

***The Competency Based Effective Clinical Supervision (COBECS) in Counseling Research:
Bibliometric Analysis***

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Abstract

The aim of this study was to identify influential research on the topic of competency-based clinical supervision (COBECS) in counseling practice and to provide thematic insights for guidance and counseling academics. This article presented a bibliometric analysis (frequency analysis, citation metrics, and data visualization) from the Scopus database over the period 1998 to mid-2024. The analysis examined 113 articles related to COBECS. The keywords with the strongest links were "clinical supervision" and "competency-based effective clinical supervision." Comprehensive statistics on the annual publications of COBECS research from 1998 to 2024 were provided. According to the Scopus database, the first article on COBECS was published in 1998. Most publications occurred in 2017 and 2020, with 10 documents each. A total of 3,963 citations were referenced for 113 papers published over the 26-year period (1998–2024). A total of 33 countries were recorded as having contributed publications on COBECS in various languages. Network visualization tools were used to profile the centrality features of keyword clusters in COBECS. This study found that the existing literature was dominated by the area of clinical supervision.

Keywords: Competency Based Effective Clinical Supervision, Bibliometric Analysis, Data Visualization

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Introduction

Supervision is a process for a professional counselor to support, instruct, and evaluate the psychological, professional, and skill development of less experienced counselors (Bolu-Steve & Oredugba, 2017; Carter et al., 2005; Studer, 2005). Supervision is generally divided into two types: administrative supervision and general clinical supervision. Administrative supervision focuses on job performance in relation to organizational goals, while clinical supervision focuses on the professional development and evaluation of counselors. Administrative supervision includes performance reviews, compliance with laws and policies, attendance, and team interactions. A school principal may provide this type of supervision. On the other hand, clinical supervision helps school counselors develop various skills needed to address counseling practice challenges, such as working with exceptional children or addressing the mental health needs of students from diverse cultural or special needs backgrounds (Dollarhide & Miller, 2006).

Competency-Based Effective Clinical Supervision (COBECS) is defined as an approach that explicitly identifies the knowledge, skills, and values integrated to form clinical competence and develops learning strategies and evaluation procedures to meet competency standards aligned with evidence-based practice and local clinical environment requirements (Falender & Shafranske, 2007a). The COBECS framework (Falender et al., 2004; Falender & Shafranske, 2004, 2007b, 2008, 2011; Farber & Kaslow, 2010) provide blueprints for building, assessing, formatting, monitoring, and evaluating clinical training and supervision (Kamen et al., 2010). The focus is on competency development pathways for supervision. COBECS requires task analysis, frequent feedback, and assessment of progress toward the knowledge, skills, and attitudes required to perform the work. Falender & Shafranske explain that "outcomes" are critical components in the assessment, particularly observable and measurable results. The emphasis on outcomes focuses on what is learned and the specific results of training, rather than just testing the content taught or trained. COBECS integrates clinical training with career-long professional development.

The aim of this article is to expand readers' understanding of COBECS within the research landscape of counseling using bibliometric networks and visualization through the VosViewer application. This study also identifies papers published since 1998, indexed by Scopus. These three aspects represent the novelty of this research. The research questions posed in this bibliometric study of COBECS are as follows: (1) What are the trends and impacts of peer supervision in counseling studies? (2) What keywords frequently appear in peer supervision studies? (3) Which peer supervision articles in counseling research are the most influential?

This article is organized into four sections: introduction, methodology, findings and interpretation, and a discussion of various issues raised as responses to the research questions. The aim of this research is to gain a deeper understanding of COBECS practices. By reviewing the Scopus database of competency-based supervision papers, researchers are able to make recommendations for future research.

Methods

This bibliometric study analyzes competency-based clinical supervision in counseling-related papers using the Scopus scientific database from 1998 to 2024. The international scientific community considers Scopus as one of the primary sources of information on this topic. The

title search terms “Clinical Supervision” and "Competency-Based Effective Clinical Supervision" are used to find publications related to this topic.

Bibliometric analysis is a type of quantitative analysis that displays the intellectual structure and evolving patterns within a topic or field of study (Donthu et al., 2021). This analysis is useful when the scope of a topic is too broad and the dataset is too large to review manually. The bibliometric analysis consists of five stages: study design, data compilation, analysis, visualization, and interpretation (Zupic & Čater, 2014). This study uses a bibliometric analytical approach to generate two outcomes: 1) performance analysis and 2) network visualization.

Research contributions to a specific area are analyzed through performance analysis (Boonrourrut et al., 2022; Cobo et al., 2011). The number of publications and citations per year or per research constituency are the most commonly used metrics. Publications reflect productivity, while citations measure the level of impact and influence. Other methods for evaluating the success of research components, such as citations per publication and the h-index, combine the number of citations received with the number of publications.

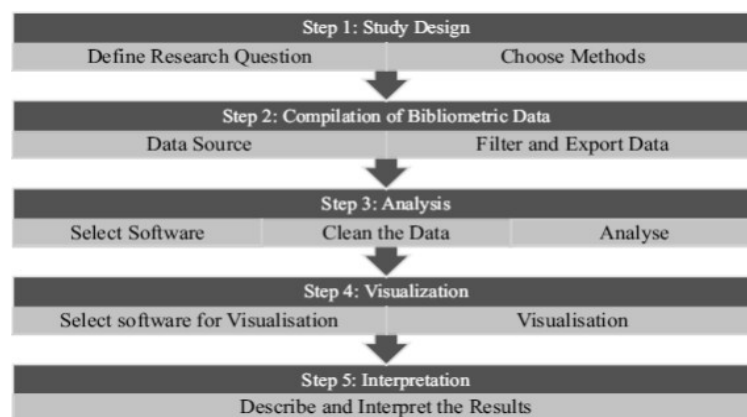


Figure 1: Stages of Bibliometric Analysis Technique

The second outcome is network visualization analysis. The first step in network visualization analysis is conducting a network metrics analysis. Bibliometric research evaluation is made more comprehensive by using network metrics. Specifically, network metrics convey the relative significance of research components (such as authors, institutions, and countries), which may not be reflected through publications or citations. This is because network metrics are based on relationships between research constituents (Andersen, 2021). Bibliometric analysis is often used in conjunction with network visualization software, such as the graphic user interface-based software Vos Viewer. Clustering is another bibliometric enrichment strategy, where the main goal is to build topic clusters, form network groups, and observe their development. This helps readers understand how a field of study emerges and evolves.

Results and Discussion

This section presents the findings of the bibliometric analysis used to answer the research questions. The study aims to address the first question regarding current trends and the impact of publications on Competency-Based Effective Clinical Supervision in counseling. It identifies the most productive and influential countries, organizations, and authors in Competency-Based Effective Clinical Supervision research. It also examines the most influential publications in Competency-Based Effective Clinical Supervision studies.

The following attributes are used to analyze the academic works extracted during the search process: annual publication growth, type of publication, field of study, keyword analysis, publisher distribution, author analysis, title and abstract analysis, and citation analysis.

The findings include statistics on annual growth through 2024, including frequency and percentage. To analyze the publishing patterns in Competency-Based Effective Clinical Supervision research in counseling, publications are analyzed by year, country, journal, author, and organization to identify research trends. This study uses bibliographic data from Scopus. The discussion of annual growth emphasizes trends and the importance of publications on Competency-Based Effective Clinical Supervision.

Annual Publication Growth

Table 1 summarizes the comprehensive statistics of annual publications on competency-based clinical supervision research from 1998 to 2024. According to the Scopus database, the first article on competency-based clinical supervision research is published in 1998. Most publications, as shown in the table, occur in 2017 and 2020, with 10 documents each. The number of competency-based clinical supervision research papers per year is presented in Table 1.

Table 1: Annual Publication Growth

Year	TP	%TP	NCP	TC	C/CP	Year	TP	%TP	NCP	TC	C/CP
1998	1	0.9%	1	18	18.0	2012	5	4.4%	5	102	20.4
1999	0	0%	0	0	0.0	2013	7	6.2%	7	276	39.4
2000	0	0%	0	0	0.0	2014	8	7.1%	8	347	43.4
2001	0	0%	0	0	0.0	2015	5	4.4%	5	419	83.8
2002	0	0%	0	0	0.0	2016	7	6.2%	7	317	45.3
2003	0	0%	0	0	0.0	2017	10	8.8%	10	183	18.3
2004	2	1.8%	2	98	49.0	2018	8	7.1%	8	98	12.3
2005	2	1.8%	2	57	29.0	2019	9	8%	9	108	12.0
2006	0	0%	0	0	0.0	2020	10	8.8%	10	175	17.5
2007	2	1.8%	2	192	96.0	2021	7	6.2%	5	22	4.4
2008	0	0%	0	0	0.0	2022	8	7.1%	5	14	2.8
2009	0	0%	0	0	0.0	2023	8	7.1%	6	15	2.5
2010	5	4.4%	5	127	25.4	2024	7	6.2%	1	4	4
2011	2	1.8%	2	81	40.5						

Note: TP = total publications; NCP = number of cited publications; TC = total citations; and C/CP = citations per cited publication.

The paper published in 2015 received the most citations (419 total citations; the average number of citations per publication is 83.8). However, since 2010, there has been an increase in the release of studies on competency-based clinical supervision (Figure 2). After determining the annual publication growth, the next step in identifying current trends is to determine the type of document and field of study. This reveals which types of documents and fields of study have been identified as having competency-based clinical supervision guidance.

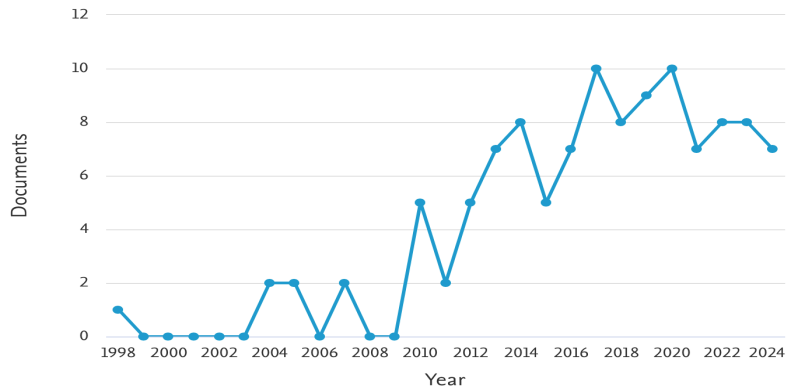


Figure 2: Number of Publications per Year

Type of Publication

After identifying the growth of annual publications and types of sources, the next step is to analyze the types of research publications. The obtained data is first assessed based on the type and source of publication. The type of document indicates the type of legitimacy, such as conference papers, essays, book chapters, etc. On the other hand, the source represents the origin of the publication, whether it is a journal, conference proceedings, book series, books, or commercial publications.

Table 2: Document Types

Type of publication	Number of publications	%
Article	98	86.7%
Review	12	10.6%
Conference proceeding	2	1.8%
Book chapter	1	0.9%

Table 2 summarizes the publications generated on the topic of competency-based clinical supervision, categorized into four types of documents. As shown in the table, articles account for more than half of all publications (86.7 percent), followed by reviews (10.6 percent). There are 2 conference proceedings (1.8 percent), and lastly, there is 1 publication from a book chapter (0.9 percent).

Field of Study

This study categorizes the published papers according to the field of study, as shown in Table 3. Overall, the distribution indicates that literature on competency-based clinical supervision can be found across various fields of study, including medicine; social science; psychology; arts and humanities; nursing; health professions; biochemistry, genetics, and molecular biology; environmental science; immunology and microbiology; energy; engineering; and pharmacology, toxicology, and pharmaceuticals. As shown in the table, nearly half of the reviewed publications are in Medicine (37.1 percent), with social science in second place (21.4 percent).

The subsequent analysis focuses on identifying which countries, institutions, and authors are the most productive and influential in competency-based clinical supervision research. The second question raised in this study is answered by classifying articles according to the country in which they were published.

Table 3: Field of Study

Field of Study	Total Publications	%
Medicine	59	37.1%
Social Science	34	21.4%
Psychology	31	19.5%
Arts and Humanities	8	5.0%
Nursing	8	5.0%
Health Professions	7	4.4%
Biochemistry, Genetics and Molecular Biology	3	1.9%
Environmental Science	2	1.3%
Immunology and Microbiology	2	1.3%
Physics and Astronomy	2	1.3%
Other (Energy, Engineering, Pharmacology, Toxicology and Pharmaceuticals)	3	1.9%

Most Active Countries

This section discusses the identification of countries that are most active in the topic of competency-based clinical supervision. The United States has the highest number of publications, with a total of 51 publications and 1,530 total citations, as shown in Table 4. Australia surpassed Canada to become the second most active country in the topic of competency-based clinical supervision.

Tabel 4: Most Active Countries

Countries	Examples of Published Journal Names	TP	TC	Countries	Examples of Published Journal Names	TP	TC
United States	Academic Medicine	51	1530	Belgium		1	
Australia	Rural & Remote Health	13	101	Brazil		1	
Canada	Annales de Medecine Interne	10	353	China	Journal of Nursing Scholarship	1	46
Netherlands	Health Policy and Planning	10	723	Ethiopia	Annals of Otology, Rhinology & Larygonolgy	1	2
United Kingdom	British Journal of Community Nursing	10	445	Hong Kong	Journal of Nursing Scholarship	1	46
Germany	European Journal of Obstetrics and Gynecology & Reproductive Biology	6	66	Indonesia	AIP Conference Proceedings	1	0

Iran	BioMed Research International	3	15	Ireland	BMC Medical Education	1	3
Pakistan	Medical Teacher	3	13	Japan	Endoscopy	1	26
Taiwan	Journal of Nursing Research	3	25	Malaysia	BMC Medical Education	1	17
India	Indian Journal of Surgery	2	1	Nepal	International Review of Psychiatry	1	46
Liberia	International Review of Psychiatry	2	52	New Zealand	Australasian Psychiatry	1	4
Malawi	International Journal of Mental Health Systems	2	13	Nigeria	Journal of Global Oncology	1	15
Saudi Arabia	Education for Health: Change in Learning & Practice	2	24	Serbia	Vojnosanitetski	1	0
South Africa	Journal of Surgical Education	2	7	Slovenia	European Journal of Obstetrics & Gynecology & Reproductive Biology	1	14
Sweden	BMC Family Practice	2	14	Uganda	International Review of Psychiatry	1	46
Tanzania	Human Resources for Health	2	57	Undefined	Family Process	4	255
Zambia	American Journal of Tropical Medicine & Hygiene	1	4				

Note: TP = total publications; TC = total citation

Author Analysis

This study also identifies the most active authors who have published research on the topic of competency-based clinical supervision in counseling practice. The most prominent authors have at least four articles in this field, as shown in Table 5. Falender, C.A., and Shafranske, E.P. are the most active researchers in competency-based clinical supervision. The third research question, which inquires about the most prominent themes in competency-based clinical supervision among researchers, is addressed after all issues related to the second research question are resolved. Next, an analysis of the most frequently occurring keywords from each publication reviewed in this study follows.

Table 5: Most Active Authors

Author	Article Title (Year of Publication)
Falender, C.A.	Competence in Competency-Based Supervision Practice: Construct and Application (Falender & Shafranske, 2007b)
	Multicultural Clinical Supervision and Benchmarks: Empirical Support Informing Practice and Supervisor Training (Falender et al., 2013)
	Competent Clinical Supervision: Emerging Effective Practices (Falender et al., 2014)
	Clinical Supervision: The State of The Art (Falender & Shafranske, 2014)
	Competency-based Clinical Supervision: Status, Opportunities, Tensions, and The Future (Falender & Shafranske, 2017)
Shafranske, E.P.	Competence in Competency-Based Supervision Practice: Construct and Application (Falender & Shafranske, 2007a)
	Competent Clinical Supervision: Emerging Effective Practices (Falender et al., 2014)
	Clinical Supervision: The State of The Art (Falender & Shafranske, 2014)
	Competency-based Clinical Supervision: Status, Opportunities, Tensions, and The Future (Falender & Shafranske, 2017)
Weck, F.	The Effects of Bug-in-the-Eye Supervision on Therapeutic Alliance and Therapist Competence in Cognitive-Behavioural Therapy: Randomized Controlled Trial (Weck et al., 2016)
	Topics and Tehniques in Clinical Supervision in Psychotherapy Training (Weck et al., 2017)

Publications by Title

Research on COBECS is published in various journals, conferences, and books. Table 6 displays the titles of the most actively published research papers on competency-based clinical supervision. The total number of published articles is used to determine which articles are the most active. As shown in Table 6, the article by Kok, M.C. et al. from 2015 is the most cited. This article identifies the design factors of interventions that affect the performance of community health workers (CHWs) in low- and middle-income countries (LMICs) through a systematic review of various quantitative and qualitative studies.

Table 6: Publications by Title

No	Author (Year)	Research Focus	TC
1.	(Kok et al., 2015)	Identifying the design factors of interventions that affect the performance of community health workers (CHWs) in low- and middle-income countries (LMICs) through a systematic review of various quantitative and qualitative studies.	316
2.	(Carraccio et al., 2016)	Introducing and promoting the understanding and application of competency-based medical education (CBME) globally by drafting a charter supported by fundamental principles and professional responsibilities for medical educators, in order to guide the effective implementation of CBME based on the health needs of the population.	222
3.	(Falender & Shafranske, 2007b)	Defining competency-based clinical supervision in psychology, exploring related ethical, legal, contextual, and practical issues, and providing recommendations for best practices in addressing the challenges of clinical supervision.	180
4.	(Kogan et al., 2014)	Reconceptualizing the cognitive issues of supervisors in competency-based assessment in medical education as problems of education and clinical care, emphasizing the importance of accountable assessments focused on the ability to provide safe, effective, and patient-centered care, and proposing a new faculty development model to enhance the quality of assessment and clinical supervision.	111
5.	(Lypson et al., 2004)	Evaluating the effectiveness of the Postgraduate Orientation Assessment (POA) in measuring the foundational knowledge and skills of new resident doctors, with the aim of identifying learning needs, enhancing patient safety, and meeting accreditation requirements at the early stage of their training.	95
6.	(Borders, 2014)	Distinguishing between competencies and best practices in clinical supervision, and describing the development and content of a comprehensive Best Practices Statement in Clinical Supervision for counseling, while highlighting its applicability across disciplines and countries, as well as the importance of reflective knowledge in the development of supervisor expertise.	86
7.	(Bell et al., 2020)	Identifying the challenges faced by health service psychology (HSP) education and training due to the COVID-19 pandemic and exploring opportunities for improvement and growth, including the use of remote technology, more effective competency assessment, and the potential for revising and redesigning HSP education and training.	68

8.	(Krajewsk et al., 2013)	Evaluating the effects of a two-month boot camp curriculum for general surgery interns in enhancing their knowledge, procedural skills, and clinical competencies, as well as its impact on performance perceptions by faculty and nursing staff, in the context of work hour restrictions and competency-based supervision requirements.	63
9.	(Falender et al., 2013)	"Providing foundational knowledge and context regarding competency-based clinical supervision, exploring diverse empirical approaches to effective supervision studies, including competent multicultural supervision and cross-cultural comparative perspectives, as well as offering guidance for future supervision training."	62
10.	(Falender et al., 2014)	Highlighting recent developments and the current state of clinical supervision with an emphasis on competency-based approaches, as well as presenting effective clinical supervision strategies and challenges in current supervision training practices.	60
11.	(Cate & Carraccio, 2019)	Proposing an integrated competency-based medical education and training model throughout a physician's career, combining education with competency-based medical practice, and developing a portfolio of Entrustable Professional Activities (EPAs) to ensure that doctors can continue to provide effective and safe care in alignment with evolving population health needs and competency expectations.	55
12.	(Kohrt et al., 2018)	Evaluating mental health training and supervision programs in Uganda, Liberia, and Nepal, and identifying gaps in competency assessment, along with recommendations for improving the integration of mental health services into primary care in humanitarian settings.	46
13.	(Chan et al., 2010)	Designing, implementing, and evaluating the 'Introduction to Disaster Nursing' training course based on the International Disaster Nursing Competency Framework, and assessing its impact on participants' competencies and attitudes in disaster management.	46
14.	(Falender & Shafranske, 2017)	Exploring and addressing the challenges in implementing competency-based clinical supervision models, using the trans-theoretical molecular model as a framework to define the content and process of supervision, and identifying steps to enhance supervisor competency and supervision effectiveness in clinical practice.	45

15.	(Schultz et al., 2015)	Developing and implementing 35 Entrustable Professional Activities (EPAs) in the family medicine residency program in Canada to enhance competency-based assessment, using EPA field notes as both formative and summative tools for evaluating and declaring resident competency.	45
16.	(Falender & Shafranske, 2014)	Providing a meta-theoretical framework for competency-based clinical supervision, highlighting effective supervision practices, as well as the evolving competencies and strengths of both supervisee and supervisor, including self-assessment tools to evaluate supervision readiness and competency.	45
17.	(Nyamtema et al., 2011)	Developing and implementing a competency-based curriculum to train non-physician medical officers in Tanzania to provide Comprehensive Emergency Obstetrical Care (CEmOC) and anesthesia in remote health centers, in order to improve access to and quality of maternal healthcare in rural areas.	43
18.	(Watkins, 2013)	Identifying and analyzing ten key guidelines that increasingly define effective psychoanalytic supervision practices, including enthusiasm in supervision, learning alliance, reflectivity, understanding the supervision field, supervisory interventions, and individual as well as developmental diversity, to strengthen the competency-based approach in psychoanalytic supervision.	42
19.	(Sarnat, 2010)	Exploring how four core competencies in professional psychology—relationship, self-reflection, case assessment-conceptualization, and intervention—are essential for psychoanalytic therapists, and how these competencies are developed through the deep supervisory relationship between the supervisor and the therapist in training.	40
20.	(Nash et al., 2012)	Identifying and describing the functional roles and basic characteristics of psychologists in integrated primary care settings, including the concept of 'primary care ethics' that encompasses the attitudes, values, knowledge, and skills essential for the effectiveness and productivity of psychologists within primary care teams.	38

Note: TC=total of citation

The first question of this study relates to the analysis of recent trends and impacts in the topic of competency-based clinical supervision. According to the Scopus database, the majority of publications occur in 2017 and 2020, with ten documents published each year. Article publications account for more than half of all publications (86.7 percent), followed by reviews (10.6 percent). Based on the area of expertise, nearly half of the examined publications are in Medicine (37.1 percent), with Social Science in second place (21.4 percent).

To answer the second question of this research, which pertains to the most frequently occurring aspects of competency-based clinical supervision, findings from keyword, title, and abstract analyses using VOSviewer provide insights into the key aspects of this area. The phrases “clinical supervision,” “group supervision,” and “competency-based supervision” are the top three keywords in the obtained papers. It is also emphasized that there is no such thing as a perfect search query; consequently, future researchers need to anticipate false positive and negative results (Schwebel & Gaines, 2007).

Finally, “Who are the most influential researchers in competency-based clinical supervision?” is answered using citation analysis and article titles. The number of citations in the articles indicates the extent of their influence, with the total citations received each year. According to the citation metrics table, there are 3,963 citations referenced for 113 papers published over a 26-year period (1998–2024). The article by Kok, M.C. et al. in 2015 is the most cited. This article identifies design factors of interventions that affect the performance of community health workers (CHWs) in low- and middle-income countries (LMICs) through a systematic review of various quantitative and qualitative studies.

Although Scopus is one of the most comprehensive databases for archiving academic research, it does not cover all published sources. Future researchers need to consider the possibility of using other databases. Some examples include Web of Science, Google Scholar, and Dimensions. A combination of these datasets has the potential to yield interesting and beneficial results. Despite these limitations, the current research contributes to the body of scientific counseling knowledge by providing an overview of recent developments in competency-based clinical supervision research.

Implications and Limitations

Implications

Impact on Counseling Practice:

The research underscores the vital role of Competency-Based Effective Clinical Supervision (COBECS) in advancing counseling practices. By advocating for its implementation, the study emphasizes its potential to enhance both professional development and clinical outcomes, making it an essential component of effective counseling practice. COBECS offers counselors a structured framework to refine their skills, address complex challenges, and improve service delivery for diverse client needs.

Global Research Contributions:

The research highlights significant global engagement in competency-based supervision studies, with the United States leading in both publications and citations. This dominance reflects a strong commitment to advancing the field and indicates widespread international interest in the topic. The contributions of other countries also showcase a growing global recognition of the importance of competency-based supervision in counseling practices, fostering cross-border collaboration and knowledge exchange.

Insight Into Future Research:

The study sheds light on key areas for future investigation, including professional identity formation, cross-cultural practices, and client diversity within competency-based supervision. These insights emphasize the need to explore how supervision frameworks can adapt to diverse cultural contexts and address the unique challenges faced by counselors and their

clients. By identifying these gaps, the research provides a roadmap for future studies to deepen understanding and application of competency-based practices in counseling.

Educational and Training Guidance:

The findings advocate for integrating competency-based supervision into counselor education and training programs. By adopting this approach, educational institutions can provide a structured pathway for the professional development of counselors, equipping them with the skills, knowledge, and values necessary for effective practice. This structured guidance ensures that counselors are better prepared to meet the demands of their profession and deliver high-quality care to their clients.

Limitations

Scopus Database Reliance:

The study primarily uses the Scopus database for bibliometric analysis, which may limit the scope of the research findings. The authors acknowledge that other databases such as Web of Science, Google Scholar, and Dimensions could offer additional insights.

Search Query Limitations:

The authors note that no search query is perfect, meaning some relevant studies may have been omitted, while others may have been incorrectly included. Future studies should refine the search strategy to avoid false positives and negatives.

Publication Bias:

As the study is based on published articles, there is an inherent bias towards research that has been deemed valuable enough to be published, potentially overlooking unpublished studies or negative results.

These implications and limitations provide guidance for further research and practical applications in the field of counseling supervision.

Conclusion

This research emphasizes the critical role of Competency-Based Effective Clinical Supervision (COBECS) in counseling practice, analyzing its development through bibliometric methods from 1998 to 2024. By examining publication trends, global contributions, influential authors, and key thematic areas, the study provides valuable insights into this evolving field.

The study reveals significant growth in COBECS research, with notable surges in 2017 and 2020, each year seeing the publication of ten documents. Over the 26-year period, 113 papers on COBECS accumulated 3,963 citations, demonstrating a substantial impact in the academic community and highlighting the increasing recognition of competency-based supervision as a pivotal area of study. COBECS research is marked by global contributions, with the United States leading the field, accounting for 51 publications and 1,530 citations. Other active contributors include Australia and Canada, showcasing the international engagement in advancing this critical aspect of counseling supervision. The majority of publications in this field are journal articles, representing 86.7% of the total output. The dominant area of expertise is medicine (37.1%), followed by social sciences (21.4%) and psychology (19.5%),

illustrating the interdisciplinary nature of COBECS research and its applications across various domains.

Among the leading contributors to COBECS research are Falender, C.A., and Shafranske, E.P., whose works have significantly shaped the understanding and application of competency-based supervision. Wiley-Blackwell stands out as the publisher with the highest contribution, reinforcing its role in disseminating influential research in this area. The most frequently occurring keywords in COBECS literature include "clinical supervision," "competency-based supervision," and "group supervision." These terms reflect the central themes of the field and underscore its focus on structured approaches to supervision aimed at enhancing professional competence and practice outcomes.

Recommendations

The study identifies crucial areas for future exploration, emphasizing the need to focus on the professional identity of counselors, particularly in cross-cultural practices and client diversity. By addressing these gaps, researchers can further refine competency-based supervision frameworks to better meet the needs of diverse populations and practice settings. Through its comprehensive analysis, this research not only underscores the growing importance of COBECS in counseling but also provides a roadmap for advancing the field through targeted future studies and applications.

Overall, this research provides in-depth insights into trends in COBECS research and emphasizes the importance of competency-based clinical supervision to support the ongoing professional development of counselors.

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