some supervisors also acknowledged the ambiguity of such assessments, particularly in the absence of consistent supervision or when field supervisors were primarily responsible for evaluating autonomy (P3, P6). This supports Bernard and Goodyear's (1998) view that autonomy is a developmental milestone requiring structured support, authentic evaluation, and reflective dialogue to ensure ethical competence is internalized rather than merely performed.

CHAPTER 5

SUMMARY, IMPLICATIONS, AND RESEARCH RECOMMENDATIONS

5.0 INTRODUCTION

Chapter 5 covered the research summary, its consequences, limits, recommendations, and conclusions. The study's findings and recommendations have implications for the researcher, supervisor and supervisee. This chapter will also discuss the study's limitations in terms of research and the researcher.

5.1 OVERALL SUMMARY OF THE RESEARCH WRITING

The interview was directed by participants' experiences, resulting in nine themes. Data obtained on selection of ethical model in supervision revealed three key themes, which are contextual application of ethical models, effectiveness and suitability of chosen models and supervisory strategies for handling ethical models. Furthermore, three topics arose from the data collected on methods of supervisors in teaching ethical models such as use instructional materials and resources, assessments of trainees' understanding and application and trainees' feedback on ethical model instruction. The last three themes that emerged from the data collected supervision approaches in preparing interns for ethical decision-making, like challenges for preparing trainees for ethical decision-making, adaptation of supervision based on trainee readiness and indicators of trainee ethical autonomy.

5.2 RESEARCH IMPLICATIONS

5.2.1 Implications to the Researcher

In this study, the researcher focused on the selection of an ethical model in the supervision of supervisors in Malaysia. Researchers aimed to gain a deep understanding of the use of ethical models among supervisors. This qualitative research explored how supervisors in Malaysia apply the ethical model in their supervision. It also served as a learning opportunity for the researcher who conducted their qualitative study, gaining insights into qualitative research methodologies.

The findings revealed how participants' experiences in ethical supervision generated distinct patterns across practice. In terms of model selection, themes emerged around the

contextual application of ethical frameworks, the relevance and effectiveness of selected models, and supervisory strategies for navigating those models. For teaching practices, supervisors utilized instructional tools, evaluated trainee understanding and use of ethics, and considered feedback to refine instruction. Finally, regarding decision-making preparation, the data indicated challenges in developing trainee readiness, adapting supervision accordingly, and observing indicators of ethical autonomy. These insights highlight the importance of responsive, context-sensitive supervision strategies and suggest the need for further research to improve ethical training and professional growth among trainees.

5.2.2 Implications to the Supervisor

Supervisors play a pivotal role in shaping trainees' ethical development, and the study's findings highlight the necessity for a flexible, context-aware approach in supervision. Rather than applying a one-size-fits-all model, supervisors are encouraged to assess the specific needs and readiness levels of each trainee, selecting ethical frameworks that best suit individual learning contexts. This alignment enhances the relevance and impact of ethics training while reinforcing the supervisor's role as a guide and facilitator in ethical decision-making processes.

Incorporating diverse instructional materials and evaluation strategies allows supervisors to gauge trainee comprehension and practical application of ethical models more effectively. Regular assessments and open channels for feedback not only help in tracking progress but also provide insights into how teaching methods can be refined to better support learning outcomes. These practices demonstrate the importance of dynamic, reciprocal learning environments where both supervisors and trainees engage actively in the process.

Most critically, the findings suggest that fostering ethical autonomy should be a central goal of supervision. Supervisors can support this by gradually shifting responsibility to trainees as they demonstrate increased readiness, while still offering scaffolding as needed. By doing so, trainees are empowered to make ethically sound decisions independently, which is essential for their growth as competent and confident professionals. This supervisory approach ensures that ethical decision-making becomes an integral part of the trainee's professional identity.

5.2.3 Implications to the Supervisee

The findings suggest several meaningful implications for supervisees engaged in ethical supervision. First, trainees are encouraged to actively engage with the ethical models introduced by their supervisors. This includes being open to contextual applications, critically

examining their own understanding, and seeking clarification when concepts or practices feel unclear. By doing so, supervisees take ownership of their learning and build a stronger foundation for ethical decision-making.

Additionally, the study emphasizes the value of reflective learning. Supervisees should use feedback from supervisors not merely as corrections, but as opportunities to deepen their ethical awareness and refine their judgment. Participating in assessments and responding thoughtfully to supervisory input allows them to monitor their growth and demonstrate increasing ethical autonomy over time.

Lastly, the evolving nature of supervision calls on supervisees to be adaptable and proactive. As supervisors tailor their strategies to trainee readiness, supervisees are expected to communicate their learning needs and readiness for greater responsibility. This dynamic exchange fosters professional maturity and prepares trainees to function ethically and independently in their future roles.

5.3 LIMITATIONS OF STUDY

5.3.1 Research

One of the main limitations of this study is that it depends heavily on self-reported data from interviews, which can sometimes be influenced by memory lapses, personal biases, or the desire to provide socially acceptable answers. Because of this, the findings might not fully capture the complexity or nuance of actual supervisory practices. Additionally, the sample size and background of the participants could limit how far the results can be applied beyond the group studied—what works in one context might not necessarily apply in another. Lastly, since the analysis was based on the interpretation of qualitative data, there's a possibility that the researchers' perspectives shaped how themes were identified and understood. Future research could strengthen the findings by including a wider range of participants, using more objective data sources, or combining different methods to gain a fuller picture.

5.3.2 Researcher

One notable limitation for the researcher in this study is the influence of cultural and institutional norms specific to the Malaysian context, which may shape both participant responses and the researcher's interpretation. Supervisory practices and ethical expectations in Malaysia can be deeply rooted in social values, hierarchy, and respect for authority, which might lead participants to withhold critical feedback or present idealised accounts of their

experiences. Additionally, the researcher's own background and assumptions—especially if they are closely affiliated with the institutions involved—could introduce bias during data collection or analysis. Time constraints, access to diverse participants across different states or training institutions, and language preferences may also have limited the breadth and richness of data. These factors remind us that while the study offers meaningful insights, its findings should be interpreted with an understanding of the contextual lens through which they were gathered.

5.4 RECOMMENDATIONS

5.4.1 Recommendations to the Future Researcher

To strengthen future research on ethical supervision in the Malaysian context, researchers should consider involving a wider and more diverse range of participants across multiple institutions and regions. This would help ensure the findings reflect varied supervision experiences and are not limited to a single setting or demographic. Including voices from different ethnic, linguistic, and institutional backgrounds can shed light on how Malaysia's cultural and educational diversity shapes ethical training.

It's also worth using mixed methods, such as qualitative and quantitative methods to gain a fuller picture. For example, interviews and focus groups can offer deep insights into trainees' experiences, while surveys can help measure broader patterns or changes over time. Longitudinal studies would be particularly valuable in tracking how supervisees grow in ethical competence from the start of their training to their early professional years.

Lastly, future research would benefit from being multidisciplinary. Collaborating with experts in fields such as counselling, ethics, education, and cultural studies can bring richer perspectives into the analysis. It would also be useful to explore how different supervisory approaches work in various settings—like clinical practice versus academia—and whether tailored strategies might better support trainees at different stages. Better tools, open conversations, and inclusive designs could make a real difference in shaping more effective, meaningful supervision practices.

5.4.2 Recommendations to the Supervisor

Based on the findings from this study, I would recommend that supervisors approach ethical training with more flexibility and responsiveness. It's important to recognise that each supervisee comes with a different level of readiness, background, and learning style. By taking

the time to understand where the trainee is, supervisors can choose ethical models and teaching approaches that are more practical and meaningful for each individual.

Another important step is to create a learning environment that encourages open discussion and active involvement. Instead of just delivering concepts, supervisors should incorporate real-life ethical dilemmas, discussions, and feedback sessions to help supervisees think critically and connect theory to practice. Giving them space to question, reflect, and even make mistakes helps build their confidence and ethical maturity.

Lastly, I believe supervision should gradually promote independence. As supervisees become more capable, supervisors can slowly pass more responsibility to them, while still providing support when needed. This kind of trust not only helps trainees grow into ethical professionals but also shows that their development is taken seriously. Investing in this process benefits both the trainee and the profession as a whole.

5.4.3 Recommendations to the Supervisee

Based on the findings from the study, I believe supervisees have a valuable opportunity to take an active role in their ethical development during supervision. One important recommendation is to stay open and curious when engaging with ethical models or discussions presented by the supervisor. Instead of just absorbing information, supervisees should ask questions, challenge ideas respectfully, and try to apply what they've learned to real situations. This kind of engagement not only deepens understanding but also shows initiative and responsibility.

It's also helpful for supervisees to treat feedback as a learning tool rather than criticism. Reflecting on feedback, especially related to ethical decision-making, can reveal areas for growth and build stronger judgment over time. Taking time to assess one's reactions and choices during training can lead to greater self-awareness, which is essential for ethical maturity in professional practice.

Lastly, I think supervisees should communicate openly about their learning needs and readiness. Letting the supervisor know when they're struggling, or when they feel ready for more responsibility allows supervision to be more tailored and effective. The more honest and proactive trainees are, the more they'll benefit from the supervision process—and the more prepared they'll be to make confident, ethical decisions in their future roles.

5.5 CONCLUSION

In conclusion, this study shows how ethical supervision plays a vital role in shaping trainees' ethical competence through reflective, responsive, and context-driven approaches. The findings emphasise that effective supervision depends on the supervisor's ability to match ethical models and teaching methods to each trainee's level of readiness and learning style. In the Malaysian context, where cultural values such as respect for authority, structured communication, and institutional hierarchy are often deeply rooted, these factors can influence how supervisees engage with the supervision process. Therefore, understanding and adapting to local cultural norms, while maintaining an open and flexible approach, is crucial in helping trainees gradually build ethical autonomy and prepare for responsible professional practice.

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APPENDIXES

Appendix A: Letter to Research Participant

Hi [Participant's Name],

My name is Edeline Effyphanie Alexander, and I am a third-year counselling student at Faculty of Cognitive Science and Human Development, University Malaysia Sarawak. I just wanted to send a quick thank-you note for your interest in participating in my research titled **Supervisors' Competency of Ethical Practises in Counselling Internship Supervision**. Your input was incredibly helpful and gave us a lot of valuable insights.

Thanks to you, I have gained a clearer picture of the approaches supervisors use in guiding trainees to make ethical decisions and how ethical models are taught and assessed in the context of counselling training. The information you shared is very meaningful and will be an important foundation for strengthening the understanding of ethical practices in supervision. If you're curious about the results or have any questions, feel free to get in touch with me at 010-2160120 or edeline99@gmail.com. I'd be happy to share what I find and chat about any part of the study.

Once again, a huge thanks for your time and for being so open. Your contribution made a big difference!

Best wishes,



Lampiran A: Surat kepada Peserta Penyelidikan

Hai, [Nama Peserta],

Nama saya Edeline Effyphanie Alexander, dan saya pelajar tahun tiga kaunseling di Fakulti Sains Kognitif dan Pembangunan Manusia, Universiti Malaysia Sarawak. Saya hanya ingin mengucapkan terima kasih kerana anda berminat untuk menyertai penyelidikan saya yang bertajuk **Supervisors' Competency of Ethical Practises in Counselling Internship Supervision**. Input anda sangat membantu dan memberi kami banyak cerapan berharga.

Terima kasih kepada anda, saya mendapat gambaran yang lebih jelas tentang pendekatan yang digunakan oleh penyelia dalam membimbing pelatih membuat keputusan etika dan bagaimana model etika diajarkan serta dinilai dalam konteks latihan kaunseling. Maklumat yang anda kongsi sangat bermakna dan akan menjadi asas penting dalam memperkukuhkan pemahaman tentang amalan etika dalam penyeliaan

Jika anda ingin tahu tentang Keputusan atau mempunyai sebarang pertanyaan, sila hubungi saya di 010-2160120 atau edeline99@gmail.com. Saya berbesar hati untuk berkongsi apa yang saya temui dan berbual tentang mana-mana bahagian kajian.

Sekali lagi, terima kasih yang tidak terhingga atas masa anda dan kerana bersikap terbuka. Sumbangan anda membuat perubahan besar!

Sekian,



Appendix B: Inform Consent

I accept the invitation to take part in the research **Supervisors' Competency of Ethical Practises in Counselling Internship Supervision**. I understand the goal and nature of this study, and I am participating willingly, I provide permission for the data to be used in the process of finishing a degree and for any following publication. I realise that a brief summary of each participant, including me, will be included to help the reader recall them. I give permission for the above personal information to be used.

I consent to a 45-minute to one-hour in-person interview on the indicated date and time for the first session. Additional sessions can be scheduled at a mutually convenient time and date. I also offer permission for an audio recording of the interview.

Research participant:

Researcher:

Date:

Lampiran B: Persetujuan Termaklum

Saya menerima jemputan untuk mengambil bahagian dalam penyelidikan **Supervisors' Competency of Ethical Practises in Counselling Internship Supervision**. Saya memahami matlamat dan sifat kajian ini, dan saya mengambil bahagian dengan rela hati. Saya memberikan kebenaran untuk data digunakan dalam proses menamatkan ijazah dan untuk mana-mana penerbitan berikut. Saya sedar bahawa ringkasan ringkas setiap peserta, termasuk saya, akan disertakan untuk membantu maklumat peribadi di atas digunakan.

Saya bersetuju untuk temu duga secara peribadi selama 45 minit hingga satu jam pada Tarikh dan masa yang dinyatakan untuk sesi pertama. Sesi tambahan boleh dijadualkan pada masa dan Tarikh yang saling sesuai. Saya juga menawarkan kebenaran untuk rakaman audio temu bual.

Peserta Kajian:

Pengkaji:

Tarikh:

Appendix C: Demographic Question

1. Name:
2. Gender:
3. Age:
4. Origin:
5. Education Level:
6. Employment Status
7. How long Supervise Counselling Internship:

Lampiran C: Soalan Demografik

1. Nama:
2. Jantina:
3. Umur:
4. Asal:
5. Tahap Pendidikan:
6. Status Pekerjaan:
7. Berapa lama menyelia latihan kaunseling:

Appendix D: Interview Protocol

Topic: Supervisors' Competency of Ethical Practises in Counselling Internship

Supervision.

Objective:

1. To explore the ethical model in counselling among counselling internship supervisors.
2. To identify the supervisor's methods in teaching ethical models to counselling interns.
3. To determine the supervision approaches in preparing interns for ethical decision- making.

Research question:

1. What ethical models are used in counselling among counselling internship supervisors?
2. What are the methods of supervisors in teaching ethical models to counselling interns?
3. What are the supervision approaches in preparing interns for ethical decision-making?

Instruction for researcher in the interview session

- The question given only serve as a guide. You have to give space for issues/ideas/themes that may emerge during the visit or observation and the interviews.
- Please focus on the responses of the research participants to guide you on the follow- up questions during your interviews.
- Use (R) for the researcher and (P) for participants in your interview notes.

Lampiran D: Protokol Temu Bual

Tajuk: Supervisors' Competency of Ethical Practises in Counselling Internship Supervision.

Objektif:

1. Untuk meneroka model etika dalam kaunseling dalam kalangan penyelia kepada pelatih kaunseling.
2. Untuk mengenal pasti kaedah penyelia dalam mengajar model etika kepada pelatih kaunseling.
3. Untuk menentukan pendekatan penyeliaan dalam menyediakan pelatih untuk membuat keputusan yang beretika.

Soalan kajian:

1. Apakah model etika yang digunakan dalam kaunseling dalam kalangan penyelia internship kaunseling?
2. Apakah kaedah penyelia dalam mengajar model etika kepada pelatih kaunseling?
3. Apakah pendekatan penyeliaan dalam menyediakan pelatih untuk membuat keputusan yang beretika?

Arahan untuk penyelidik dalam sesi temu bual:

- Soalan yang diberikan hanya sebagai panduan. Anda perlu memberi ruang untuk isu/idea/tema yang mungkin timbul semasa lawatan atau pemerhatian dan temu bual.
- Sila focus pada respons peserta kajian untuk membimbing anda tentang soalan susulan semasa temu bual anda.
- Gunakan (R) untuk penyelidik dan (P) untuk peserta dalam nota temu bual anda.

Appendix E: Interview Questions

RQ1: What ethical models are used in counselling among counseling trainee supervisors?

- Can you describe the ethical model that you typically use to supervise counselling trainees?
- Why did you choose that ethical model over other models?
- How do you determine which ethical model to use in a particular supervision situation?
- Are there any limitations or gaps in your existing ethical model? How do you address them?

RQ2: What are the supervisors' methods for teaching ethical models to counselling trainees?

- Do you use specific materials such as handbooks or ethical model notes?
- How do you assess whether trainees truly understand and can use the model?
- What comments do you hear from trainees regarding the ethical model you use during supervision?

RQ3: What is the supervisory approach to preparing trainees to make ethical decisions?

- What challenges do you face in preparing trainees to make ethical decisions?
- How do you adapt your supervision approach when trainees are new or when trainees are faced with difficult ethical dilemmas?
- Can you give an example of when your supervision style helped a trainee navigate an ethical dilemma?
- How do you know that a trainee is able to make their own ethical decisions without relying on you?
- What comments or feedback have trainees given you about the way you guided them to make ethical decisions?

Lampiran F: Soalan Temu Bual

RQ1: Apakah model etika yang digunakan dalam kaunseling dalam kalangan penyelia latihan kaunseling?

- Bolehkah anda menerangkan model etika yang biasanya anda gunakan untuk menyelia pelatih kaunseling?
- Mengapa anda memilih model etika tersebut berbanding model-model lain?
- Bagaimanakah anda menentukan model etika yang hendak digunakan dalam situasi penyeliaan tertentu?
- Adakah terdapat sebarang batasan atau jurang dalam model etika sedia ada anda? Bagaimana anda menangani mereka?

RQ2: Apakah kaedah penyelia dalam mengajar model etika kepada pelatih kaunseling?

- Adakah anda menggunakan bahan khusus seperti buku panduan atau nota model etika?
- Bagaimana anda menilai sama ada pelatih benar-benar memahami dan boleh menggunakan model tersebut?
- Apakah ulasan yang anda dengar daripada pelatih berkenaan model etika yang anda gunakan ketika penyeliaan?

RQ3: Apakah pendekatan penyeliaan dalam menyediakan pelatih untuk membuat keputusan yang beretika?

- Apakah cabaran yang anda hadapi semasa menyediakan pelatih untuk membuat keputusan beretika?
- Bagaimanakah anda menyesuaikan cara penyeliaan apabila pelatih masih baru atau apabila pelatih berdepan dengan dilema etika yang sukar?
- Bolehkah anda memberikan contoh apabila gaya penyeliaan anda membantu pelatih dalam mengharungi dilema etika?
- Bagaimana anda tahu bahawa pelatih sudah boleh membuat keputusan etika sendiri tanpa bergantung kepada anda?
- Apakah komen atau maklum balas yang pelatih pernah berikan tentang cara anda membimbing mereka membuat keputusan beretika?

Appendix F: Transcript

Peserta: P1

Lokasi: Google Meet

Tarikh: 7 Mei 2025

Masa: 3.00 p.m - 3.30 p.m

Tempoh masa: 30 minit

R: Selamat petang P1, sebelum kita memulakan sesi temubual pada hari ini, saya akan memperkenalkan diri saya terlebih dahulu. Nama saya Edeline Effyphanie Alexander dan merupakan pelajar tahun ketiga Kaunseling di UNIMAS. Boleh P1 memperkenalkan diri P1, boleh beritahu nama, umur, asal, tahap Pendidikan & status pekerjaan.

P: Nama P1, umur 60 tahun, asal Perak, tahap pendidikan first degree errrr Bachelor Education Guidance and Counselling UPM, master Computer Science, Ph.D errr dalam bidang Kaunseling lah dalam Unimas, status pekerjaan berpencen.

R: Saya akan jelaskan beberapa perkara penting berkaitan dengan temubual yang akan kita jalankan pada hari ini. Saya sekarang menjalankan satu kajian yang bertajuk “Supervisor’s Competency of Ethical Practices in Counselling Internship Supervision”, jadi tujuan kajian ini adalah untuk mengkaji apa model etika yang digunakan penyelia kepada pelatih kaunseling. Oleh itu, saya memerlukan beberapa peserta terutama sekali pensyarah yang mempunyai pengalaman dalam menyelia pelatih kaunseling ataupun kaunselor berdaftar. Sesi temubual ini akan berjalan selama 45 minit hingga 1 jam dan sesi ini akan dirakam menggunakan audio untuk tujuan penulisan laporan saya. Jangan risau maklumat dan perkongsian yang disampaikan tidak akan saya dedahkan tanpa persetujuan. Saya rasa sampai sini saja penerangan berkaitan dengan kajian ini. P1 ada apa-apa pertanyaan?

P: Oh okay, takde.

E: Baiklah, saya akan mulakan. Soalan yang pertama, bolehkah P1 menerangkan model etika yang biasanya P1 gunakan untuk menyelia pelatih kaunseling?

P: Aku biasanya gunakan model yang ASCA yang biasanya digunakan oleh . Biasanya kita pakai yang tu lah. Kalau kita pakai ahh kalau kau buka, ye lah kalau ikutkan model Lembaga takde nampak sangat, Lembaga Kaunseling ni itulah kita guna ASCA daripada dulu. Kita guna ASCA lah. Model tu dah lama ah dah lama. Jadi okay lah. Salah satunya lagi okay lah yang biasa aku gunakan adalah Tarvydas tentang konsep multi culture. So ni adalah dua model yang biasanya aku gunakanlah.

R: Oh, mengapa P1 memilih model etika tersebut berbanding model-model lain?

P: Mengapa aku gunakan, okay pertama satu, yang apa ni, dia dah establish, tau tak? Yang pertama tu, dah lama establish, sebagai kaunselor biasanya kita akan gunakan itulah, aku akan minta budak-budak untuk baca yang tulah. Yang kedua tu pasal Tarvydas tu, yang bagusnya pertama dia ada kaitan dengan aspek kitalah. Cuma kena, dia ada pasal dengan kitalah yang pasal multi culture lah. Jadi dua nilah kenapa benda ni penting, pertama yang satu tu dah establish dah, kalau kita tengok foundation dia pun dah strong bagi aku. Kau tengok kalau dekat ASCA nilah model. Walau ada banyak model lagi, tapi aku rasa dua nilah yang aku pegang. So apa soalan yang kedua, mengapa tulah sebab aku rasa yang kedua tu, sebab dia bersesuaian dengan konteks kita dalam perspektif multi culture punya pandangan. Okay.

R: Seterusnya, bagaimana P1 menentukan model etika yang hendak digunakan dalam situasi penyeliaan tertentu?

P: Pelajar kena fahamlah tentang aspek etika ini, kadang-kadang pelajar tak ikut dengan etika sebab dia sibuk nak buat dekat jam bimbingan, tapi kalau kau semester tahun dua er kau tahun empat semester satu kau akan sibuk buat praktikum kan? Jadi kau tak sibuk tentang etika, engkau bagi ker, kau belash dia, kau dapat sesi, kau dah buat sesi, aku tak tengok di sebalik tu sama ada sesi berjalan dengan baik kah tidak? Sesuikah klien yang kau nak ambil tu berdasarkan kemahiran kau? Yang penting, kalau kita tengok aspek etika tu dia ada beberapa perkara yang penting. Salah satu dia kalau kita tengok kita pastikan kita tolong dengan klien. Kita kena tauuuu, apa? Kita kena jaga kebajikan dia, beneficial dia, kita kena berlaku adil pada dia. Kadang-kadang apabila apa yang aku ajar ni pelajar terlalu terikat dengan credit hours sampai dia terlupa dengan etika. Dia ambil klien, kadang penipuan itu berlakulah.

R: Adakah terdapat sebarang batasan atau jurang dalam model etika sedia ada anda? Bagaimana anda menangani mereka?

P: Aku rasa lebih kurang sama ja, aku rasa model-model ni sama jer. Dia complete each other tau. Cuma kalau kita, ahh kita expect kita tengok ahhh cross culture tu lain lah. Kadang-kadang cross culture ni dia punya aspek kadang-kadang walaupun kita kata klien mempunyai hak 100%, tapi kadang-kadang kita kena pertimbang lah tentang multi culture dia. Kita kena faham lah tentang multi culture ni, ya lah kalau kita tengok kat negara kita ni, errr apa ni, kalau kita dapat klien yang homoseksual macam mana, basic etika dia, heeeeee, dia kata kita boleh buat semua, tapi datang lagi konflik dengan value kita, apa kita patut buat. Patutkah kita teruskan supaya kita tak harm klien kita. Okay, itu benda yang kita kena pertimbangkan lah.

R: Adakah anda menggunakan bahan khusus seperti buku panduan atau nota model etika?

P: Biasanya, budak kena baca lah. Aku tak mengajar lah, bila dah lama aku akan tanya apa benda yang kau ada. Mesti budak dah lupa lah. Biasanya aku akan bagi dia nota tu lah. So dia

baca balik, tengok.

R: Bagaimana anda menilai sama ada pelatih benar-benar memahami dan boleh menggunakan model tersebut?

P: Ini aku takde tanya lah, biasanya kita tanya dekat budak ‘okay, apa kau nak buat?’, ‘kau akan tanya apa kau akan buat kalau klien kau macam ni’. Biasanya bila dia berlaku konflik lah dia kita akan tanya-tanya.

R: Apakah ulasan yang anda dengar daripada pelatih berkenaan model etika yang anda gunakan ketika penyeliaan?

P: Biasanya dia macam, contoh lah dia tak ingat ahh, dia akan cuba tengok balik step-step tu, step-step tu ahhhhh okay cuba tengok balik, kalau lah dia perhatikan balik benda tu, okayy dahhh. Terjawabkah?

R: Terjawab. Okay, apakah cabaran yang anda hadapi semasa menyediakan pelatih untuk membuat keputusan beretika?

P: Okay, apakah cabaran yang anda hadapi ketika membuat keputusan beretika, cabaran dia biasanya pelajar ini dia lebih pentingkan credit hours. Dia lebih pentingkan lah, dia tak kisah lah sama etika, hours lebih penting daripada etika. Jadi aku biasa akan cakap dengan dia, ‘ah kalau boleh, kalau kau nak, kalau kau buat ni, kau nak membantu dia kah atau sebenarnya kau nak credit hours? Kalau kau buat atas sebab credit hours, kau sendiri akan stress, kau akan rasa tertekan, kau sendiri akan rasa bersalah pada diri kau. Sebab kau buat bukan untuk menolong, tapi kerna kau buat untuk credit hours.’ So biasanya budak, ahhh ya lah, kena biasa fikir balik lah. Cuba fikir balik, tenang balik. Bila kau buat dalam keadaan kau membantu, kau punya satisfaction tu akan lebih tinggi lah, kau akan datang, keikhlasan kau tu akan membantu, kau akan lihat. Lain lagi kau dapat nikmat daripada kau ambil buat sesi untuk dapatkan 2 jam, 3 jam untuk credit hours. Ahhh jadi inilah kenapa pentingnya etika.

R: Bagaimanakah anda menyesuaikan cara penyeliaan apabila pelatih masih baru atau apabila pelatih berdepan dengan dilema etika yang sukar?

P: Biasanyalah, antara isunya adalah konflik klien nak ada hubungan dengan apa, dia sanggup buat sesi tu, ahhhhh as long kaunselor tu, dia suka dengan kaunselor itu. Itu biasanya antara dilema pelajar lah. Tu aku cakap daripada, ahh tu lah antara dia konflik sama ada dia nak terus, dia terus dapat 4 credit hours, 4 sesi kan. Tapi kalau ikut etika, dia dah tak boleh dah, sebab klien tu dah ada perasaan. Ahhh inilah antara dilema aku tengok pelajar hadapi. Ada pelajar bercerita dengan aku, biasanya aku akan cakap, ‘kau, kau nak mana? Kau dah tahu kau tak boleh, memang kau rasa hilang credit hours kau tu, daripada kau meneruskan kau membahayakan juga diri kau sendiri. Sebenarnya kau tak jujur lah.’ Biasanya pelajar kalau dia

bercinta adalah pelajar universiti, dia takkan meneruskan lah hubungan tulah, dia takkan meneruskan sesi tulah. Satu lagi tentang dokumentasi sama ada boleh tak kita buka dokumen kepada pihak ketiga kalau dia pergi ke organisasi, organisasi minta maklumat, tapi oleh kerana sekarang kebanyakan kalau orang dulu susah sikitlah, sebab kadang-kadang zaman dulu-dulu, dia tak ada kaunselor, tapi sekarang dah ada kaunselor. So dari aspek etika takde sukarlah. Tu pentingnya, cara tu inform consent, pelajar kena paham tau, menerangkan kepada klien tentang inform consent kepada klien itu.

R: Bolehkah anda memberikan contoh apabila gaya penyeliaan anda membantu pelatih dalam mengharungi dilema etika?

P: Biasanya aku akan minta pelajar rujuk balik lah, kepada etika tu. Mana dia pegang? Kat mana dia pegang? Selalunya dia ada cakap saya ada etika, tapi dia sendiri tak faham konsep etika macam mana. Etika itu untuk apa? Bukan setakat etika itu melindungi diri dia. Bukannya kepada klien saja, etika dia ni melindungi diri kita juga. So biasanya, kita akan tanya baliklah, biasanya aku akan tanya balik pelajar apa yang kau faham, 'macam mana Dr? Boleh tak kalau apa ni, saya klien minta saya hantar ambil dia. Hahahahahahaha, ada. 'Macam kau fikir kau rasa kau bolehkah? Boleh tak kau nak ambil klien kau hantar?' Cuba kau tengok dari segi aspek etika, ada tak? Jadi antarlalau kau kena tanya, pelik. Ada kes pelajar tu dia ada transport, klien tu takde transport, klien minta ambil. Antaranya pelajar pergi makan, terutamanya kalau ada kerja luar organisasi ni kan, klien ajak makan, acam patut tak kau ambil tu? Tapi kalau bukan sesama lelaki perempuan, suami orang, benda ni aku akan persoalkan lah. Dan budak akan tanya, dia cakap dengan akulah, apa yang berlaku, biasanya dia akan cakaplah. Kalau dia diam aku tak taulah. Tapi pengalaman aku biasanya aku cakap, kalau apa-apa berlaku jangan simpan, bagitau aku.

R: Bagaimana anda tahu bahawa pelatih sudah boleh membuat keputusan etika sendiri tanpa bergantung kepada anda?

P: Bagaimana aku tahu, itu bukan masalah aku, kau pandai fikirlah. Hahahaha. Kau selesaikan lah sendiri. Tapi biasanya, kalau benda yang berat tu, kita akan bincanglah. Terjawabkah? Macam mana aku tahu budak tu, dia akan cerita, Dr saya klien saya macam ini, dia akan beritahulah apa tindakan dia. Jadi aku tahulah dia dah boleh buat keputusan.

R: Apakah komen atau maklum balas yang pelatih pernah berikan tentang cara anda membimbing mereka membuat keputusan beretika?

P: Biasanya dia akan ucap terima kasihlah. Dia rasa lega ahh. Apabila ada konflik biasanya budak ada konflik dengan klien kah, dengan apa dia kan, dia akan bagitau lah. 'Terima kasih Dr, Alhamdulillah Dr, selesa Dr, okay Dr.' Ahhh, itulah biasanya dia akan cakap kau. Takdelah

dia ajak 'jom Dr kita minum kopi, teh tarik' takdelah.

R: Baiklah. Saya rasa sampai di sini saja sesi temu bual kita. Terima kasih P1 atas masa dan perkongsian kamu pada hari ini. Jika ada apa-apa tambahan, nanti saya akan berhubung lagi dengan kamu untuk sesi temu bual yang seterusnya.

Peserta: P2

Lokasi: Google Meet

Tarikh: 15 Mei 2025

Masa: 3.20 p.m - 3.50 pm

Tempoh masa: 30 minit

R: Selamat petang P2, sebelum kita memulakan sesi temubual kita pada hari ini, saya akan memperkenalkan diri saya terlebih dahulu lah, nama saya Edeline Effyphanie Alexander dan merupakan pelajar tahun ketiga Kaunseling daripada UNIMAS. Boleh puan perkenalkan diri P2? Nama P2, umur, asal, tahap pendidikan dan status pekerjaan P2, serta berapa lama P2 sudah menyelia pelajar kaunseling

P: Okay ah selamat petang, saya P2, sekarang saya bekerja di pusat pengajian psikologi gunaan dasar dan kerja sosial, Universiti Utara Malaysia dalam program kaunseling lah. Jadi saya telah jadi kaunselor sejak tamat pengajian Bachelor pendidikan bimbingan dan kaunseling dari Universiti Pertanian Malaysia 1994 lah dan saya menjadi kaunselor berdaftar dan berlesen pada tahun 2003 saya rasa.

R: Umur P2 berapa sekarang?

P: Umur saya sekarang 55 tahun.

R: Ohhhhh. Berapa lama P2 sudah menyelia pelajar kaunseling?

P: Saya telah menyelia pelajar kaunseling internship dan practical hmmm sejak tahun 2003 sampai sekarang.

R: Okay faham. Okay seterusnya, saya akan jelaskan lah beberapa perkara penting berkaitan dengan temubual yang akan kita jalankan pada hari ini. Saya sekarang menjalankan satu kajian yang bertajuk “Supervisor’s Competency of Ethical Practices in Counselling Internship Supervision”, jadi tujuan kajian ini adalah untuk mengkaji apa model etika yang digunakan penyelia kepada pelatih kaunseling. Oleh itu, saya memerlukan beberapa peserta terutama sekali pensyarah yang mempunyai pengalaman dalam menyelia pelatih kaunseling ataupun kaunselor berdaftar. Sesi temubual ini akan berjalan selama 30 minit hingga 45 minit lah, dan sesi ini akan dirakam menggunakan audio untuk tujuan penulisan laporan saya. P2 jangan risau maklumat dan perkongsian yang disampaikan tidak akan saya dedahkan tanpa persetujuan. Saya rasa sampai sini saja penerangan berkaitan dengan kajian ini. P2 ada apa-apa pertanyaan?

P: Macam mana you boleh pilih saya pula? Saya pun tak kenal you lagi.

R: Sebab kami..untuk yang FYP saya ni saya punya target saya untuk participant saya pensyarah ataupun kaunselor berdaftar lah yang punya pengalaman. Sebab sebelum ini saya

interview P1 lepastu P1 tu yang suggest puan la untuk saya interview. Sebab kebanyakan pensyarah tempat kami dorang tiada masa untuk di interview.

P: Oh, siapa supervisor you?

R: Ermm.. Dr Azzah.

P: Okay.

R: Boleh kita teruskan?

P: Boleh-boleh

R: Okay untuk soalan yang pertama ni kan bolehkah P2 beritahu dan menjelaskan model etika yang biasa P2 gunakan lah untuk menyelia pelatih kaunseling di tempat P2 sendiri. Maksud saya sini bila pelatih dorang ada hadapi isu atau dilema etika, model apa biasanya puan rujuk untuk membantu mereka berfikir dan membuat keputusan. Contohnya model ACA ka ataupun Tarvydas..

P: Ahh, saya guna model yang ada dalam Lembaga Kaunselor Malaysia saja yang di layout dalam apa akta tu so saya pakai yang tu sajalah. 100% saya follow sebab dalam tu dah jelas dah apa dia punya step-step yang boleh diguna pakai oleh tenaga pengajar macam kami untuk nak memastikan pengalaman di tempat kerja tu boleh dipraktikkan daripada semua pembelajaran yang dah dipelajari lah dalam bilik kuliah untuk diaplikasikan di pusat-pusat ataupun pejabat-pejabat yang mengendalikan perkhidmatan kaunseling di mana kaunselor pelatih tu pergi buat internship lah.

R: Okay, bagaimana P2 menentukan model etika yang hendak digunakan dalam situasi penyeliaan tertentu?

P: Sebab dalam model etika dalam etika ni dia dah layout dah sebab kita dalam sesi kaunseling ni hubungan dengan klien tu rapat, jadi ada terdapat boundaries, ada terdapat kita panggil responsibility, ada terdapat tanggungjawab responsibility yang perlu dipatuhi lah oleh kaunselor pelatih termasuk confidentiality dan sebagainya. Jadi ada beberapa err kita panggil item lah yang ada dalam model tu yang perlu dipenuhi lah, sebab kalau masa dalam kelas pun perkara yang sama tak jauh beza la dengan semasa penyeliaan semasa internship berlangsung, sepanjang internship tu memang diorang kena jadi kaunselor yang berkesan, kaunselor yang tidak melanggar etika, kaunselor yang jauh daripada terlibat dengan salah amalan dalam akta-akta tersebut, jadi memang kaunselor pelatih ni dah di ingatkan berkali-kalilah jadi saya rasa apa yang saya terapkan dalam kelas masa pengajaran bila pergi internship ataupun praktikum sebelum internship dia punya model tu tak jauh beza sama je and kalau bagi saya favorit saya adalah memang kepada pemikiran la jadi kognitif tu adalah merupakan punca utama lah yang saya akan selalu minta kaunselor pelatih apa jadikan dia sebagai starting point lah kalau dalam

nak menyelesaikan apa-apa isu termasuk kepercayaan ke tanggungjawab ke kepulihan ke klien tu semuanya berasaskan kepada pemikiran kaunselor itu sendiri, sebab kalau kaunselor tu kacau dia punya pemikiran, kaunselor pelatih tu kacau pemikiran dia susah juga dia nak menjalankan internship dalam konteks yang memenuhi etika, nanti dia macam ada nak jalinkan hubungan yang lebih akrab dengan klien macam dia mungkin jatuh cinta ke, jadi nak menangani isu-isu seperti itu maka kaunselor pelatih itu kena berfikir lah berbaloi ke kalau dia sekarang nak mengikut perasaan dia tu kan sekarang dalam tempoh yang pendek ni tempoh internship ni pendek je 6 bulan 7 bulan 60 hari bekerja je 70 hari bekerja pendek sangat adakah dia nak selesaikan dia punya tempoh internship dia tu dengan jayanya dengan excellent ataupun dah terpikat sangat dah nak terus langkah batas yang ada dalam ethics dia ada batas, contohlah itu macam tu maksud saya. Jadi it's always go back to your part mission, saya akan tekan kan tu mungkin sebab saya seorang kaunselor yang menggunakan pendekatan dalam group kognitif tu lah untuk nak bantu orang untuk jadi okay balik lah daripada dia serabut-serabai tu. So normally how I help people is to reset la the theory, dia punya minds. The thinking about things or process or learning ke experience ke or practice ke then kaunselor pelatih tu boleh decide apa yang priority buat masa sekarang.

R: Betul. Okay, seterusnya adakah terdapat sebarang batasan ataupun jurang yang dalam model sedia ada yang P2 gunakan untuk menyelia pelatih kaunseling?

P: Batas ya, of course la dia ada had dia macam kadang-kadang kalau kata kaunselor pelatih itu sendiri menghadapi isu yang mungkin dia pun perlu macam kita kata pause dulu tak boleh sambung internship pause la dulu, mungkin dia perlu pergi mendapatkan rawatan dia dulu kan, ah lepastu baru patah balik untuk menyelesaikan internship dia, mungkin ulang lah ataupun continue hours dan sebagainya. Jadi sama ada tangguh ataupun ulang itu adalah options yang ada lah bergantung kepada tahap apa situasi kaunselor pelatih kita sendiri lah tetapi pada saya ah dia ada kaedah lah yang boleh kita bantu. Maksudnya kalau kaunselor tu dah tak competent pada waktu tu tak boleh terus la memang kena hold dulu atau pause dulu ah perlu macam tu tak boleh macam kita biar je kaunselor pelatih berjalan menjalankan dia punya internship tu practice dalam keadaan yang boleh membawa lebih banyak mudarat kepada kaunselor pelatih tu sendiri dan juga klien dia serta agensi tempat dia berlatih lah.

R: Betul, okay seterusnya, adakah P2 menggunakan bahan khusus lah seperti buku panduan atau nota model etika?

P: Ah buku panduan memang kita sediakan untuk semua pihak macam semua penyelia akademik kita ada di kalangan pensyarah kaunseling yang ada pendaftaran dengan lembaga lesen yang ada lesen lembaga lepastu kita ada buku panduan yang khusus untuk kaunselor

pelatih itu sendiri lepastu kita ada question, yang ketiga adalah panduan kepada agensi itu sendiri jadi di agensi tu kita harapkan kaunselor yang bertauliah yang ada di agensi itu lah untuk membantu kaunselor pelatih. Kadang-kadang kaunselor pelatih ni dia pilih agensi yang tak ada kaunselor bertauliah maka pada waktu tu penyelaras internship kena aware lah tu kalau tak aware nanti bila dah pergi jalankan sesi lepastu kaunselor penyelia akademik tengok tak ada pula penyelia di agensi ini yang bertauliah ha jadi itu dah macam menimbulkan kesukaran nak meneruskanlah sebab nak buat kerja internship ni tempohnya panjang, maksud saya panjang tu dia bukan 2 minggu lah tetapi lebih kepada nak menyelesaikan 520 jam tu sekurang-kurang 60 hari bekerja kurang-kurang 6 bulan jadi perlu pastikan dari awal lah tak boleh lah macam suka-suka hati jer ouh organisasi tu nak terima kaunselor pelatih tu pun cakap kat penyelaras ah ni saya nak pi kat sini, so tu kena tu kena ambil perhatian jugalah maksudnya penyelaras internship masa taklimat awal pemilihan tempat untuk internship tu perkara ni kena highlight dah tak lah sampai jadi kita pergi je dekat sana baru kita sedar takde sorang pun kaunselor berdaftar dan berlesen di agensi ni macam mana boleh pelajar ni boleh lepas pergi buat internship kat situ pula, ah ada berlaku lagi, walaupun kita dah ambik precaution kan ah tapi ni dah ramai kan pelajar bukan pelajar undergrad saja ada pelajar postgrad kan lagipula ada majoriti pelajar yang dah bekerja. Jadi kadang-kadang kita terlepas jugalah tempat tu pemilihan tempat dimana tidak ada supervisor yang berdaftar dan berlesen.

R: Betul, seterusnya bagaimana P2 menilai sama ada pelatih benar-benar memahami dan boleh menggunakan model tersebut?

P: Okay dia ada beberapa aspek, satu pengendalian sesi kaunseling tu sendiri, itu memang mandatory lah, individu ke kelompok ke ah menjalankan ujian psikologi ke kan dan juga menjalankan ah kita kata semua jenis intervensi lah intervensi yang perlu kadang-kadang bukan buat sesi kaunseling pun lebih kepada intervensi-intervensi yang sesuai jadi kalau nak ikutkan kalau pada saya itu dah jadi dua benda dah bukan satu benda sesi kaunseling individu dan kelompok tu satu, dua segala bentuk intervensi yang sesuai kadang-kadang ah dalam bentuk yang konflik, trauma dan sebagainya. Ini dia tak sama dengan sesi kaunseling, yang ketiga adalah aktiviti bimbingan ini adalah benda lain pula iaitu lebih pada education, campaign, pencegahan ah ini mess ni, ini besar ni kadang-kadang menuntut kewangan, bajet dan sebagainya. Jadi kita nak tengoklah kaunselor pelatih tu mampu tak nak arrange kan dengan kerjasama kaunselor berdaftar berlesen di agensi tu lah penting nya dorang punya program tu kaunselor pelatih kita slot in saja pergi je masuk sekali duduk dalam tu dan masukkan dalam perancangan internship dia mana-mana sahaja program yang telah pun di layout kaunselor di agensi tersebut. Tak payah lah nak crack your head ah create new one or reka baru kah, you

don't have budget as well. So kita just slot in apa yang agensi tu ada lah masuk je lah. Sort of, you pandai sangat lah dah create benda tu tak create pun. Just that you yang execute atau laksanakan benda tu orang dah plan dah. So itu aktiviti bimbingan dan yang ketiga mungkin you boleh jadi er consultant, consultant ni mungkin agensi you ada nak jalankan penyelidikan ke nak jalankan ada smartpartnership ke dengan mana-mana. Then you come out with consultation punya aspect of work ni, supaya kaunselor tu dia visible kan perkhidmatan kaunseling yang tempat dia pergi internship tu nampak kepada seluruh organisasi besar kat situ ataupun organisasi lain kat luar.

R: Okay, seterusnya, apakah maklum balas yang P2 dengar daripada pelatih berkenaan model etika yang puan gunakan ketika penyeliaan?

P: Saya ahh sangat directive dan saya takde apa yang saya selindung dengan kaunselor pelatih tu, kalau dia tak perform pada masa tu, masa tu jugalah saya cakap apa yang you buat ni kepada contoh kalau menyelia sesi secara live ya apa yang dia jalankan pada klien tu dan apa yang dia plan kan sebab tu saya suka tengok progress klien yang sama maksudnya kalau saya tengok tiga kali kaunseling individu tu klien yang sama dari sesi awal sampailah sesi yang seterusnya, jadi saya dapat tengok penambahbaikan yang kaunselor pelatih tu tunjukkan dalam sesi yang dijalankan. Macam tu lah, jadi kalau tak dapat tunjukkan kat saya er macam saya tak dapat nak nilai kurang la sikit markah untuk tu sebab you tak boleh bagi kat saya masa yang saya boleh selia you punya kaunseling individu, kaunseling kelompok live, supaya saya boleh tengok progress skills you macam tu lah.

R: Ah okay, seterusnya adakah terdapat sebarang cabaran yang P2 hadapi semasa menyediakan pelatih untuk membuat keputusan beretika?

P: Kalau kaunselor pelatih tu macam masih belum menguasai kemahiran kepada asas menolong kan itu cabaran jugalah nak ajar baru kat situ macam dah kita kata dah terlambat tapi kalau tak ajar terus tak boleh buat jadi ni adalah satu benda yang berat juga lah. Maksudnya kalau ah skill tak begitu mantap, report kaunseling tak siap, er apalagi er ada terlibat dengan kes-kes macam er scandal dan sebagainya di tempat kerja tu ada lagi kadang-kadang tak hadir ke tempat kerja tapi tak inform ah dia ni perkara-perkara macam tu boleh menimbulkan kesulitan sikit lah sama ada diberikan markah supaya boleh sampai ke tahap kena ulang ataupun just penalise memang dapat pergi ke bawah kerr, contoh lah contoh.

R: Okay, bagaimana P2 menyesuaikan cara penyeliaan puan apabila pelatih masih baru atau apabila pelatih berdepan dengan dilema etika yang sukar lah

P: Macam contoh bos dia minta laporan yang detail tu kan tentang klien, dia mungkin rasa boleh lah dia buat laporan kepada bos tentang keadaan klien tu tetapi bukanlah baca report

yang detail yang dia ada cuma dia bagi mungkin isu klien tersebut err isu kewangan ke, keluarga ke, kesihatan mental ke kan jadi maknanya secara umumlah tapi kalau bos tu mendesak ah masa tu perlu macam saya beri intervensi melalui kaunselor agensi la macam tu. Kaunselor agensi boleh bantu lah kat sini kita kena bincang lah dengan kaunselor di agensi la sebab tu penting sangat kaunselor di agensi tak boleh tak ada kaunselor di agensi kalau agensi tu tempat tu kaunselor pelatih nak pergi internship is it a no no no tak boleh buat sesi internship di tempat yang kaunselor bertaauliah tak ada tak exist lagi ada clinical psychologist sahaja mungkin contoh ah dia tak dapat nak bantu lah dari segi mungkin kalau clinical psychologist not so bad, tiba-tiba hanya ada HR officer ah. Tak dapat nanti HR officer tu nak membantu kaunselor pelatih kita.

R: Okay, bolehkah P2 berikan contoh apabila gaya penyeliaan P2 membantu pelatih dalam mengharungi dilema etika

P: Okay, saya selalunya akan bertanya kepada klien directly selepas sesi kaunseling kaunselor pelatih tersebut. Saya akan ah saya bagitahu okay sebab sehingga dia tamat baru saya akan cakap ah saya akan tanya klien do you have a spare time like 10 minutes? Before you pergi ah selepas kaunselor pelatih saya dah berhenti kan sesi tamatkan sesi tangguhkan sesi tu masa tu saya akan ah bantu klien tu ikut keperluan dia yang tadi tu macam banyak perkara yang saya rasa kaunselor pelatih saya tak buat masa tu saya akan tunjukkan directly saya akan buat terus maksudnya bukan saya buat sesi kaunseling tapi lebih kepada consultation la kepada klien tu tapi di hadapan kaunselor pelatih. Jadi kaunselor pelatih tu nanti bila klien dia dah balik ah bila saya bincang dengan dia saya tanya dia tadi apa yang you buat, what have you done to your client, what is the outcome, how ah what do you think you have assist your client, what are the things that you have not ah assist your client, so apa pembaikkan yang dia boleh buat, ah kalau saya dah intervene macam tu ada banyak benda yang dia tak buat dan dia akan tersandak lah dia tak buat kan, jadi bila dia tengok apa yang saya cakap dengan klien tu baru dia sedar ada benda yang sangat penting dia cakap dekat klien. Macam tu lah saya memang direct macam tu saya tak mau klien dia pergi tanpa dapat bantuan yang saya rasa boleh bermanfaat daripada saya sikit lah.

R: Faham, okay seterusnya bagaimana P2 tahu bahawa pelatih sudah boleh membuat keputusan etika sendiri tanpa mengharap bantuan daripada P2?

P: Saya rasa kebanyakan daripada kaunselor pelatih saya tahu boleh buat cuma sekali sekala je la ada pelatih yang tak berapa nak boleh jalankan tak boleh nak buat keputusan. Jarang-jarang lah jarang-jarang ada sekali sekala je pun atas perkara-perkara yang bukan major sangat ah tapi majority kaunselor pelatih yang setakat yang saya kendalikan kecuali saya pernah ada

dua experience satu UG punya undergrad punya kaunselor pelatih satu lagi postgrad punya kaunselor pelatih. Saya rasa dia tak faham apa pun tentang proses kaunseling dan sebagainya ataupun dia sendiri ada masalah psikologi saya pun tak berapa pasti sebab saya tak pernah kenal dia sebelum saya menyelia internship dia jadi yang tu mungkin ah paling berat lah yang saya jumpa ah sesi kaunseling tu ah macam sesi borak-borak kosong just santai lepastu satu repot kaunseling pun saya tak nampak dalam dia punya fail walaupun berkali-kali saya pergi menyelia macam 3 kali 5 kali saya pergi selia saya dah remind dah saya nak tengok repot semua yang you dah buat sebelum ni takde juga. Tak pasti apa dia punya apa, benda yang berlaku pada kaunselor pelatih.

R: Okay, er paling last apakah komen ataupun maklum balas yang pernah pelatih berikan kepada P2 tentang cara P2 membimbing mereka untuk membuat keputusan beretika?

P: Okay ah saya rasa diorang mudah faham sebab saya sangat directive walaupun macam memeningkan lah, tapi membantu diorang untuk masa depan. Maksudnya diorang akan lebih aware untuk masa depan bila dah jadi kaunselor bertauliah. Sekarang diorang okay lagi diorang kaunselor pelatih takpe di bawah bimbingan ah buat salah you know ah you can always make mistake, bukannya bila kita dah bertauliah tak boleh buat mistake tetapi mistake di bawah bimbingan supervisor tu lebih selamat berbanding dengan mistake nanti kita jalan sendiri-sendiri. Jadi saya rasa diorang ahhh diorang apa feel blessed dapat ni bukan saya nak perasan tapi I can hear from them ah nasib baik puan dah tegur awal sekarang daripada nanti bila puan dah grad, kita buat silap yang sama ah macam tu la yang selalu saya dengar cakap-cakap kepada saya tentang apa yang saya tegur ni apa saya punya concern.

R: Betul, okay saya rasa sampai sini saja sesi temu bual kita pada hari ini. Terima kasih atas perkongsian yang P2 berikan, memang sangat-sangat membantu lah dalam saya punya penyelidikan.

P: Okay all the best ah untuk you punya research ni hopefully things come out well.

Peserta: P3

Lokasi: Cube Level G

Tarikh: 15 Mei 2025

Masa: 4.55 p.m - 5.35 p.m

Tempoh masa: 40 minit

R: Okay selamat petang P3.

P: Selamat petang.

R: Ah nama saya Edeline Effyphanie Alexander pelajar kaunseling tahun tiga lah daripada UNIMAS dan juga sekarang saya menjalankan kajian lah tentang “Supervisor’s Competency of Ethical Practices in Counselling Internship Supervision” tujuan dia untuk tahu tentang etika yang digunakan oleh supervisor dalam menyelia internship student lah. Kay jadi er P3 faham kan apa yang saya cakap tadi?

P: Faham.

R: Okay, jadi boleh kita mulakan, er mungkin temu bual ini akan diambil selama 30 minit sehingga 45 minit lah. Jadi boleh P3 perkenalkan diri P3, bagitahu tentang demographic P3 lah nama,lepastu umur, asal P3 dari mana, tahap pendidikan, status pekerjaan dan juga berapa lama menyelia latihan kaunseling.

P: Okay nama saya P3 wanita lah, umur saya er 14 hari bulan 4 haritu dah masuk 56, asal saya dari Johor lah, er pendidikan saya ada PhD di bidang kaunseling dari UITM, Master Counselling dari UM by coursework, saya Degree saya Science Pure err Degree in Science Biotechnology dekat UM, Diploma Pendidikan major Biology minor Mathematic UM, Diploma Syariah Islamic Law dekat UM, Diploma Teaching and Learning dekat Unimas, Diploma Science UITM Shah Alam. Sijil STPM science, SPM science dan saya certificate bahasa Arab, Syariah, Usuluddin dan hmmm Syariah. Status pekerjaan saya tetap maksudnya saya dekat UNIMAS ni saya tetap lah tetap tu maksudnya macam berkontrak ke apa sebagai pensyarah kanan dan juga kaunselor berdaftar. Err jadi penyelia latihan industri internship ni bermula daripada saya bekerja lah iaitu 2007 lepas Ogos sampai sekarang kita ada student yang memang ah masuk je kalau internship tu kita memang akan menyelia lah sebab kita ada license yang diperlukan errr sebelum tu saya pernah bertugas di UUM sebagai tutor bidang kaunseling lah, ah masa tu memang saya apaaa tak ingatlah tetiba ni menyelia pelajar, sebab masa tu saya tutor saya pun tak lama kat UUM pun dalam 5 ke 6 bulan saja, lepastu saya dapat tawaran interview dan tawaran ke UNIMAS saya pun datang sini tak salah 2006 ah macam tu.

R: Soalan pertama,okay bolehkah P3 bagitahu atau dan P3 terangkan lah model etika yang

biasa Dr. gunakan untuk menyelia pelatih kaunseling, maksud saya di sini bila pelatih menghadapi isu atau dilema etika, model apa yang P3 gunakan ah yang biasa P3 gunakan untuk rujuk lah untuk bantu dorang berfikir dan membuat keputusan, contohnya model etika ni yang macam Tarvydas, ACA macam tu.

P: Tarvydas tu ape, ACA tu ape?

R: ACA tu yang American Counselling Association.

P: Ha ah, Tarvydas?

R: Tarvydas tu yang ermmm decision making dia tu yang penilaian awal terhadap situasi dia macam tu.

P: Saya based on kepada Lembaga Kaunselor Malaysia punya panduan lah kan yang buku hitam tu jadi of course yang kita belajar etika tu antaranya dari segi ah salah laku jenayah ah dari segi etika buat sesi, kerahsiaan tu semua lah kan, lepastu macam ah tak boleh buat sesi dengan orang terdekat macam suami isteri, ibu bapa ke kemudian tu macam tak boleh kahwin dengan klien dia ada syarat-syarat lah situ-situ kan, lepastu dari segi dokumentasi ah kerahsiaan tu bila dipecahkan kalau ah ternyata memudaratkan kepada klien ataupun orang yang berkaitan dengannya, ah itu lah maksudnya saya based on panduan etika tu daripada buku panduan Lembaga Kaunselor sebab saya pun berdaftar di bawah lembaga kaunselor dan ia lebih kepada Asian dan juga Malaysia lah bagi saya kalau ACA tu semua kepada barat kan yang gay pun kita benarkan lesbian kawin nak buat ni pun kita benarkan itu dah lari daripada etika berkaitan dengan agama lah juga kalau etika Malaysia ni dia consideration dari segi of course nilai agama kan tak boleh dikesampingkan macam Islam pun dia ada do and don'ts yang memang hitam putih tu clear dan tak boleh macam etika ni pun kalah lah sepatutnya dengan hukum agama. Jadi bercakap tentang etika saya menumpukan juga kepada hukum agama lah ah macam Islam dia ada benda yang haram-haram dia tak boleh buat, so walaupun kita kata klien tu dia ada celik akal sendiri dia boleh buat decision maker sendiri tapi dia ada limitasi juga tak boleh over the agama lah ah itu lah yang saya pegang yang saya implement kan dalam saya punya profesion sebagai kaunselor berdaftar kan erm.

R: Betul, okay erm seterusnya bagaimana P3 menentukan model etika yang hendak digunakan dalam situasi penyeliaan tertentu macam bila berlaku sesuatu isu etika semasa pelatih menjalani latihan, bagaimana P3 buat keputusan untuk guna satu model etika saja dan bukan guna model yang lain.

P: Ermm, maksud awak kalau selagi boleh menggunakan satu model etika tu dalam menyelesaikan masalah dia ah memang okay lah tapi sekiranya memang model etika yang saya pegang tu mungkin di luar isu dia yang takde dalam saya punya model etika tu mungkin saya

kena buat homework lah dan mungkin saya boleh ambil kira consideration dari segi skop lain ah macam tu sebab sebab setiap manusia ni tak sempurna kan ah ada kelemahan mungkin dari segi tu mungkin saya akan melihat kepada yang lebih ah yang lebih bagus yang lebih ideal ahhh macam yang lebih menyeluruh atau lebih smart lagi lah ah macam tu. Tak rigid lah selain daripada yang saya pegang sahaja asalkan tak lari daripada contohnya kalau Islam melibatkan akidah ah kan penyelewengan agama iman itu it's okay lah.

R: Betul, erm adakah terdapat sebarang batasan atau jurang dalam model etika sedia ada yang P3 gunakan, bagaimana P3 menangani dia kalau ada macam batasan?

P: Hmm, rasanya semuanya ideal lah sebab benda ni bukan dibuat sehari ataupun dibuat oleh orang yang bukan calang-calang membuatnya, ah tapi sekiranya ada juga jurang of course saya akan melihat atau membuat perbincangan merujuk kepada yang autoriti dalam kes kita ni kat Malaysia, Lembaga Kaunselor ke yang pegang pada pendaftar apaaa, banyak tentang kaunseling kan kat Malaysia ni ke ah tu lah ah rujuk mungkin kalau kat semenanjung ni dulu Pensyarah A ada, Pensyarah B ada, sekarang Pensyarah B dimaklumkan dah tamat, mungkin orang lain yang pegang Borneo kita boleh rujuk ataupun direct kepada pengerusi Lembaga Kaunselor sendiri ke macam tu boleh dan mereka-mereka pun kenalan kami lah kan kalangan profesional-profesional yang sama kita memang ada kaitan rapat kadang jumpa dalam media-media seperti conference ke, ah apa seminar dan sebagainya, boleh je kita rujuk ataupun bercakap direct ataupun call kan mudah je semua di hujung jari. Ahahaha

R: Okay erm, adakah P3 menggunakan macam bahan khusus seperti buku panduan atau nota model etika dalam penyeliaan?

P: Saya guna ni lah, kita ada buku panduan even praktikal penyeliaan pun memang ada buku Lembaga apa ada keluarkan tu yang warna hijau ke eh yang hijau yang warna merah tu macam kaunseling perkahwinan, warna hitam tu panduan er kaunseling kan keseluruhan, lepas tu ada warna purple tu ahh kan ada etika memang ada buku khas lah kita memang buku tu lah panduan kita untuk even dia ada specific pun panduan untuk penyeliaan memang ada saya baca lah, dengan saya beli lah ah, itu pun beretika kepada kami punya consultation ataupun kami punya pensyarah-pensyarah semua beli satu lah kalau buat-buat keputusan kan. Ah ni ahh yang ni beretika 50 ah biru biru. Tu lah yang kita pegang.

R: Samalah kita punya P3, kami pun ada beli last sem.

P: Biru lah? Ahhh, saya ada saya nak kumpul sekarang. Walaupun saya dah pencen nanti, saya akan pegang lah. Mungkin ada yang latest juga lah.

R: Okay, seterusnya erm bagaimana P3 menilai sama ada pelatih benar-benar faham dan boleh menggunakan model tersebut?

P: Hmm mestilah melalui observation yang kerap, yang sentiasa dibuat lah sepatutnya, tapi bila saya macam kes saya banyak kebanyakannya saya menyelia sekali, pergi ke organisasi dan pelajar semuanya everything di situ jadi agak kekangan ataupun limitasi lah untuk saya pastikan dari segi implement yang soalan yang tadi ah sukar sebab jauh dan tidak kerap dapat dibuat ah jadi itupun saya kadang-kadang buat online meeting antara caranya kemudian tu ah contact one to one ke ataupun buat ah dorang hantar link ke sepanjang aktiviti yang dia buat ke rakamkan ke ah itu lah yang boleh saya lakukan, ada setengah tu macam sem ni saya turun peribadi pun saya mungkin bagitau mereka saya jumpa juga ambil peluang bukan sekali dapat turun jadi dua kali ke kan 3 kali ke akan datang bulan 6 ni saya pergi mungkin mereka lebih berkualiti lah lagi dapat... benda-benda yang saya dah komen pada sesi pertama pada 12 hari bulan 5 haritu macam tu. Jadi kita buat tu tak berkira lah takde bajet pun kita buat yang mana mampu selagi boleh dapat membantu pelajar kita cuba.

R: Betul, okay erm apakah ulasan atau maklum balas yang P3 dengar daripada pelatih sendirilah berkenaan model etika yang P3 gunakan ketika menyelia?

P: Tak pernah tanya pula, ehehehe boleh tau apa model etika awak, tak pernah tanya sebabnya tak terlintas pun nak tanya kan sebab saya pergi mengambil markah, mengambil markah of course perkara yang diminta dalam borang penilaian markah tu lah yang kita jalankan, masa pun kekangan nak pergi jadi saya fokus kat situ bila segi minta feedback mereka ke tentang penyeliaan saya tu takde lah pula hmmm tapi dorang happy ja hehehe dia takut lah kalau dengan saya datang takut kalau takde dokumen takut ah mereka ahahahahhah, mereka lah yang tak cukup ah komitmen lah ah macam tu ah kalau saya ye lah kita tak nak bagi tak lulus ke selagi boleh lah of course kan awak dah berjuang sampai internship tu sebenarnya dah pengorbanan sangat tinggi bayangkan gagal apa perasaan mak bapak sepatutnya kita tinggal grad ja kan. Jadi saya cuba sedaya upaya untuk bantu dan push mereka dan sebagainya lah supaya saya boleh bagi lulus ah kalau dorang tu smart ke betul ikut cakap ke kita bagi A+ lah kalau yang 50 50 tu kita pun takut nak luluskan ke tak luluskan ke tak, tak lulus kesian, luluskan kita seram macam tu lah jadi saya menjalankan kerja saya lah ermm tu pun kadang-kadang ada tarik tarik tali jugalah ah kan sebab kita kesian mak bapak, pelajar tu pun, mungkin dia gagal bukan sebab tertentu ada yang mungkin ada setengah tu ada berkahwin, mungkin dah ada anak kan, walaupun under graduate, mungkin ada yang ehsan-ehsan sampai 5 6 tahun tu, dia dah kahwin lah tu, bila sambil dah kahwin masalah rumah tangga pun ada kan. Itu lah nak lupakan ker tak dan sebagainya tunggu balik suami isteri tu graduate anaknya makin tua makin tambah, makin tambah maknya tak ber graduate. Bila kita berada tempat dia kesian juga lah, tu ehsan lah kadang-kadang saya, saya banyak kepada atas ehsan lah juga. Walaupun kita cuba lah jaga

kualiti ka apa. Kekangan tu banyak lah. Tempoh penyeliaan tu tak banyak lah. Jadi tak dapat nak bantu lagi mendalam lebih orang kata kualiti.

R: Okay ermm apakah cabaran yang P3 hadapi semasa menyediakan pelatih untuk membuat keputusan beretika?

P: Ada apakah tadi?

R: Cabaran

P: Cabaran, ermm cabaran tu dia mengganggu emosi saya sebab bila pelajar tu tak ikut cakap apa semua kita akan tertekan sebab benda tu yang membawa kepada nak bagi lulus atau gagal, nak bagi dia kita nak bagi grade lah sebab dia tak compitent kan jadi susah kita tak happy nak bagi grade yang mana satu, rendah sangat tak lulus terus, tinggi pun tak sesuai dengan dia punya achievement, kita rasa macam kita menipu kan ah dokumen kita menipu result apa semua jadi dilema lah macam hmm akhirnya buat yang sesuai lah sesuai pelajar pun mungkin layak dari segi tu, dan saya pun sesuai bagi grade yang sesuai lah yang dia layak saya bagi, supaya saya pun tak terkilan pelajar tu memang apa yang dia usahakan dia akan itu yang dia usahakan itu yang dia dapat lah ah macam tu. Saya pun tak boleh terlalu tak esekutif juga nanti saya yang kena tembak. Kita pula yang dikatakan tak betul lah. Kita pula yang macam tak beretika lah tak beretika menilai yang sepatutnya bagi tak lulus. Tapi kadang-kadang saya tengoklah ada sesetengah pelajar tu dia memang problematic daripada supervisor A sampai supervisor bagi kat saya dia pun memang mental health issue apa semua, saya akan tanya dia, dia nak ambil lesen ke tak, kalau dia kata dia tak nak ambil lesen dia nak kerja lain, fine, saya boleh fight untuk dia lulus lah saya boleh usaha atau pun ni push push dia yang mana sesuai, tapi kalau dia nak nak ambil lesen semua memang saya stress lah kalau dokumen dia tak nampak apa semua saya ada 3 file 3 helai je ah memang saya tak bagi tak dapat bagi lulus lah sebab takde dokumen sebab dia nak ambil lesen, kalau saya bagi dia lulus dia bawa macam tu orang cakap eh apa penyeliaan apa ni sikit dokumen macam mana boleh lepas siapa lepaskan, saye, ah saya tengok tapi saya kata dengan dia janji awak jangan ambik lesen awak ambil kerja lain saya kata, sebab macam ada kes pelajar mungkin dia mental health sampai kata nak bunuh diri, ah tak tahu lah dia ugut saya ape kan nak bunuh diri kalau tak bagi dia lulus sebab dia dah berapa kali intern, bapa dia pun dia ada keluarga problem dia pun ada mental health, saya ambil yang se original yang saya tahu lah yang dia cakap apa semua itu terserah pada dia lah kalau dia kencing saya ke tipu hahahaha kan ah tapi dia kata dia memang tak nak ambil lesen ah saya pun bagitahu kawan-kawan jangan interview dia lah memang dokumen dia tak ni saya nak bagi dia lepas saja.

R: Memang dia tidak ambil lesen lah?

P: Ah, tak ambil lesen yang tu saya boleh macam tu lah ah kan kalau awak whatsapp saya macam mana kan, mesti macam tu juga, bukan saya men-cheating degree dia bukan, dia layak lulus dia dah di graduan kan sebab dia graduan bukannya orang kata internship tu dapat mesti dapat A kan ah dia agak lulus dah lepas dia konvo, sudah lah. Jadi takde isu lah, takde saya menyalah lah.

R: Okay, erm bagaimanakah P3 menyesuaikan cara penyeliaan P3 kepada pelatih yang masih baru ataupun bila pelatih berdepan dengan dilema etika yang sukar?

P: Apa tadi?

R: Menyesuaikan cara penyeliaan.

P: Itulah macam saya tadi kan tengok kepada A, B, C dan D lah faham tak maksud saya maksudnya tengok ah macam tadilah dia apa kalau apa dia lepas jadi graduan dia nak apa, pastu dia nak ambil lesen ke tak kan, lepastu dia dah berapa kali repeat contohnya, dia dah berapa kali ni ah dokumen dia macam mana, ah apa ah tahap apa ah dokumen dia macam mana kalau ada improvement mungkin 70 peratus kita mungkin boleh lah kan kalau kosong peratus tu memang saya mesti bagi gagal, ah guideline-guideline tu semua lah, jam credit tak banyak mungkin 504, 17.504 terlalu jauh nak capai ah kan hmm tapi biasanya kalau lepas tu memang 504 biasa rata-rata kalau saya menyelia pelajar memang 600, 700 tu biasa dah, 900 pun biasa ah cam tu jadi mm macam tu lah, sebab jam credit dia boleh cakap tapi dokumen tak boleh ada kan susahlah, tapi macam tu lah kita tengok dari segi banyak kriteria lah, dokumentasi, jam kredit, keadaan dia situasi mental health dia, situasi kewangan keluarga, keadaan keluarga, tempat organisasi dia internship sebab ada juga sesetengah bermasalah tempat dia internship, jadi pelbagai faktor saya kena consider kan lah sebelum buat keputusan result kepada mereka dan sebelum apa-apa mungkin yang meyalah etika apa yang kita perlu punish ke ataupun terbawa ke mana kah, terbawa ke program kaunseling ker, tutup mata saja lah anantara saya dengan dia ker, antara saya dengan Tuhan ker. Ah macam tu. Hahahahahah

R: Boleh P3 bagi contoh erm macam mana gaya penyeliaan yang P3 bantu pelatih dalam mengharungi dilema etika dorang?

P: Saya bawa pendekatan kepada saya percaya dia, dia percayakan saya, er saya berurusan secara sejernih yang ada yang mungkin er secara tulus yang ada setulus mungkin selebihnya saya buat part saya, student tu buat part dia, kalau dia tak buat part dia saya do part saya untuk hal dia yang berkenaan saya dah pastu semester dah berlalu dia dah habis ikut tempohnya. Susah bagi saya inverted, commas tugas saya gitu lah. Hmmm saya pun tak nak push diri saya stress kan sangat diri sebab pening pun saya lepastu kalau ada konflik dengan rakan pensyarah saya avoid lah kalau student punya hal ermm kalau berkaitan dengan pensyarah saya selagi

boleh tak akan ada konflik dengan pensyarah, sebab pensyarah kita akan jumpa berdepan setiap hari setiap waktu setiap tempoh saya bekerja, mungkin masa saya tak kerja pun dia jumpa saya dengan masam muka, tapi kalau pelajar benda tu tak jadi kesan sangat tapi rakan sekerja ni sebab dia mungkin kita nak kerja lama-lama bersama kita nak tak nak jadi musuh dalam tempat kerja kita pun nak kerja ini kalau dalam Islam tu macam saya kita ibadahkan sesuai lah selebihnya kalau saya rasa saya bersalah saya minta maaf, kalau orang tu salah saya maafkan kalau dia tak boleh terima saya, saya dah minta maaf semua lantak kau lah, kita pun tak perlukan dia sangat kan dalam hidup pun setengah tu, ahh sudah lah you punya lah terpulang you lah macam tu. Tapi cakap kan senang lah, bukan cakap memang senang tapi bila tiba situasi yang sebenar, agak menekan diri, menekan emosi, menjejaskan performance, menjejaskan keceriaan bekerja, ah cam tu lah.

R: Err bagaimanakah P3 tahu bahawa pelatih boleh membuat keputusan sendiri sudah yang er keputusan etika sendiri tanpa bergantung kepada P3?

P: Hmm kita akan kalau masa dia internship kita akan tanya penyelia lapangan kalau boleh tanya hal-hal tu secara sebab dia ada bersama mereka ah bagi yang macam penyelia buat kerja lah penyelia lapangan buat kerja dia kat sana student pula ah yang mungkin dia ada merujuk ke apa ataupun kadang-kadang dia berpura-pura di organisasi, bila tempat yang luar kita ni dia lain pula karakter dia, itu semua kena ambil kira lah ah, satu lagi mungkin kita tanya kawan yang terdekat dengan dia, yang intern sama-sama kan lepastu kita cek dokumen lah kalau melibatkan etika dia buat sesi dia kata buat tapi sebenarnya tak buat jadi kita call secara rambang lah, ah memang kita kena call secara rambang tanya betul ke awak ada buat sesi dengan sekian. Lepastu cek dokumen lah secara terperinci lah sebab tu sepatutnya kalau yang internship kat samarahan kuching baguslah kami boleh awak boleh jumpa kami boleh jumpa awak ke, kerap sikit dokumen kita boleh tengok sebab actually setiap page dokumen kita kena baca one to one, sepatutnya tapi macam haritu saya pergi daripada pukul 3 petang sampai pukul 10 11 malam ah gini-gin dia, cop-cop tak dapat baca satu per satu tak sempat yang tu dari kekangan kami lah saya lah. Saya pun mata dah tak berapa nampak. Ada yang tulis tangan lagi lah tak boleh baca short form, saya dah kata jangan tulis tangan lain kali, type sebab tulis tangan tak boleh baca, yang kedua dia tulis short form short form mana boleh etika macam tu, academic writing, kena lah lengkap kan. Dan untuk gini-gini entah apa lah, kalau gini kita tau lah, entah apa short form, bukan kategori short form pun, tak boleh lah, tu semua nak kena tegur tu nak kena perhalus tengok tu, time dia buat pukul berapa, dia kata pukul 10 sampai pukul 10.45 jangan tulis pukul 11, kata lah klien tu datang pukul ah meninggal mati kena bunuh pukul 10.55, okay orang terakhir siapa ah awak kata siapa tu kawan dia, dia pergi jumpa

kaunselor pelatih ni, polis akan jumpa awak, bukti awak kata okay ini saya buat sesi time tu, eh ni waktu dia sampai pukul 11 lah dengan awak, maknanya kita boleh awak boleh tuduh awak yang bunuh sebab ada bukti 10.55 masi dengan awak, ah sebab tu dokumen kena telus, ah tu etika semua yang kita kena tegur pada klien er kaunselor pelatih satu untuk security dia kalau tak macam kes tu berat tu, masuk penjara awak dituduh membunuh, sebab apa bukti terbukti awak yang buat report hitam putih tu, padahal awak kata takde lah saya sebab awak nak kejar jam kredit nak dapat claim 1 jam kononnya , ah tu semua etika tu, betul tak?

R: Betul

P: Ah tu lah contoh-contoh dia kita kena tegaslah kita kena explain guide kaunselor pelatih dengan terperinci dengan dengan ah halus lah lagi, ah camtu.

R: Faham, okay erm last, apakah komen atau maklum balas yang pelatih pernah berikan tentang cara P3 membimbing mereka membuat keputusan beretika?

P: Tak pernah tanya, betul terus terang tak pernah tanya sebab isu etika ni tak pernah pun kita harapkan, sebab dia takde macam berkaitan sangat jadi secara tak langsung saja selama ni online pun tak de dia suruh komen penyelia akademik kan sebab consultation internship takde dalam ah evaluation online oleh pelajar, ni satu isu tau yang perlu di di highlightkan kepada kami, evaluation form untuk internship memang tak ada

E: Ah, faham

P: Mmm, betul terus terang saya, setahu saya memang tak ada tak pernah pun kaunselor pelatih tanya saya nak isi online evaluation pun tak pernah memang subject practicum internship memang tak pernah ada online evaluation kecuali kursus-kursus yang ada kelas ada exam tu lah. Saya tengok tu lah, even master peringkat master internship pun practicum pun takde evaluation. Untuk saya penyelarasan pun takde berlaku pun maksudnya kekangan sistem lah ni program kaunseling sendiri lah. Mungkin awak boleh cadangkan lah ah, cadangkan adakah sistem online evaluation on kaunselor pelatih kepada penyelia akademik ah tu lah tu masukkan dalam blended learning ker cakap, okay tu. Maksudnya ada pantauan di blended learning kemudian tu er apa eleap pelajar kan? Online tu kan eleap pelajar tu kan? Yang evaluation, masukkan elemen tu dalam selain daripada kursus teras ataupun kursus ni ap tu kursus yang err yang berexam dalam kelas ah yang ni diambil kira juga sebagai online evaluation untuk kaunselor akademik ah macam tu.

R: Betul, okay terima kasih P3 atas perkongsian yang P3 sudah berikan lah.

Peserta: P4

Lokasi: Google Meet

Tarikh: 20 Mei 2025

Masa: 9.05 a.m - 9.35 a.m

Tempoh masa: 30 minit

R: Selamat pagi P4, sebelum kita memulakan sesi temubual pada hari ini saya akan memperkenalkan diri saya terlebih dahulu, nama saya Edeline Effyphanie Alexander dan merupakan pelajar tahun ketiga kaunseling daripada UNIMAS, boleh P4 memperkenalkan diri P4? Nama, umur, asal, tahap pendidikan, dan status pekerjaan.

P: Nama saya P4, daripada Universiti Sains Islam Malaysia, sekarang ni saya dekat bertugas sebagai pengarah pusat penyelidikan penyalahgunaan dadah Asian dekat USIM juga dan juga merupakan penyelaras bagi program specialized in alcohol and drug abuse, dapat tak? Okay, ah ini recorded ke belum record lagi?

R: Ah rekod sudah P4.

P: Ah okay rekod ah okay ermm saya pun dulu alumni UNIMAS juga ah alumni dan juga ermm ya ermm dah berkhidmat dekat USIM ni dah kira berapa tahun ah sejak 2006 nak masuk 20 years lah kot.

R: Oh lama sudah

P: Ah lama kan

R: Iya

P: Okay

R: Ermm tahap pendidikan P4?

P: Ah level pendidikan?

R: Iya

P: Ah Phd lah dalam kaunseling, ah so saya mula dengan sijil di politeknik lepastu saya bekerja lepastu buat diploma di politeknik lepastu saya sambung dekat bidang kaunseling dekat UNIMAS tahun 2002 sampai tahun 2006. Lepastu saya bekerja di USIM dan ah sebagai tutor ah sambung di sambung buat master dekat Monash University dekat Australia ah PhD tahun erm saya mula buat PhD tahun bila eh 2009 dekat UKM sampai 2013 ah so habis tu saya mengajar balik lah dekat USIM.

R: Oh, boleh saya tahu sudah berapa lama P4 menyelia pelajar kaunseling yang internship.

P: Saya mula menyelia sebab internship even though you ada degree you're degree holder you dah layak untuk menyelia sebab you dah ada qualification sebagai kaunselor professional oleh

Lembaga Kaunselor so mula-mula menyelia 2007 lah ah sampai sekarang.

R: Okay, saya akan jelaskan lah beberapa perkara penting berkaitan dengan temu bual yang kita jalankan pada hari ini, saya sekarang menjalankan satu kajian yang bertajuk “Supervisor’s Competency of Ethical Practices in Counselling Internship Supervision” jadi tujuan kajian ini adalah untuk mengkaji model etika yang digunakan P4 sendiri kepada pelatih kaunseling lah oleh itu saya memerlukan beberapa peserta terutama sekali pensyarah yang mempunyai pengalaman dalam menyelia pelatih kaunseling ataupun kaunselor berdaftar. Sesi temu bual ini akan berjalan selama 30 minit sehingga 45 minit dan sesi ini akan dirakam menggunakan audio untuk tujuan penulisan laporan saya. P4 jangan risau maklumat dan perkongsian yang disampaikan P4 tidak akan saya dedahkan lah tanpa persetujuan P4. Saya rasa sampai sini saja penerangan berkaitan dengan kajian ini. P4 ada apa-apa pertanyaan?

P: Ah takde, kita mula cepat sikit ah nanti pukul 10 saya dah ada meeting lain dah

R: Ah okay boleh, okay untuk soalan yang pertama, bolehkah P4 terangkan model etika yang biasanya P4 gunakan untuk menyelia pelatih kaunseling?

P: Model etika, okay model etika yang saya gunakan ialah memanglah kalau ikutkan apa yang lembaga kaunselor dah ada senaraikan, tetapi dalam masa sama juga saya memang kalau berdasarkan apa yang kita belajar dulu saya menggunakan jenis decision making model sebab dengan etika kan, ah so yang ni model ni orang cakap sejak tahun 2015 oleh Corey, Corey & Callanan okay 2015, so bila cerita pasal model ni dia lebih kepada kita cek balik ah refer balik pada pakar dalam pada masa yang sama juga kita duduk tengok dokumentasi buat penilaian dan check and balance itu. Jadi itu yang first, whole kita kenal pasti isu yang dihadapi apa masalah ataupun scenario ataupun you know ah dilema ke membuat keputusan yang berkaitan dengan etika lepastu kita cek balik dengan etika yang kita you know yang kita pegang iaitu etika lembaga kaunselor ataupun ACA okay ah kalau kata after cek tu kita pun boleh juga buat erm minta pandangan daripada pihak lain, ah lebih profesional contohnya macam kita punya cara ke ataupun orang yang dah lama dalam bidang ni, atau pihak lembaga sendiri ah dia kena check and balance, tengok cause and effect okay dan juga kita buat keputusan based on apa yang telah di dokumenkan sebab benda-benda berkaitan dalam dokumentasi I think you pun faham dokumentasi ni penting ah sebab audit ke nak apa kan and you yourself pun for sure lah belajar kaunseling ni mudah tapi dia punya dokumentasi ni renyah. Ah so and last sekali kita buat kita punya decision itu dia step-step yang kita buatlah guna test-test model okay.

R: Okay, mengapa P4 memilih model etika tersebut berbanding model-model yang sedia ada?

P: Okay, the model yang saya pilih ni saya fikir dia boleh buat clear cut and balance dan juga kita pun tahu bahawa kalau kata lah model ni pun dah dikenali ramai, so kalau kata lah ada

orang atau pihak yang mungkin ah apa mempertikaikan kita punya langkah atau keputusan dari segi berkaitan etika, kita menyatakan dengan clear bahawa kita menggunakan kaedah Correy, Correy & Callanan ni okay so memang semua kenal siapa mereka, so takde isu yang akan timbul ah and kita tengok model ni langkah-langkah dia ataupun element yang ada daripada model ni mudah difahami dan boleh ke kaitkan dengan pihak yang lebih bertanggungjawab atau lebih mahir so model ni boleh membantu especially pelajar dalam buat keputusan dan juga membuat pilihan.

R: Okay, seterusnya bagaimanakah P4 menentukan model etika yang hendak digunakan dalam situasi penyeliaan yang tertentu?

P: Okay, model etika yang saya gunakan bagaimana saya tentukan, kita memang ada banyak model tiga empat model ada, dan sentiasa model ni akan bertambah dari masa ke semasa tetapi bila dilihat model ni kesemua model-model ni hampir sama atau mirip cuma yang paling saya teliti yang saya lihat saya teliti bahawa dengan model ni dia bersesuaian dengan masyarakat kita, so masyarakat kita ni kita lihat ah kalau kata ia penuh model ini pada western country tapi apabila kita mengadaptasikan negara kita ah dia mudah diterima pakai dan mudah untuk dipahami jadi saya rasa buat masa ni saya akan menggunakan model ni ah disebabkan keperluan yang sedia ada.

R: Okay, seterusnya, adakah terdapat sebarang batasan atau jurang dalam model yang P4 gunakan, bagaimana P4 menangani jurang tersebut?

P: Okay dia jurang pada model ni kalau ikutkan yang saya laluilah memang mesti ada tetapi jurang-jurang ni not because of the model tetapi isu yang dibawa, ah kita punya isu yang ada pada diri supervisor atau supervisor sendiri juga sikit-sikit ini dikaitkan dengan kes. So kita lihat juga kes-kes yang ada di Malaysia ni dia makin lama makin extreme atau makin lama makin unique, ah bila kita tengok the uniqueness of this case dan sebagainya ah ini akan menjadi satu isu kepada kaunselor dan juga pada supervisor untuk membuat sebarang tindakan ataupun sebarang pilihan dalam melaksanakan apa helping skill dia, kalau kata lah jurang yang ada pada model ni erm isu ni lebih kepada isu yang dibawa oleh kaunselor itu sendiri bagaimana kaunselor tu yang menerima isu tu kaunselor atau kaunselor pelatih menerima isu tu mengadaptasi kan ke dalam sebuah model. Isu etika ni saya rasa tak tau lah dekat sarawak tapi di ah Lembah Klang ataupun di kawasan Lembah Klang ni makin lama makin extreme ah disebabkan isu-isu berkaitan kesihatan mental dan sebagainya. So isu-isu extreme ni kadang dah jadi isu yang macam kita sendiri pun macam, macam mana to fit in dengan model yang kita ada. Mungkin disebabkan ada isu-isu berkaitan dengan dual diagnosis dan sebagainya berkaitan dengan kesihatan mental dan sebagainya ah itu menjadi satu cabaran bagi kami lah.

R: Okay, seterusnya adakah P4 menggunakan bahan khusus seperti buku panduan atau nota model etika yang P4 gunakan?

P: Ah ye wajib, saya menggunakan Lembaga Kaunselor punya kod etika, saya akan selalu ah sebab ah bukan apa dia kadang-kadang tu ermmm cases dah makin complex dan juga kita tengok bahawa kita juga perlu ada check and balance yang betul ah ada check and balance yang betul cuma kalau katalah ada lembaga kaunselor code of ethics tu saya mungkin ah tidak cukup saya akan refer pada ACA balik, so dua je lah ah saya, so bahan-bahan tu kalau kata buat penyeliaan tu saya make sure initially dan juga saya ajar murid saya tengok balik buku-buku tu juga.

R: Okay bagaimana P4 menilai sama ada pelatih benar-benar memahami dan boleh menggunakan model etika yang P4 ajarkan kepada mereka?

P: Bagaimana saya menilai, okay usually kita tengok dia punya reflection dia, ah ethical reflection ataupun bagaimana dia lihat isu tu dia reflect balik dan dia kaitkan dengan etika di situ kita boleh lihat lah bagaimana kefahaman dia tentang perkara tu dan bagaimana dia relate dengan ethics ah so kita tengok refleksi etika tu tengok pengalaman etika masa sesi kaunseling tu sendiri ah daripada reflection tu kita pun tengok check and balance bersama-sama dengan ah kaunselor pelatih kita dari segi mungkin konflik nilai ataupun dari segi profesionalisme kita check and balance tadi tu ah kalau kata dia pun takut impose kita punya value kita sebab kita orang cakap isu-isu yang paling crucial ialah in term of cross culture kita pun lihat lah banyak generation dah ada dekat Malaysia ni for example ada boom generation yang mungkin lebih senior daripada saya ah tapi yang sekarang ni yang banyak ni X, Y dan Z. Ah isu ethics dan kita lihat dari sudut cross culture itu yang penting juga, so mungkin dia takut ada in terms of value kita, kita impose kan kita punya kaunselor pelatih dan kaunselor pelatih impose dekat dia punya klien dia, so kena check and balance dari segi nilai peribadi dan juga professionalism ah dan kita pun kena ingat sentiasa bahawa isu-isu macam yang paling basic kerahsiaan, autonomi kan okay dan juga kita punya boundaries apa peranan kita apa peranan klein apa peranan kita supervisor dan sebagai kaunselor pelatih itu pun kena make sure very clear ah so boundaries-boundaries ni penting juga okay ah isu-isu berkaitan dengan kerahsiaan dan sebagainya itu penting ah sebab memang ada habit of buat content dan sebagainya tapi ah make sure kita tak melangkaui batas.

R: Betul, okay seterusnya apakah maklum balas yang P4 dengar daripada pelatih berkenan model etika yang P4 gunakan ketika penyeliaan?

P: Hmm maklum balas selalunya kita lihat you know dari segi, boleh ulang balik tak sekali?

R: Ah sorry, apa maklum balas yang P4 dengar dari pelatih sendiri berkenan model etika yang

P4 gunakan ketika P4 menyelia mereka

P: Maklum balas usually ah ye lah kalau student supervision buat internship ni memang ada certain things yang ah mereka terlepas pandang masa belajar ah mungkin on paper will be different bila in real life will be different, so benda ni pun kalau kata lah if you have a case study ke apa pun different juga ah tapi yang paling penting saya lihat ialah penilaian kita sentiasa recap balik tahap kepekaan kaunselor pelatih ni dalam isu etika ah so the main thing yang selalu kita kena focus juga dari segi ketulusan ataupun dia punya genuineness membuat hubungan kaunseling ah itu yang kita kena make sure penilaian yang berterusan if we have a genuine ah genuiness hubungan tu ada hubungan jujur jelas antara klien dengan kaunselor pelatih dan juga dengan dia punya supervisor kita akan nampak dia punya impact tu kemudian ah so kita semua akan clear and macam mana untuk menjalankan tugas masing-masing dia kena in terms of erm maklum balas tu kita lihat bahawa the process of learning tu lebih lancar lagi lah penilaian dia usually ah macam kami ni kita tahu lah bahawa benda ni from time to time akan increase kita punya knowledge ah not everything kita belajar dalam classroom but in the same time kita pun kena you know kena tengok juga ah nilai-nilai atau asas-asas etika tu sendiri yang paling asal kita pun aware masing-masing pun aware dengan kita punya student kita. Okayyy

R: Okay, adakah terdapat sebarang cabaran yang P4 hadapi semasa P4 menyediakan pelatih untuk membuat keputusan beretika?

P: Buat erm macam saya cakap tadi dia punya cabaran dia in terms of value ah sebab saya ni bukan millennial saya ni X, so in terms of value antara cabaran yang berat bagi saya, ah dia juga kita lihat ah bagaimana etika ni dia punya cabaran dia ialah macam mana bantu student especially in a very short period of time ah untuk mempelajari tentang etika mengenai dan mengenai impose etika tu sendiri dan sama juga kita pun as a penyelia kena jadi satu role model ah role model bagi dia so proses nak mengajar tu kena laju sikit so ada cara yang saya lihat adalah modelling gaya cara yang betul dari segi kerahsiaan dan sebagainya ataupun boundaries dalam masa sama juga kita kena buat dia punya orang cakap roleplay juga ada berkaitan dengan ethics ah okay role play dan sebagainya kan bagaimana kita menjalankan sesi dengan beretika bagaimana equal situation kita kena kaitkan dengan ethics ah tu semua kita punya cabaran yang kita hadapilah.

R: Ah paham, okay, selain itu, bagaimanakah P4 menyesuaikan cara penyeliaan P4 apabila pelatih masih baru ataupun apabila pelatih berdepan dengan dilema yang sukar?

P: Okay, bagaimana?

R: P4 menyesuaikan cara penyeliaan

P: Cara penyeliaan?

R: Ya

P: Kalau cara penyeliaan saya usually kalau selain daripada tengok study case atau kita punya documentation kita juga akan adakan satu dialog dengan student tu sendiri, soalan terbuka soalan tertutup dialog tentang ethics untuk sama-sama kita lihat bagaimana isu ni dikaitkan dengan etika yang ada, ah benda ni ada kaitkan dengan orang cakap ethical reflection, okay pengalaman dia dalam sesi kaunseling dia dan juga etika yang berkaitan, so benda ni ada kita kena lihat juga isu-isu yang penting seperti batasan dan sebagainya, so penggunaan code etika juga penting ah untuk rujuk so buku sahaja tak cukup kita kena ajar dia bagaimana menggunakan buku tu especially kod etika yang paling mudah kita dapat kod etika kaunseling daripada lembaga kaunselor lah. Isu-isu yang buat penilaian ah contohnya non beneficial, beneficial issues, okay, autonomi dan sebagainya. Itu isu-isu yang macam very tricky situation, kalau kata orang cakap penilaian tu dia kena bukan saja stop di situ tetapi dia kena ongoing juga so in counselling program ni kita ada praktikum kita juga ada internship so it's a ongoing thing antara isu kaunselor ah sorry supervisor dengan kaunselor pelatih ah sentiasa berjalan.

R: Okay, erm bagaimanakah P4 tahu bahawa pelatih boleh membuat keputusan beretika sendiri tanpa bergantung kepada P4?

P: Okay dia akan bila kita buat supervision yang berterusan kita akan tau ah supervise supervisee kita ni improve atau tidak. Ialah dengan melihat documentation dia balik ah documentation thats why documentation is very important macam mana you report dekat you punya documents atau filing tu ah to make sure kalau kita baca tu kita faham bahawa dia dah rujuk kepada pakar dia dah rujuk pada kod-kod etika yang sesuai dia dah tau macam mana nak membawa sesi, penuhkan sesi tu, dan sebagainya ah kita lihat daripada dia punya ah penulisan dia dan juga dia kalau kata lah pembentangan kajian kes katakan atau case study ya ah dari situ juga kita dapat nilai dah ah bagaimana dia dari segi maturity dia dalam mengendalikan sesi yang berasaskan etika.

R: Okay soalan last, ah last sudah, apakah komen atau maklum balas yang pelatih pernah berikan tentang cara P4 membimbing mereka membuat keputusan beretika?

P: Usually saya takde lah tanya dia verbally eh macam mana awak okay tak supervision saya? So jarang kita tanya sebab usually kita based on dia punya evaluation dia pada kita pada hujung pengajian, evaluation yang dalam sistem tu ah cara mengajar ada berkesan atau tidak lah apa benda itu yang kita lihat so kalau kata dia datang nak puji kita tu jarang, so usually dia akan bagi markah yang tinggi untuk kita lah pada pensyarahnya atau supervisor dia ah itu yang the feedback yang saya dapat selalu lah ah okay.

R: Okay, faham, okay erm baiklah saya rasa sampai di sini saja sesi temubual kita, terima kasih P4 atas masa dan perkongsian yang P4 beri pada hari ini lah, kalau ada apa-apa tambahan mungkin saya boleh contact dengan P4 lagilah.

P: Okay, InshaAllah

E: Thank you P4.

Peserta: P5

Lokasi: Google Meet

Tarikh: 14 Jun 2025

Masa: 10.40 p.m - 11.31 p.m

Tempoh masa: 51 minit

R: Okay, selamat petang P5, sebelum kita mulakan sesi temu bual kita pada hari ini saya akan memperkenalkan diri saya terlebih dahulu, nama saya Edeline Effyphanie Alexander dan merupakan pelajar tahun ketiga kaunseling daripada UNIMAS. Boleh P5 perkenalkan diri P5, nama P5, asal, tahap pendidikan dan status pekerjaan P5 serta berapa lama sudah P5 menyelia pelajar kaunseling.

P: Okay terima kasih ah Edeline ye kerana sudi memilih saya lah ah dalam sesi yang temu bual berkenaan dengan sebagai seorang supervisor dalam kaunseling ye jadi saya kenalkan diri saya, saya P5, ah dari program kaunseling ah universiti fakulti kepimpinan Universiti Sains Islam Malaysia, ah jadi USIM ni kita ah time kerja di USIM ah bekerja dari 2004 lah sehingga sekarang dan ah untuk pengetahuan Edeline ah saya start kerjaya saya sebagai seorang kaunselor ni bila saya mulakan sebagai seorang tutor daripada 2004 saya mula dengan ah sambung master dalam Bimbingan dan Kaunseling di fakulti pengajian pendidikan UPM tahun 2005 sampai 2008 lebih kurang dalam 5 semester macam tu lah 2 tahun setengah. Okay jadi saya start saya punya master dengan kaunseling kalau tanya saya degree, degree saya dulu dalam Pendidikan Islam, tapi bila sudah jadi tutor masatu di USIM tapi masa tu dipanggil KUIM la ye, kolej universiti Islam Malaysia 2004 dulu ah jadi saya sambung di master kaunseling saya tu di UPM lah dan pada dua ribu ah setahun selepas itu, apa saya balik semula ke fakulti ah untuk melapor diri lah ah dan ah selepas itu saya membuat keputusan membuat PhD saya dalam Counsellor Education and Supervision Phd saya di University of Wyoming, USA, Edeline pernah dengar ah Wyoming bunyi macam china kan, tapi sebenarnya itu adalah salah satu state yang ada dalam, dalam US, jadi saya ah pada 2009 ah saya buat counsellor education and supervision sehingga tahun 2013, 4 tahun lah lebih kurang begitu la kan, di sana atas tajaan ah KPT lah tempoh itu Kementerian Pengajian Tinggi dan juga ah oleh kerana saya ada keluarga saya ada juga tajaan elaun keluarga di bawah tajaan universiti USIM saya lah di samping jadi masa tu saya kat sana selain daripada saya sendiri saya juga ada bawa dengan isteri dan juga anak saya untuk melanjutkan pengajian Phd saya di sana lah untuk peringkat awal dan balik ah dari balik ah 2013 itu ah memang ah apa ni terus melapor diri ke USIM dan ah di situ lah bermula tugas sebagai pensyarah dan menyelia tu memang banyak

lah pengalamannya kalau Edeline tanya saya pengalaman menyelia pelajar kaunseling itu ah semasa di program ah Phd itu sendiri memang telah dilatih secara klinikal untuk menyelia ataupun kita kata membuat supervision pada pelajar-pelajar ah jadi kalau belajar Phd memang perlu menyelia pelajar master dan apa ni balik semula ke Malaysia jadi sebagai pensyarah kita menyelia juga pelajar kaunseling kerana kalau kat Malaysia ni pun program-program kaunseling kita pun juga akan diberikan degree undergrad, ah macam tu, dan bermula lah saya ingat 2013 tu sejurus saja pulang memang ah terus diberikan kepercayaan oleh director program bersama dengan pensyarah-pensyarah lain untuk menyokong lah apa ni penyeliaan internship ah penyeliaan practicum mahasiswa-mahasiswa kaunseling di USIM.

R: Faham, okay seterusnya saya akan jelaskan beberapa perkara penting berkaitan dengan temubual yang kita akan jalankan pada hari ini lah, erm saya sekarang menjalankan satu kajian yang bertajuk “Supervisor’s Competency of Ethical Practices in Counselling Internship Supervision” jadi tujuan kajian ini adalah untuk mengkaji model apa model etika apa yang digunakan penyelia kepada pelatih kaunseling lah oleh itu saya memerlukan beberapa peserta terutama sekali pensyarah yang mempunyai pengalaman dalam menyelia pelatih kaunseling ataupun kaunselor berdaftar. Sesi temu bual ini akan berjalan selama 30 minit dan sesi ini akan dirakam menggunakan audio untuk tujuan penulisan laporan saya. P5 jangan risau, maklumat dan perkongsian yang disampaikan oleh P5 tidak akan saya dedahkan lah tanpa persetujuan, saya rasa sampai sini saja penerangan berkaitan dengan kajian ini, P5 ada apa-apa pertanyaan?

P: Saya rasa saya jelas sebab saya hanya perlu menunggu soalan daripada Edeline sahaja lah.

R: Okay faham, okay, kita teruskan kepada soalan pertama lah.

P: Boleh silakan.

R: Okay erm bolehkah P5 kongsi model etika yang biasanya P5 gunakan untuk menyelia pelatih kaunseling?

P: Ah kalau saya dengar daripada soalan yang Edeline tanyakan tu model etika ataupun model supervision

R: Model etika ni contohnya macam yang Lembaga Kaunselor yang P5 guna pakai kan mungkin ACA kah.

P: Oh okay jadi terima kasih Edeline eh atas soalan, ah oleh soalan yang berdasarkan model apa yang saya gunakan untuk ah penyeliaan ah kalau di US tu termanya itu mungkin sedikit berbeza, kita mungkin tidak menyebut sebagai ah ethical apa tadi disebut erm

R: Model etika

P: Ethical model ah mungkin kalau di sana kita menyebut dia dengan ah apa yang kita sebut sebagai ah model of supervision itself ah model supervision maksudnya straight forward di

sana, apakah model supervision yang digunakan saya tak pasti sama ada saya boleh menjawab dengan betul ataupun tak tidak saya cuba jawab apa yang saya pernah belajar dan juga apa yang saya pernah ah practice kan lah semasa saya buat Phd dulu dan juga yang saya dah balik semula bila dah bertugas sebagai pensyarah erm kalau dah mengikut apa yang saya dah belajar di US sebab program Phd saya pun dalam counselling education and supervision jadi erm program ini kita memang dilatih erm untuk menjadi er holistik er kaunselor educators yang lengkap okay holistik in terms of clinical as a counsellor clinical as a supervisor jadi maksudnya kompetensi ah sebagai seorang kaunselor yang baik tetapi yang paling penting adalah menjadi seorang supervisor kepada kaunselor yang baik ah kerana jadi kaunselor untuk menjadi kaunselor supervisor yang baik haruslah menjadi seorang ah kaunselor yang baik itu yang penting dan sebab kalau tak semestinya kaunselor yang baik itu dia boleh jadi supervisor yang baik itu dia punya aspek dia. Ah jadi semasa saya di US ah semasa dalam peringkat Phd, kami didedahkan dengan banyak model-model ah perkembangan yang ah perkembangan klinikal yang digunakan dalam supervision ah kaunselor ini dan ada beberapa lah dia ada pendekatan ah develop mental perkembangan dia ada perkembangan discrimination model dia ada juga ah systemake dan juga ah pendekatan-pendekatan ah model supervision yang based on teori ah contohnya kalau based on teori psychoanalysis ker ataupun on CBT ka apapun ada macam tu, tapi kalau ditanya apa model yang saya gunakan dalam ah kerja-kerja klinikal saya ah saya lebih banyak menggunakan model yang di ah diperkenalkan oleh Bernard oleh yang kita sebut sebagai ah discrimination model. Apa maksud discrimination ini, ah discrimination model ini bermaksud erm kita sebagai seorang penyelia mempunyai beberapa role peranan yang mungkin berbeza-beza mengikut kepada ah functional role yang dimainkan oleh kaunselor yang kita selia. Okay sebagai contoh, okay ini sebagai contoh ah functional supervisor boleh menjadi sebagai seorang teacher sebagai seorang guru kepada kaunselor yang diselia, contohnya kepada novice kaunselor, jadi dia novice kaunselor takde banyak pengalaman ah jadi peranan ah supervisor di sini adalah sebagai seorang teacher mengajar jadi konsep pendekatan guru itu lebih sesuai untuk ah untuk supervisor lebih kepada teaching approach kepada novice kaunselor, itu ah role yang pertama dan bila kaunselor yang kita selia itu tadi ah semakin matang semakin mempunyai pengalaman ah jadi peranan itu kita boleh berubah pada seorang teacher kepada seorang ah consultant, yang mana pandangan yang ah diberikan kita sebagai seorang supervisor ah kita berikan pandangan kepada kaunselor yang kita selia itu sebagai pandangan secondary ah pandangan pihak kedua sama ada pandangan itu kita berikan untuk nak mengukuhkan ah practice ataupun dari segi nak dapatkan sokongan pandangan which is pada masa ini ah supervisee ada sedikit lebih tinggi tahap confidence nya dalam competency

clinical nya, sekejap ah. Tadi highlight balik dekat peringkat yang kedua kan. Sebagai consultant, saya boleh berperanan sebagai seorang consultant bila supervisee tu dia dah getting more experience get more clinical experience lebih competent compare dengan novice kaunselor tu, so kalau novice kaunselor ni memang those yang pergi keluar pergi internship lah ah kalau yang consultant ni I think she or he might have some ah couple of years of experience and erm but she needs some seeking some more confirmation daripada colleagues, itu ah consultant and then er and for some reason erm selain pada teachers daripada consultant kita juga mainkan peranan sebagai kaunselor so this one basically it comes to ah ada peranan yang when the counsellor has some concern about dia punya erm issues dengan client some for example ah macam apa Edeline pun tahu kan kaunselor ni kerja dia memang mendengar masalah pun berapa orang, so secondary trauma ah concern from clients punya isu yang itu memang so the the supervisor is the counsellor kepada supervisee so this one ah kita balance, sometime for those even the supervisee come also from the same part same at the similar of your experience but our tu requiring someone else her or someone else her shoulder to lean to untuk kita nak dia tumpang tumpang waktu nak mendengar masalah yang dia ada this how what ah discrimination model sometimes we between the consultant, sometime private counsellor, and sometime become er teacher. So, this role ni dia ah what I like about this model you can alternate ahh selectively, according to kepada keperluan ah supervisee kita lah and if you asking me soalan yang tadi kata ah what do you use what I do use ah bila menyelia ah pelajar-pelajar kaunseling yang pergi ah internship and frankly speaking pelajar yang keluar internship ni memang dia have quite a number of years experience in campus but ah in terms of apa ni ah the real experience in the real setting they still beginning their confidence so memang kebanyakan kalau yang pendekatan saya pergi menyelia dengan pelajar-pelajar yang ah kaunseling di internship ni memang saya gunakan teacher role lah, only a certain level yang mungkin saya boleh gunakan consultant when it comes contoh eh kalau ah ada soalan-soalan yang mungkin dia akan tanya ataupun saya akan tanyakan contohnya macam mana you nak consu tell me about your conceptualization of this case, and then bila you boleh bercerita, okay this case according to point of view of ah let say for example according to psychoanalysis perspectives, he or she ah dia boleh describe accordingly through conceptualization perspective dia boleh ah determine dia punya ah clinical process according to other theoretical approach, the techniques means he or she dah ada certain level of ah competency then I lower down my teaching role so I become more consultant in nature, so erm that's how so that I always ahh appreciate it on supervisee punya competency ahhh sokong mereka punya ah develop mental dia because ah at some point erm its the supportive nature, aku rasa benda ni memang sangat

kritikal lah which is ah pendekatan tu di Malaysia kita tak banyak kita gunakan so erm dan saya kalau ditanyakan kenapa banyak-banyak sangat ah teacher roles instead of yang macam consultant biasa I mention previously, ah we have to realize erm supervision process di peringkat internship ini itu lah dia memang teaching and ah mentoring memang ah is a one of the first part need to come first, only then the consultant and then the other roles according itu yang saya nampak lah ah macam tu.

R: Ah faham, okay erm next, ah adakah terdapat sebarang batasan atau jurang dalam model etika yang P5 gunakan? Bagaimana P5 menangani model tersebut.

P5: Erm kalau saya dari segi gap ataupun jurang, erm of course pertama yang first thing first adalah dari segi ah sejauh mana saya menguasai ah theoretical foundation tentang satu-satu model supervision, that one thing, itu yang pertama. Ah halangan-halangan ataupun cabaran kan ah yang kedua ah dari segi ah supervision readiness ah sebab supervision readiness ini kalau di ah US, one element that I realize yang saya pengalaman keluarkan duit kan ahh that mean that in US dulu or contoh kalau kita ada satu tempoh satu semester 14 minggu kuliah, kami punya supervision kami akan buat secara setiap minggu walaupun yang dijalankan tu internship ah jadi setiap minggu ah kami akan ada ah penyeliaan very close ah supervision ah you're going to meet your supervisor on weekly basely and this meeting with ahh we have a different ah approach, kita ada grow supervision, kita ada supervision, kita ada one to one supervision and when we when I return to Malaysia, something that I realize I only monitoring my supervising my student only 5 times in 1 semester it seems like we are lacking of implementation and then ah once we get the standard from the lembaga kaunselor ah I only noticed that ah 5 times that we are being evaluated adalah ah dua sesi penyeliaan bersama akademik supervisor dan 3 sesi penyeliaan adalah dengan ah site supervisor yang dikira sebagai keseluruhan which is erm that is really telling us how the standard of supervision in Malaysia when conducting internship is ahh jauh sangat beza dengan standard US. So how does that happen because I think one of the nature yang ada di Malaysia dengan US adalah yang pertama yang saya nampak program di US melihat kepada how important supervision is needed even though the student only ah pursuing masters ah US for your information Edeline they have no counselling program under graduate level, they only starting their masters ah counselling program course work at masters level. Why they only offering at masters level not even at entry level ah first degree one of the reason, saya pernah tanya soalan ni to one of my professor, dia mention counselling ah regardless counselling mental health counselling at school counselling ah work place, counselling addiction what so ever erm they requiring a certain level of maturity and the life experience so at least their experience undergoing master, undergoing ah 3 or 4

years degree in (24:02.79) background, its part from the requirement so that they are having ah certain level of ah maturity before they can handle any counselling program that why, that's why they they offer counselling at Master level now I can see some realization why the counselling in US they give the matured ahh in terms of candidate. That's number one, number two, macam saya mention tadi ah dari segi ah how the important of supervision they integrate the students ah students requirements our the needs of the program itself, and then need to integrate with the system ah of the monitoring student jadi mereka boleh buat ah weekly supervision ahh because they integrate ah PhD student and master student so that ah the way how they scheduling their timetable and supervision in such in such so that ah setiap student yang menerima supervision they fully utilise their experience, their fully utilise their reflection, their fully utilise their feedback contoh their supervisor may not coming for, like me myself, masa saya buat PhD ah we only 5 PhD students among us ah 2 americans and 3 non-americans non-english speaker, and at the same time, in the same ah so our program is 4 years, and we have ah one course in term of for 2 years dalam ada lebih kurang 20 to 30 students, jadi so this ah our 5 students of PhD students ni and then we collaborate with the masters students ah in terms of clinical hours and whatsoever, and then ah so they have ah their schedule, biasanyaa uhm they cana integrate their how masa dorang buat praktikum masa dorang buat internship tu this all ahh their supervision only, so jadi ahh PhD student strengthen their faculty pensyarah ahh by their job ah conducting supervision on Master student. The professor is their job ahh supervising PhD student and then this process is going from one and this become the culture yang ahh very strong, ahhh to another year to another year, which is I think if we need to develop ah such culture ah such program, we need that ah culture we need the cycle ah so that the supervision can be strengthen the clinical skills can be improved itu yang saya nampak ah kita kekurangan banyak dan ah because of our nature here because we don't have much PhD student in department helping apa ni pensyarah untuk supervising apa ni master students ke ataupun ah monitoring ataupun supervising ah undergraduate students ke so and then the supervising undergraduate student alone ah is directly ah apa ni under lecturer shoulder, so ah so we have our certificate ah our time struggle and then whatsoever, jadi and then when it comes to ah logistic pula the student ahh sepatutnya practice their counselling ahh we from campus and then clear to the and then we have the logistic, so they are limitation of ahhh students ahh interest to getting more closer to while doing their internship, and then pensyarah kena travel on the longer period of time lah, so basically macam saya ni saya menyelia USIM ni dinilai and then ahh some of my student going through their internship in Terengganu. And then I don't think I can make ahh trip to Terengganu for half day, so I need to spend at least 2

ah 1 day and half which is I need to sacrifice my original timetable at campus, that I can arrange for my supervision. So itu itu ahhh concern lah yang saya nampak mungkin you have the unique challenges lah, I can say ahh this challenges ahhh something between some ahh for not having apa ni costing kah about my faculty kah apakah. But ahh the unique issue of our we have here, is also kita punya kreativiti and recourses lah to reponse lah macam tu.

R: Betul ahh kay, ahh adakah P5 sekarang gunakan bahan khusus seperti buku panduan atau nota model tersebut?

P5: Sekali lagi soalan tu.

R: Ahh adakah P5 gunakan bahan khusus seperti buku panduan atau nota?

P5: Ohhh kalau tanya saya adakah saya gunakan ahh sebarang nota untuk menggunakan model tersebut, kalau tanya saya memang masih digunakan lah. Ahhh memang saya buku yang saya gunakan ahh dalam penyeliaan tu ahh saya ada gunakan memang buku dalam apa ni daripada buku Bernard & Goodyear, yang saya guna masa saya belajar PhD dulu, dan saya guna lagi sampai sekarang yang sangat membantu dalam saya nak menjelaskan kepada rakan-rakan pensyarah kaunseling lain ahh yang mereka takde latihan apa latihan dalam ahh dalam supervision. And I have that ahh experience when because I have experience studying in US, jadi knowledge yang saya ada itu bahan yang saya ada itu, saya ahh cope semester lepas, saya ingat saya memang ada buat sedikit bahan, baca nota pada ahh saya kongsi lah dengan semua penyelia-penyelia pensyarah yang ada di USIM, untuk kita ahhh dedahkan apa pendekatan dan supervision yang kita gunakan dalam supervision. Banyaklah yang saya share kan, atau penyelia yang saya katakan tadi tu adalah macam yang saya share dengan Edeline malam ni lah. Ahhh tentang penggunaan dalam apa ni ahh style decision model, ahh dan untuk pengetahuan Edeline, masa saya belajar di UPM dulu, masa saya student Master, saya pernah belajar ada satu supervision course, saya belajar additional subject lah, jadi masa tu apa saya ingat one of the subject one of the topic yang yang saya belajar adalah tentang IPR Interpersonal Process Recall which is ahhh yang ni memang kita tak ajar dalam kelas undergraduate, dalam kelas Master pun takde, kecuali kalau orang yang ambil subject supervision. Apa benda IPR ni, IPR ni ialah approach yang sangat bagus kepada supervisor untuk kita tanyakan kepada ahhh apa ni kaunselor terutama kaunselor-kaunselor yang masih novice lah, untuk kita tanya on reflection, ah about dia punya kemahiran ah skills dia, and then at the same time kita teroka ahh dia punya struggles diaa, bila dia bila kita observe kaunselor tu, kita tengok dia nak bercakap macam berpusing-pusing, dia punya bercakap tu apa ni, ayat tak jelas jadi mungkin pendekatan IPR tu digunakan untuk membedah apa untuk membantu kaunselor melihat titik kelemahan dan juga kekuatan dan bagusnya penyeliaan yang saya belajar tadi, dia bukan hanya untuk ahh

penilaian, yang penting ni adalah untuk menyokong untuk membantu process ahh development clinical ahhh skills tu. Jadi ahhh saya nampak ahh supervision bukan hanya penilaian. Penilaian is only about 20%, jadi 80% is about ahh menyokong perkembangan clinical dan juga melihat ahh dan yang pentingnya adalah ahhh positive ahh constructive feedback. Yang berterusan, supaya ahh supervisee kita tu kaunselor tu, dia against confidence dia daya by day, time tu time ahh step by step macam tu.

R: Okay, ah next, bagaimana P5 menilai sama ada pelatih benar-benar faham dan boleh menggunakan model tersebut?

P5: Ahhh saya tak pasti soalan tu, mungkin saya boleh apa ni, pelajar saya mungkin boleh gunakan discrimination model ataupun tidak, tapi dalam proses saya menyelia ahh pelajar-pelajar saya, biasanya pelajar kaunseling USIM lah saya takde lagi pengalaman daripada universiti lain lah setakat ni. Ermmm, kita ada rubrik penilaian lah yang yang secara asas untuk melihat kepada ahhh sama ada pelajar kita sudah at least minimum standard they are able to be a good counsellor to be award KBPA kan, jadi sekurang-kurangnya memang rubrik penilaian kita memang melihat tentang penguasaan kemahiran, ahhh penguasaan skill dan juga ahh theoretical approach, dalam pengendalian teori dia dalam sesi individu di dalam pendekatan kelompok dan juga ahh dari segi dalam pendekatan konsultasinya dalam pendekatan ahh penyeliaan nya dan juga dari segi secara overall lah. Ahhh counselling developmental part itu. Ahhh jadi we aspect lah yang kita lihat ahhh dan untuk di peringkat ahhhh internship sekurang-kurangnya kita ingin melihat ahh kaunselor-kaunselor yang diselia itu ahh boleh dapat menguasai beberapa teori yang asas dan secara boleh menggunakan teori individu person center itu atau itu mungkin boleh ahh digabung jalin dengan teori yang ahhh lain seperti psychoanalysis, sebagai contohnya sekiranya ada isu-isu yang mendadak seperti trauma, dan kita kena faham pendekatan hari ini termasuk teori ataupun salah satu penggunaan teori secara tunggal mungkin tak begitu efektif, jadi mungkin perspektif masalah yang klien kongsi itu, sangat memberikan ahh sangat mempengaruhi lah, ahhhh apakah teori yang mungkin yang boleh kita gunakan. Kalau kita nak ber conceptual supaya kita boleh captured as much as possible ahhh tentang isu klien itu.

R: Okay ah seterusnya, apakah terdapat sebarang ulasan yang P5 dengar daripada pelatih berkenaan model yang P5 gunakan ketika penyeliaan?

P5: Ermm, saya pada saya bila saya buat sesi penyeliaan, memang saya akan buat disclaimer awal-awal. Okay hari ini memang saya akan beritahu pelajar semua saya akan gunakan pendekatan teori discrimination model. Okay, oleh kerana you all masih lagi baru saya akan jalankan peranan saya sebagai seorang cikgu lah, and the you masih lagi sebagai pelajar

kaunselor, you all boleh tanya you boleh belajar you boleh buat apa yang you buat. Ahhh jadi memang saya bagitau awal-awal. Ahhh jadi mereka memang rasa seronok, ahhh rasa macam ahh 'oh, pensyarah lain tak pernah guna cara macam ni pun P5, macam P5 boleh tau macam ni?' Sebab saya kata saya belajar ahahah, sebab saya belajar di US dulu macam ni, ahhh jadi cuma di sini di Malaysia, kita tak dapat ahh saya tak dapat peluang macam di US dulu. Masa di US saya akan menyelia pelajar ahhhhhh apa namanya kita akan tengok macam mana mereka akan buat live session. Itu satu part and then, ahhh another another time, we did the same way kita akan berjumpa balik pelajar, ahhhh adalah dalam bentuk sebab kita seorang kaunselor, supervisor, and then kita akan jumpa dua orang supervisee, time untuk supervision. So bila kita buat that in the smaller ship, itu memberi ruang kepada supervisee nak share, in more great detail ataupun great ahhh detail tentang apa tak sempat bila dalam group supervision tu. And then we still have another one, one to one supervision, ahhh there's another platform to in case if ahhh time to supervision, is not ahhh platform itu optional dia banyak, cuma di Malaysia itu mungkin hanya sempat kalau buat group supervision, ahhh itupun kita banyak straightforward. Kita nak tengok kita nak menilai terus sesi individunya, kita nak menilai terus sesi kelompoknya, padahl kalau benda ni kalau nak ikutkan supervision itu sepatutnya ahh sebelum kita nak menilai, kita sebagai supervisor perlu lah lihat apa ahh skill enhancement yang perlu ada pelajar, ataupun pada kaunselor tersebut sebelum kita nilai, itulah yang sepatutnya. Jadi, kalau misalnya itu memang sangat sistematik ahhh Edeline. Awal-awal mereka akan ada pre assessment, and then dia ada middle assessment di tengah semester yang ketujuh Edeline, yang assessment pada minggu ke-14, jadi mereka dapat lihat, okay and then we can see the significant improvement pada setiap bajet tu. Jadi mereka akan give a proper feedback, jadi pada peringkat awal, peringkat pertengahan peringkat hujung jadi nampak apa perbezaan. Jadi kalau masa internship ni, kita semua nak tengok pada hari yang sama, kita nak tengok sesi hari tu, kita nak tengok laporan hari tu, yang tak sempat habislah, jadi banyak benda nak tengok mungkin banyak hari yang terlepas. Jadi itu limitasi lah yang saya masih nampak. Kita memang nak cuba buat, saya memang pernah nak cuba buat tu, nak menyelia setiap minggu, tapi memang apakan daya jadi kita memang buat apa yang dapat. Jadi apa yang paling penting feedback dari pensyarah bukan pelajar.

R: Betul, okay, apakah cabaran yang P5 hadapi semasa menyediakan pelatih untuk membuat keputusan beretika?

P5: Ahh, cabaran saya banyak lah ah sama ada dari segi logistik terutama, yang kedua, dari segi kesediaan pelajar dalam nak menyediakan diri dia bila sesi penyeliaan tu berjalan ah jadi bila, bila kita boleh buat secara mingguan, looks like apa ni beban tugas pelajar sebenarnya

lebih ringan jadi erm mereka boleh catch up dengan ah weekly punya requirement slowly tapi bila semester internship ah penyeliaan dijalankan bila 5 kali punya penyeliaan tu sebenarnya to be frank ah pensyarah sebagai pensyarah saya boleh sempat 2 kali ja itupun 2 atau 3 kali itupun kalau nasib tak baik sekali je yang betul-betul kita dapat menyelia dengan dia, dan sekali itu lah yang kita boleh buat sesi kita nak tengok semua benda yang jadi sesi penyeliaan ialah sesi yang menakutkan untuk supervisee ah dan kita pun rasa bersimpati sebab kalau tak menilai sekarang bila lagi, ah tapi kalau dia tak buat lagi, takde markah. Mungkin dia ada dilema di situ, jadi ahhh cabarannya memang besar lah Edeline, jadi kita ah sebab tu ahh bila semester ni, saya dapat ahh 7 orang pelajar yang buat sesi penyelia apa buat internship di Terengganu saya terus saja save buat group whatsapp and then daripada awal memang saya dah cuba rancangan kalau boleh ah setiap minggu saya setiap hari khamis setiap jam 9 sehingga 10.30 pagi, saya pastikan untuk buat online, ah supervision. Ahh jadi cuma semester ni pun mencabar juga, mula semester ni macam USIM dah minggu ketiga bulan puasa, baru nak masuk 2 minggu dah raya. Jadi 14 minggu tolak 3 minggu jadilah tinggal 11 minggu, jadi memang tinggal 9 minggu lah yang ada, tu lah cuti pertengahan semester lagi, cuti yang memang saya mungkin tak boleh nak datang, jadi tu antara ahh cabaran yang datang daripada segala penjuru ahhh Edeline. Jadi ah itu mungkin perkara yang mungkin kita saya perlu bawa lah dalam department untuk melihat apa solusi untuk kita nak bantu ahh sebab menilai pelajar internship bukan hanya menilai, tapi macam saya kata awal-awal tadi adalah tu lah ahh memberi support beri cadang apa ni feedback, supaya mereka jika ada buat kesalahan kita bagi feedback dan kesalahan tu boleh dibetulkan semasa tempoh yang mereka tengah belajar bukan kita hanya komen di hujung semester sebab sempat menyelia hujung semester. Tapi sesi dah habis hours pun dah collect dah ah jadi sepatutnya sebelum hours tu sampai habis 192 jam untuk di collect sampai habis, patutlah supervisor kena monitor lebih awal supaya yang dapat 192 jam itu ialah jam yang berkualiti bukan jam yang di collect takde apa-apa, tapi feedback daripada penyelia tak dapat. Pada saya itu lebih merugikan, itu pandangan saya lah

R: Okay, erm seterusnya erm bagaimana P5 tahu bahawa pelatih sudah boleh membuat keputusan etika sendiri tanpa bergantung bantuan daripada P5?

P5: Itu soalan yang bagus tau, sebab sebenarnya susah nak tengok apa ni tahap pelajar itu ada kemampuan untuk nak ahh mereka buat keputusan sendiri, ahhh tpi ahh bila ahh mereka boleh ahh dapat menjalankan sesi dengan baik secara live ker, individu kah ataupun secara kelompok, ah secara klinikal saya mungkin kurang kerisauan. Ahhh cuma yang kita kena faham, kaunselor bukan hanya jalankan sesi, yang keduanya adalah dokumentasinya itu dan itu yang ah sebagai bukti black and white kita tugasan kita laksanakan dengan betul. Ahhh jadi another challenging

part adalah ahh bagaimana kita saya nak memastikan pelajar-pelajar yang saya selia itu, bukan hanya membuat sesi dengan betul, tetapi menulis laporan sesi dengan betul, itu another part yang kita kena ahh sentiasa berikan penekanan, sebab itu jugalah dokumen yang sebagai bukti untuk nanti ahh mereka nak mohon KBPA, jadi kalau pilihan dokumentasi laporan yang tak betul, kata buat teori ikut REBT, tapi tulisnya macam person center, ahh jadi macam mana tu ah jadi ahh dia punya brognosis ni tak betul, dia punya teori ni tak betul, ah jadi bila nak interview lembaga kaunselor untuk dapat KBPA dia tanya, 'siapa supervisor? Dr..., tepuk dahi'. Ahh jadi ah jadi dia sebenarnya tu juga memberikan ahh reputasi kepada saya kalau itu lah yang dijaga maksudnya saya mengeluarkan pelajar-pelajar yang tak berkualiti lah. Ahh jadi itu sebenarnya bukan hanya sekadar ahh apa dia periuk nasi tapi menggambarkan competency saya juga sebagai seorang penyelia yang bagus dan penyelia yang betul-betul menjaga ah professionalism sebagai seorang kaunselor dan juga sebagai seorang supervisor.

R: Ah kay, erm apakah komen atau maklum balas yang pelatih pernah berikan tentang cara P5 membimbing mereka membuat keputusan beretika?

P5: Hmm frankly speaking seronok lah, saya punya style ah Edeline memang saya lebih macam saya katakan lah tadi saya akan declare pendekatan saya, mereka appreciate ah declaration saya awal-awal. Ah jadi bila itu kita boleh impose, ah dan saya pun bila ah semester lepas saya dah ah share dengan rakan-rakan pensyarah kaunseling di program kaunseling kami di USIM, ah untuk kalau boleh kita bila kita buat ah penyeliaan kita ada kita punya statement of ahh yang apa ni statement of practice kita. Ahh kita declare macam mana peningkatan kita, apa yang kita gunakan, apa competency yang kita boleh training, so that ah supervisee yang receive our service they can satisfy and then if they don't, and then they can ahh come back to us ah they can share what would be their suggestion, ataupun what would be their concern ahh ataupun some adjustment supaya mereka dapat yang sepatutnya, tu paling penting.

R: Ahh faham, okay ermm saya rasa sampai sini saja sesi temu bual kita pada hari ini, terima kasih atas perkongsian yang P5 berikan.

P5: Sama-sama Edeline.

R: Ya memang sangat-sangat membantu lah dalam penyelidikan saya. Thank you P5.

P5: Semoga membantu, okay InsyaAllah.

Peserta: P6

Lokasi: Google Meet

Tarikh: 16 Jun 2025

Masa: 4.00 p.m - 4.30 p.m

Tempoh masa: 30 minit

R: Selamat petang P6, sebelum kita mulakan sesi temu bual kita pada hari ini saya akan memperkenalkan diri saya terlebih dahulu, nama saya Edeline Effyphanie Alexander dan merupakan pelajar tahun ketiga kaunseling daripada UNIMAS. Boleh P6. perkenalkan diri P6, nama P6, asal, tahap pendidikan dan status pekerjaan P6 serta berapa lama sudah P6 menyelia pelajar kaunseling.

P6: Okay, saya P6, Bachelor daripada UPM, Master dekat UKM, dan saya ada PhD in Counselling lah daripada US lah. Okay, saya sudah berkecimpung dalam Kaunseling ini saya rasa tahun 19 di UK 1996 ah, kira lah berapa tahun tu, 1996, 20 tahun 30 tahun, 30 kan? Okay

R: Okay, seterusnya saya akan jelaskan beberapa perkara penting berkaitan dengan temubual yang akan kita jalankan pada hari ini lah, saya sekarang menjalankan satu kajian yang bertajuk “Supervisor’s Competency of Ethical Practices in Counselling Internship Supervision” jadi tujuan kajian ini adalah untuk mengkaji apa model etika apa yang digunakan penyelia kepada pelatih kaunseling. Oleh itu saya memerlukan beberapa peserta terutama sekali pensyarah yang mempunyai pengalaman dalam menyelia pelatih kaunseling ataupun kaunselor berdaftar. Sesi temu bual ini akan berjalan selama 30 minit dan sesi ini akan dirakam menggunakan audio untuk tujuan penulisan laporan saya. P6 jangan risau, maklumat dan perkongsian P6 sampaikan, tidak akan saya dedahkan tanpa persetujuan P6 lah, saya rasa sampai sini saja penerangan berkaitan dengan kajian ini, P6. ada apa-apa pertanyaan?

P6: Tidak ada.

R: Okay saya teruskan dengan soalan yang pertama lah. Erm, bolehkan P6 er kongsi model etika biasanya yang P6 gunakan untuk menyelia pelatih kaunseling? Seperti Lembaga Kaunselor kah, ACA kah, macam tu.

P6: Ahhh soalan ni, payah sikit nak jawab ohh. Kena specific, model errr dalam supervision so kadang-kadang kita mungkin lah apa, saya pun tak jelas apa yang you maksudkan dengan model, er sama ada model tu bersifat theoretical, ataupun er ilmu-ilmu berkaitan dengan supervision. Memang ada model-model tertentu kan, supervisor model you know, cuma kita ni dalam menjalankan supervision, kita dah dilatih bagaimana ahhh supervision perlu dijalankan, you know, berpanduan kepada keperluan Lembaga Kaunselor lah dari segi apa nama

pelaksanaan-pelaksanaan ahhh yang dikatakan sebagai ah model tadi. Tapi kalau mengenakan model etika yang biasanya digunakan jadi saya pun tak pasti, apa maksudnya model etika. Ahhh, memang betul lah kita ah bagaimana menjalankan supervision, atau melibatkan membuat keputusan, kemudian kita ada etika kepada kaunseling kita yang lalui, you know. So kalau kata bagaimana kita nak memahami model tu mungkin dia bersifat terlalu academic yaa, So bagaimana dia, saya tak faham apa yang you maksudkan dengan model tu yang macam mana?

R: Errr kalau macam yang errr peserta-peserta yang saya saya interview sebelum ni, dorang lebih ca lebih kongsi yang mengenai yang dorang gunakan seperti Lembaga Kaunselor, ada yang menggunakan Tarvidas, Corey, Corey dan sebagainya.

P6: Ah itu memandangkan model cadangan macam ACA, Lembaga Kaunselor saya akan gunakan itulah kalau. Hmmm

R: Oh, P6 lebih menggunakan model tersebut lah?

P6: Ah menggunakan pendekatan yang biasanya kita gunakan dalam Lembaga Kaunselor.

R: Ah paham, seterusnya erm bagaimanakah P6 menentukan model etika yang hendak digunakan dalam situasi penyeliaan tertentu?

P6: Biasanya kita memang lah dalam penyeliaan, kita akan ahh berpandukan kepada etika sedia ada. So setakat mana kita boleh melakukan penyeliaan itu sendiri, kemudian kerahsiaan, bagaimana pelajar boleh berurusan dengan kita lah dari segi etika nya tu macam dia kata kita takda hubungan selain daripada hubungan penyeliaan. You know. Ahhh tidak ada hubungan dua dengan kita punya ahhh supervisee sebagainya. Itu, yang paling penting lah kepada saya.

R: Betul-betul. Okay, seterusnya adakah terdapat sebarang batasan atau jurang dalam model etika yang P6 gunakan, bagaimana P6 menangani mereka?

P6: Maknanya kalau ada isu kah macam mana?

R: Ya macam kalau ada masalah dari segi penggunaan model etika P6 gunakan. Mungkin ada kelemahan kah macam tu.

P6: Bagi saya, saya tak ada isu dalam model kita, sebab kita model itu panduan, bagi saya kita boleh fleksibel ya, fleksibel model yang kita ada, ah penyesuaian kita dengan klien kita dengan supervisor kita penyelia apa dengan supervisee kita tu kan. Kita kena fleksibel tu lah, ahh kita tak boleh tak boleh rigid lah kepada saya tak boleh rigid dalam pe menyelia su supervision ini, berpandukan model-model yang ada tu lah.

R: Mmmm, kay seterusnya, adakah P6 menggunakan khusus seperti buku panduan atau nota model yang P6 gunakan?

P6: Ba bahan khusus maksudnya? Maksud dia?

R: Errr mungkin P6 gunakan bahan khusus seperti buku panduan kah atau nota model tersebut.

P6: Biasanya kita, saya tak gunakan buku panduan secara khusus lah, tetapi boleh gunakan secara eksklusif ehh, secara tidak langsung lah, secara tidak langsung sebab bagi saya once kita melaksanakan proses supervision tu, kita tidak terlalu rigid dengan model yang sedia ada. So kadang-kadang, kita lah yang jadi model, ahhh kita sendiri bagaimana kita mengendalikan err supervisory tu kan. Ahhh Yang pentingnya kita sendiri lah kepada saya, saya tidak menggunakan buku ker, ataupun catatan nota ker sebagainya. Tapi saya menggunakan ah apa yang ada dalam buku, dalam model, dalam kata lah ada gambar rajah kah sebagainya semasa proses err kita menjalankan supervision tu.

R: Mmm faham, okay next, bagaimana P6 menilai sama ada pelatih, bukkk pelatih benar-benar memahami dan boleh menggunakan model tersebut?

P6: Okay, biasanya bila pelatih selesai dengan kita, dan pelatih boleh follow apa yang kita kehendaki, ah sepanjang proses penyeliaan tu saya rasa, mereka ahhhh tak mereka tak perlu faham pun kita guna model apa, pada pandangan saya, tapi kita ahhh menggunakan model itu sebagai tool untuk melancarkan proses kan. Proses penyeliaan tu. Maksud saya macam ni, ah kalau kita nak pergi Unimas buat penyeliaan, kita ahhh tak perlu tanya pun naik apa, naik kereta ker, naik bas kan? Tapi kita sampai. Ahhh you tak perlu bagitau kepada penumpang kita okay kita naik bas yaa, kita naik kereta. Kalau naik kereta pun, okay hari ni kita naik BMW ehha ataupun hari ni kita naik Saga ahhh kita naik ahhh Myvi kan, pada saya kita tak perlu bagitahu, kepada err pelajar ataupun supervisee saya apa model yang saya gunakan. Through model itu membantu kita lah sebenarnya.

R: Betul, okay seterusnya ermm ah adakah P6 dengar apa-apa ulasan daripada pelatih berkenaan penyeliaan P6 kepada mereka?

P6: Ahhh biasanya di akhir sesi, saya akan tanya lah macam mana, how supervision kan. Kita bertanya lah, ah but mostly, pelajar akan kata lah dia selesai kan. Yang paling penting kesselesaian tu penting ah kita tak nak kata apa nama, mostly kita tak tanya secara khusus lah, tapi kita ada kan borang penilaian tu, pelajar akan nilai kita kemudian lah.

R: Okay betul, err seterusnya, err apakah cabaran yang P6 semasa menyediakan pelatih untuk membuat keputusan beretika?

P6: Ahh okay, that is interesting soalan lah, kadang-kadang tu bila kita melaksanakan sesuatu, ada isu kan, kadang-kadang kita pun terperangkap juga, bukan hanya pelajar yang ada isu etika, tapi saya yakin pensyarah sendiri pun ada isu-isu etika. Jadi dalam proses penyelesaian tu, saya fikir perlu perbincangan lah, dan kadang-kadang kita kena faham juga, dia punya context tu. Ahhh, kadang-kadang sebab kita tidak berada semasa err pelajar tu menjalankan internship ker

praktikum kan? Jadi maknanya kita berada di tempat lain, ah dari situ kita kena fahami lah apa sebenarnya yang berlaku.

R: Mmm, faham, okay seterusnya, bagaimanakah P6 menyesuaikan cara penyeliaan apabila pelatih masih baru, atau apabila mereka berdepan dilema etika yang sukar?

P6: Ahhhh biasanya kita akan berbincang lah, berbincang dengan supervisor supervisee tadi, memahami dan membantu la kan, sebab biasanya dalam isu-isu etika ni dia ada dilema dia kan, ahhhh kadang-kadang kita pun tak boleh selesaikan sendiri. Ahhhh perbincangan tu sangat penting lah, berbincang apa melihat kembali apa sebenarnya isu-isu etika yang timbul, macam tu.

R: Mmm okay, ermm bagaimanakah P6 tahu bahawa pelatih sudah boleh membuat keputusan etika sendiri tanpa bergantung kepada P6?

P6: Ahhhh kay, mmm susah soalan ni, you know kita tak tahu tapi kalau sebab bila ada isu dilema, saya biasa cakap pelajar bila ada isu etika dan dilema, kita kena minta pelajar tu berbincang dengan kita ahhhh. Dia kadang-kadang kita pun bukan tak yakin, tapi kena tahu juga apa bila ada isu dilemma tu kita kena lebih memahami. Tapi kalau ahh contoh ehh, pelajar ponteng sekolah, ada masalah disiplin, rasa tak ada isu dilema, ahh tapi kalau kata lah pelajar tu dikatakan di ada ahh gangguan seksual, jadi pada saya bila ada isu etika dilema, kita tak boleh benarkan pelajar membuat keputusan sendiri, ahh jadi dia kena berbincang dengan penyelia dia, ahhhh dengan supervisor di sekolah atau pun tempat dia bekerja, dan juga tempat ahh di mana mereka berada lah. Ahh jadi pada saya, kalau timbul kata isu etika, maknanya dia kena bawa kepada ahhhh penyelia dia. Kalau dia kata dia setakat isu-isu biasa sahaja, masalah disiplin, masalah rokok, nak beritahu ibu bapa ker tidak, itu pada saya belum sampai ke tahap isu etika dilema. Ahhhh jadi, kalau dia kalau dia supervi supervisee dah graduate kah, ahhhh itu okay lah, makna dia mampu membuat keputusan dengan yakin lah. Tapi kalau supervisor dengan pelajar sekolah saya rasa, ahh kita tidak galakkan lah, dia menyelesaikan masalah sendiri. Pandangan saya.

R: Okayy ermm seterusnya, apakah komen atau maklum balas yang pelatih pernah berikan tentang cara P6 membimbing mereka membuat keputusan beretika?

P6: Ahhhh biasanya mereka puas hati lah. Biasanya mereka berpuas hati dan pandangan saya bantuan yang kita berikan mereka berpuas hati lah.

R: Okay, saya rasa sampai sini saja sesi temu bual kita pada hari ini, ahhhh terima kasih atas perkongsian P6 lah.

P6: Ahhhh, all the best ahhhh mungkin saya membantu saja lah, soalan you pun tough tu, boleh upgrade tu tuk Master PhD punya.

R: Ahahaha, thank you P6.