

Аплашова Арна – психология ғылымдарының кандидаты, «Тұлғалық даму және білім беру» кафедрасының профессоры, Торайғыров университеті, Павлодар қ., Қазақстан Республикасы E-mail: aplashova.arna@mail.ru

Байбекова Мадина Махмұдхановна - «Қоғамдық пәндер» кафедрасының меңгерушісі, психология ғылымдарының кандидаты, Академик Ә.Қуатбеков атындағы халықтар достығы университеті, Шымкент, Қазақстан Республикасы, e-mail: Kabdan94@mail.ru

Сведения об авторе:

Дүйсенбаева Н.Д. – автор для корреспонденции, PhD докторант кафедры общей и прикладной психологии, Казахский национальный педагогический университет имени Абая, г. Алматы, Казахстан. E-mail: nurshat

Кеннет Син Куэн-фунг (Kenneth SIN Kuen Fung) – профессор-исследователь Департамента специального образования и консультирования, исполнительный директор Института особых потребностей и инклюзивного образования, Гонконгский университет образования (The Education University of Hong Kong), Гонконг. E-mail: kfsin@eduhk.hk

Аплашова Арна – кандидат психологических наук, профессор кафедры «Личностное развитие и образование», Торайғыров университет, г. Павлодар, Республика Казахстан. E-mail: aplashova.arna@mail.ru

Байбекова Мадина Махмұдхановна – кандидат психологических наук, заведующая кафедрой «Общественные дисциплины», Университет дружбы народов имени академика А. Қуатбекова, г. Шымкент, Республика Казахстан. E-mail: Kabdan94@mail.ru

Information about the author

Duisenbayeva N.D. – PhD doctoral student, Department of General and Applied Psychology, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan. E-mail: nurshatdzhumabaeva@gmail.com

Kenneth SIN Kuen Fung – Research Professor, Department of Special Education and Counselling; Executive Director, Institute of Special Needs and Inclusive Education, The Education University of Hong Kong, Hong Kong. E-mail: kfsin@eduhk.hk

Arna Aplashova – Candidate of Psychological Sciences, Professor, Department of Personal Development and Education, Toraighyrov University, Pavlodar, Republic of Kazakhstan. E-mail: aplashova.arna@mail.ru

Madina M. Baibekova – Candidate of Psychological Sciences, Head of the Department of Social Disciplines, Peoples' Friendship University named after Academician A. Kuatbekov, Shymkent, Republic of Kazakhstan. E-mail: Kabdan94@mail.ru

GRNTI 15.41.47

<https://doi.org/10.51889/2959-5967.2026.88.3.024>

B.N.Orakova^{1*} , Z.B.Madaliyeva¹ 

¹Al-Farabi Kazakh National University (Almaty, Kazakhstan)

E-mail: orakova_99@mail.ru

Professional self-efficacy of psychologist-consultants in dealing with crisis situations

Abstract

The relevance of the study is determined by the need to assess the subjective willingness of psychologists to act not only in standard consultative situations, but also in conditions of professional complexity. The purpose of the study is to identify the professional self-efficacy profile of consultant psychologists and determine its relationship with specialized training and practice with crisis clients. The study involved 50 specialists. The Counselor Activity Self-Efficacy Scales (CASES) technique was used in adaptation by N.V. Kiselnikova. Descriptive analysis, internal consistency assessment, Friedman test, Wilcoxon pairwise comparisons, Kruskal-Wallis test, Welch t test, Cohen's d and Spearman correlation were performed. The highest self-efficacy was found in session management (M = 7.06; SD = 1.49), then in basic counseling skills (M = 6.89; SD = 1.35), and the lowest in working

with complex situations ($M = 5.83$; $SD = 1.54$). Differences between blocks are significant ($\chi^2(2) = 28.61$; $p < 0.001$; $W = 0.286$). Training is associated with higher self-efficacy in basic skills and session management, but not in difficult situations. The results justify the need for a combination of training, practical training and supervision.

Keywords: professional self-efficacy; consultant psychologist; crisis counseling; CASES; professional competencies; supervision.

Б.Н. Оракова^{1*} З.Б. Мадалиева¹

¹Әл-Фараби атындағы Қазақ ұлттық университеті (Алматы, Қазақстан)

ORCID:<https://orcid.org/0009-0003-9885-2876>

E-mail: orakova_99@mail.ru

Психолог-кеңесшілердің кәсіби өзіндік тиімділігінің дағдарыстық жағдайлардағы ерекшеліктері

Аңдатпа

Зерттеудің өзектілігі психологтердің стандартты кеңес беру жағдайларында ғана емес, кәсіби тұрғыдан күрделі жағдайларда да әрекет етуге субъективті даярлығын бағалау қажеттілігімен айқындалады. Зерттеудің мақсаты – психолог-кеңесшілердің кәсіби өзіндік тиімділік бейінін анықтау және оның арнайы даярлықпен, сондай-ақ дағдарыстық жағдайдағы клиенттермен жұмыс істеу тәжірибесімен байланысын айқындау. Зерттеуге 50 маман қатысты. Зерттеу барысында Н.В. Кисельникова бейімдеген Counselor Activity Self-Efficacy Scales (CASES) әдістемесі қолданылды. Сипаттамалық талдау, ішкі келісімділікті бағалау, Фридман критерийі, Уилкоксонның жұптық салыстыру критерийі, Краскел–Уоллис критерийі, Welch t -критерийі, Cohen's d және Спирмен корреляциясы қолданылды. Өзіндік тиімділіктің ең жоғары көрсеткіші сессияны басқару саласында анықталды ($M = 7,06$; $SD = 1,49$), одан кейін кеңес берудің базалық дағдылары ($M = 6,89$; $SD = 1,35$) орналасса, ең төмен көрсеткіш күрделі жағдайлармен жұмыс істеуде байқалды ($M = 5,83$; $SD = 1,54$). Блоктар арасындағы айырмашылықтар статистикалық мәнді болды ($\chi^2(2) = 28,61$; $p < 0,001$; $W = 0,286$).

Арнайы даярлық кеңес берудің базалық дағдылары мен сессияны басқарудағы өзіндік тиімділіктің жоғары деңгейімен байланысты болғанымен, күрделі жағдайлармен жұмыс істеудегі өзіндік тиімділікпен мұндай байланыс анықталмады. Алынған нәтижелер психолог-кеңесшілерді кәсіби даярлауда теориялық оқытуды практикалық жаттығулармен және супервизиямен ұштастыру қажеттілігін негіздейді.

Түйін сөздер: кәсіби өзіндік тиімділік; психолог-кеңесші; дағдарыстық кеңес беру; CASES; кәсіби құзыреттер; супервизия.

Б.Н. Оракова^{1*} З.Б. Мадалиева¹

¹Казахский национальный университет имени аль-Фараби (Алматы, Қазақстан)

ORCID:<https://orcid.org/0009-0003-9885-2876>

E-mail: orakova_99@mail.ru

Профессиональная самооэффективность психологов-консультантов в работе с кризисными ситуациями

Аннотация

Актуальность исследования определяется необходимостью оценки субъективной готовности психологов действовать не только в стандартных консультативных ситуациях, но и в условиях профессиональной сложности. Цель исследования - выявить профиль профессиональ-

ной самоэффективности психологов-консультантов и определить его связь со специализированным обучением и практикой работы с кризисными клиентами. В исследовании приняли участие 50 специалистов. Использовалась методика Counselor Activity Self-Efficacy Scales (CASES) в адаптации Н.В. Кисельниковой. Проведены описательный анализ, оценка внутренней согласованности, критерий Фридмана, парные сравнения Вилкоксона, критерий Краскела–Уоллиса, Welch t-критерий, Cohen's d и корреляция Спирмена. Наиболее высокая самоэффективность выявлена в управлении сессией ($M=7,06$; $SD=1,49$), далее в базовых навыках консультирования ($M=6,89$; $SD=1,35$), а наиболее низкая - в работе со сложными ситуациями ($M=5,83$; $SD=1,54$). Различия между блоками значимы ($\chi^2(2)=28,61$; $p<0,001$; $W=0,286$). Обучение связано с более высокой самоэффективностью в базовых навыках и управлении сессией, но не в сложных ситуациях. Результаты обосновывают необходимость сочетания обучения, практической тренировки и супервизии.

Ключевые слова: профессиональная самоэффективность; психолог-консультант; кризисное консультирование; CASES; профессиональные компетенции; супервизия.

Introduction. The professional activity of a psychologist-consultant is associated with making decisions in conditions of uncertainty, emotional stress and individual variability of client requests. The practical activities of psychologists in crisis counseling are accompanied by a number of significant difficulties. These include high emotional engagement, having to make decisions quickly and dealing with intense customer experiences. These factors increase the risk of professional burnout and can negatively affect the quality of care provided. The effectiveness of consulting is largely determined by the quality of interaction between the specialist and the client. In crisis counseling, the requirements increase: a specialist needs to simultaneously maintain therapeutic contact, assess risks, maintain professional boundaries, choose an adequate intervention and take into account his own emotional reactions. Therefore, to assess professional readiness, it is important to take into account not only knowledge and skills, but also subjective confidence in the ability to realize them in a particular situation. An important aspect of professional activity is the level of self-efficacy of a psychologist.

Literature review. The concept of self-efficacy was developed within the framework of A. Bandura's social and cognitive theory and denotes a person's conviction of the ability to organize and carry out actions necessary to achieve the goal [1]. A. Bandura argued that self-efficacy is "a person's beliefs about his ability to manage events that affect his life" [2]. Self-efficacy is associated with task selection, effort intensity, and resistance to difficulties. At the same time, it is not identical to objective competence: a specialist can possess a skill, but subjectively assess his own willingness to use it as insufficient.

In psychology, self-efficacy has been studied mainly in the context of personnel management, organizational psychology, and occupational psychology. In personality psychology, self-efficacy is often considered together with such concepts as resilience, locus of control, self-confidence, and others [3]. Many studies have shown that self-efficacy is an important factor related to success, and that people with higher self-efficacy tend to achieve better results. At the same time, some studies indicate that an excessively high level of self-efficacy may have a negative effect on a person's activity and can lead to disorganization [4,5,6]. Therefore, although self-efficacy is an important personal characteristic, it is important to consider it in relation to the specific type of activity and the situation in which the person performs it.

In counseling, the concept was developed in counseling self-efficacy research. Larson and Daniels define advisory self-efficacy as the belief of a consultant in the ability to effectively perform professional actions [7]. On this basis, the Counselor Activity Self-Efficacy Scales (CASES) was developed, which assesses confidence in the implementation of helping skills, the management of the consultative process and work with complex situations [8]. The original CASES includes 41 points and a nine-point scale from 0 to 9.

Recent studies have highlighted the usefulness of CASES in evaluating the professional development of counselors. The German version of CASES-R was validated among 670 trained psychotherapists and demonstrated high reliability of the overall scale. At the same time, the finding suggest that individual subscales should be interpreted carefully [9]. Research on counselor training has also indicated that self-efficacy may increase through practical training. For example, higher CASES-R scores were observed after participants completed training in basic counseling skills [10].

An important resource for the development of self-efficacy is practice-oriented training. A video modeling study showed an increase in the perceived effectiveness of the use of advisory techniques and overall self-efficacy [11]. This indicates the benefit of methods that combine theoretical knowledge with observation of professional behavior, training, and feedback.

Another developmental mechanism is clinical supervision. A systematic review of 17 empirical studies showed a positive effect of supervision on the skills, self-awareness and self-efficacy of specialists [12]. Therefore, professional development is not about gaining experience and should include structured reflection.

The question of the differences between confidence in standard counseling actions and confidence in situations of therapeutic impasse, suicidal risk, manipulateness, sexualization of relationships, and marked thought impairment remains understudied. It is these situations that make it possible to identify areas of professional vulnerability that can remain hidden when assessing only basic skills.

The purpose of the study is to identify the professional self-efficacy profile of counseling psychologists and determine its relationship with specialized crisis counseling training and the regularity of work with crisis clients. Scientific novelty consists in a differentiated assessment of three blocks of self-efficacy and the identification of specific professional situations in which the subjective confidence of specialists is reduced.

Material and methods. The study involved 50 specialists of psychologist-consultants. Women made up 48 people (96.0%), men - 2 (4.0%). Mean age $M = 40.9$, range 26-62 years. 39 people (78.0%) had higher psychological education.

14 specialists (28.0%) regularly worked with crisis clients, sometimes 20 (40.0%), rarely 8 (16.0%), 8 (16.0%) did not work. 16 participants (32.0%) completed specialized crisis counseling training, 11 (22.0%) were in the process of training, 23 (46.0%) did not undergo training.

CASES technique was used in adaptation of N.V. Kiselnikova [13]. Each measure was scored on a scale of 0-9. In accordance with the logic of the original methodology [8], three blocks have been formed: consulting skills (15 points), session management (10 points) and work with difficult situations (16 points).

Statistical analyses included M , SD , minimum and maximum values, Kronbach α , Friedman test, Wilcoxon pairwise comparisons, Kruskal-Wallis test, Welch t test, Cohen's d and Spearman correlation. Significance level - $p < 0.05$. CASES evaluates subjective self-efficacy, so the measures have been interpreted as specialists' beliefs in their own ability to act rather than direct measures of objective competence.

Table 1. -Sampling Characteristics

Indicator	Category	n	%
Gender	Female	48	96,0
	Male	2	4,0
Crisis client work	No	8	16,0
	Rare	8	16,0
	Иногда	20	40,0
	Yes, regularly	14	28,0
Specialized training	No	23	46,0
	In process	11	22,0
	Yes	16	32,0

Results and discussions. Mean values across the three blocks were: counseling skills $M = 6.89$, $SD = 1.35$; session management $M = 7.06$, $SD = 1.49$; work with complex situations $M = 5.83$, $SD = 1.54$. Friedman test showed statistically significant differences: $\chi^2(2) = 28.61$; $p < 0.001$; Kendall's $W = 0.286$.

Paired comparisons confirmed the significance of all three differences: counseling skills - session management, $W = 370$; $p = 0.016$; consulting skills - difficult situations, $W = 198$; $p < 0.001$; session management - difficult situations, $W = 160$; $p < 0.001$. Thus, it is the work with complex situations that is the most pronounced zone of reduction of subjective confidence.

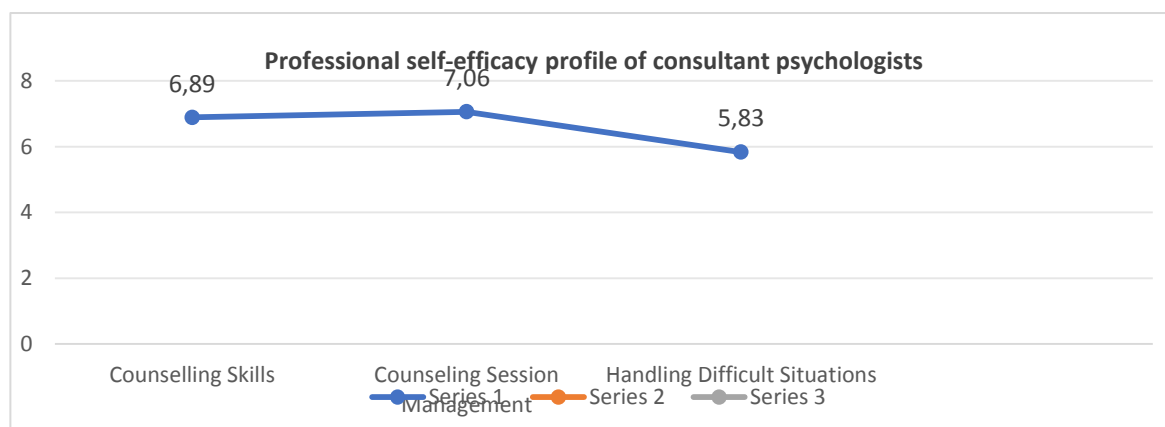


Fig. 1.- Professional self-efficacy profile of consultant psychologists

The resulting profile shows that specialists are quite confident in performing structured actions and supporting the session process, but are more uncertain when it is necessary to integrate several professional tasks at the same time. This pattern corresponds to the CASES conceptual model, where basic skills, session management and complex situations are various aspects of professional self-efficacy [9].

The internal consistency of the three blocks appeared high: $\alpha = 0.939$ for counseling skills, $\alpha = 0.965$ for session management, and $\alpha = 0.882$ for difficult situations; for all 41 measures $\alpha = 0.945$. This supports the use of aggregated key figures in the sample. At the same time, high alpha in itself does not prove the factor independence of domains, so the results should be interpreted primarily as profile indicators. Indicators are shown in Table 2

Table 2. -Descriptive indicators and reliability of CASES blocks

Section	Points	M	SD	α
Consultation skills	15	6.89	1.35	0.944
Session management	10	7.06	1.49	0.964
Difficult situations	16	5.83	1.54	0.872
All indicators	41	6.52	2.24	0.945

The highest scores were found for listening ($M = 7.53$; $SD = 1.52$), paraphrasing ($M = 7.52$; $SD = 1.28$), ability to follow the course of the session ($M = 7.50$; $SD = 1.52$), reflection of feelings ($M = 7.29$; $SD = 1.38$) and awareness of the goals of own actions ($M = 7.27$; $SD = 1.59$). These activities represent a basic professional repertoire and are probably used regularly by specialists.

Minimum values refer to the situation of a client's sexual attraction to a specialist ($M = 4.44$; $SD = 3.61$), severely disturbed thinking ($M = 4.72$; $SD = 2.97$), specialist sexual attraction to a client ($M = 5.16$; $SD = 3.45$), suicidal tendencies ($M = 5.56$; $SD = 2.63$) and manipulative behavior ($M = 5.60$; $SD = 2.69$). High variability indicates significant individual differences in confidence. The results are shown in Table 3.

Table 3. -Highest and lowest scores

Professional indicator	M	SD	Уровень
Listening (ability to hear and understand the meaning of the message expressed)	7.53	1.52	высокий
Paraphrase	7.52	1.28	высокий
Follow the session and be focused	7.50	1.52	высокий
Reflection of feelings (ability to repeat or paraphrase a statement)	7.29	1.38	высокий
Be aware of the goals of your actions during counseling	7.27	1.59	высокий
...is the client sexually attracted to you?	4.44	3.61	низкий
... is the client showing signs of seriously impaired thinking?	4.72	2.97	низкий
...клиент сексуально привлекает вас?	5.16	3.45	низкий
... is the client sexually attracted to you?	5.56	2.63	низкий
...does the client have suicidal tendencies?	5.60	2.69	низкий

Situations related to sexual transfer to a therapeutic relationship require special attention. Low means do not suggest the presence of this behavior in participants; the technique measures confidence in the ability to respond professionally to a situation. Therefore, the result should be understood as an indicator of the unequal readiness of specialists to manage professional boundaries and their own reactions. Similarly, a low score on impaired thinking may reflect the complexity of the clinical decision, the need for interdisciplinary interaction and the risk of going beyond professional competence.

Specialized training turned out to be associated with the basic components of self-efficacy. By the Kruskal-Wallis test, differences between the three training groups were significant for counseling skills ($H = 12.88$; $p = 0.002$) and session management ($H = 8.74$; $p = 0.013$), but not for complex situations ($H = 1.35$; $p = 0.509$).

A contrasting comparison of completers and non-trainees showed large effects: counseling skills - $M = 7.80$ versus 6.24 ; $p < 0.001$; $d = 1.32$; session management - $M = 7.82$ versus 6.40 ; $p = 0.002$; $d = 1.01$. For difficult situations, there was no difference: $M = 5.84$ versus 5.61 ; $p = 0.667$; $d = 0.15$. The results are shown in Table 4.

Table 4 - Group differences in professional self-efficacy

Section	Untrained participants M	Trained participants M	p	d
Consultation skills	6,24	7,80	<0,001	1,32
Session management	6,40	7,82	0,002	1,01
Difficult situations	5,61	5,84	0,667	0,15

The obtained result is consistent with studies showing the sensitivity of advisory self-efficacy to practice-oriented training [10, 11]. However, the absence of differences in complex situations suggests that general mastery of advisory techniques is not enough to form confidence in crisis and ethically complex episodes. Simulation scenarios, role-playing games, error analysis, structured feedback, and supervisory reflection are required.

It is clearly shown in Fig. 2.

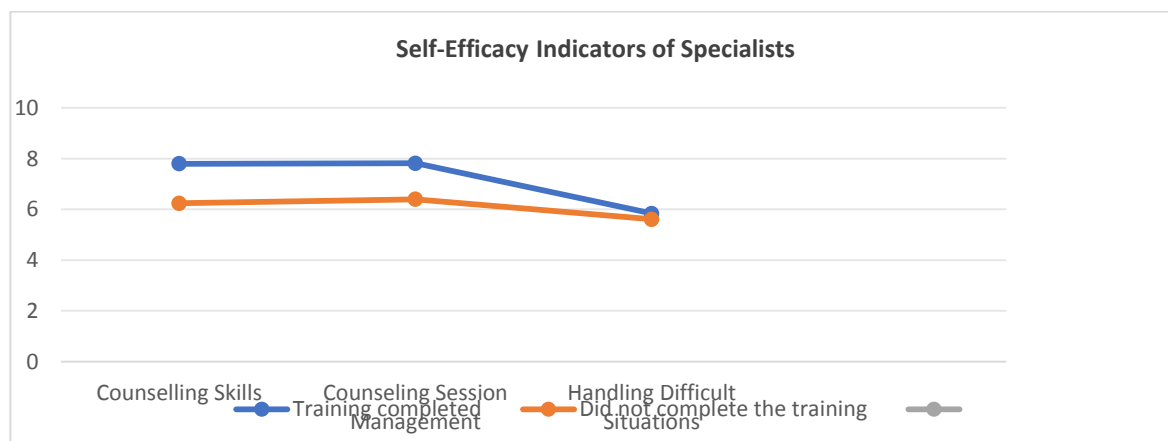


Fig. 2 - *Self-efficacy of specialists depending on specialized training*

The frequency of work with crisis clients was also associated with basic self-efficacy. Four-group analyses revealed differences in counseling skills ($H = 11.22$; $p = 0.011$) and session management ($H = 9.87$; $p = 0.020$), but not in complex situations ($H = 3.01$; $p = 0.390$). Regularly employed professionals had higher self-efficacy in counseling skills than the rest: $M = 7.78$ versus 6.54 ; $p = 0.001$; $d \approx 1.00$.

Age had no statistically significant association with either counseling skills ($\rho = 0.19$; $p = 0.193$), session management ($\rho = 0.21$; $p = 0.156$), or complex situations ($\rho = 0.21$; $p = 0.162$). This indicates that, in a given sample, the nature of professional experience and training is of greater practical importance than age itself.

Discussions. The main result of the study is a pronounced gap between confidence in standard professional actions and confidence in difficult situations. This confirms the need to consider professional self-efficacy as a multidimensional construct, and not as a single characteristic of a specialist. The socio-cognitive approach assumes that beliefs about effectiveness are formed relative to specific tasks [1, 2], therefore, a high overall level can be combined with vulnerability in individual professional scenarios.

High values of listening, paraphrasing and reflection of feelings can be considered as a formed basic resource. On the contrary, complex situations require not one technique, but a sequence of solutions: recognizing the problem, assessing the risk, defining the boundaries of competence, choosing an intervention and seeking additional help. Therefore, a decrease in self-efficacy in this block is natural and can be a useful signal for professional development.

The association of specialized training with basic skills confirms the value of professional training. However, the lack of differences in complex situations means that learning should not be built around knowledge transfer alone. Crisis scenarios require practical models to safely train decision-making. Video modeling and other forms of professional behavior surveillance may enhance self-efficacy [12].

Supervision is a separate developmental mechanism. Generalization of empirical data shows its connection with professional skills, self-awareness and self-efficacy [11]. In the sample under consideration, supervision is especially promising for working with counter-transference reactions, boundaries, therapeutic dead end, suicidal risk and situations in which the specialist doubts the limits of his own competence.

The practically obtained profile allows you to move from universal advanced training programs to diagnostic-oriented training. It is advisable for specialists with high basic indicators, but low indicators of difficult situations, to offer supervision modules and simulations of crisis cases. Those with low baselines need microconsultation skills and process management programs.

A limitation is the self-reported nature of CASES: self-efficacy does not equal objective competence. In addition, the sample is small and has a pronounced gender imbalance. The study design

is cross-sectional, so the learning-experience associations found cannot be interpreted as evidence of a causal effect. In the future, CASES should be combined with behavior observation, peer review, supervision data and longitudinal measurement.

Conclusions. The professional self-efficacy of consultant psychologists has a heterogeneous structure. The highest is confidence in session management, slightly lower in basic advisory skills, and the lowest in dealing with complex situations. The strengths of the sample are listening, paraphrasing, reflecting feelings, maintaining focus, and being aware of the goals of one's own actions. Areas of greatest professional vulnerability are sexualization of therapeutic relationships, thought disorders, suicidal risk, manipulative behavior, and therapeutic deadlock. Specialized training is associated with large differences in basic skills and session management, but not in dealing with complex situations. Regular practice of crisis counseling is also predominantly associated with basic self-efficacy. The scientific novelty lies in the identification of an imbalance between high confidence in standard professional actions and lower confidence in complex crisis scenarios. The practical recommendation is a combination of specialized training, simulation training and regular supervision. The prospects for further research are related to the expansion of the sample, the inclusion of objective indicators of competence and longitudinal assessment of the effectiveness of training and supervision programs.

References:

1. Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122–147. <https://doi.org/10.1037/0003-066X.37.2.122>
2. Kolomiets, O. V. (2015). Self-efficacy of students majoring in humanities and technical disciplines. *Actual Problems of Humanities and Natural Sciences*, (6-4), 94–97.
3. Tropnikova, V. A., & Malenova, A. Yu. (2023). Structure and socio-psychological characteristics of personal effectiveness among managers. *Herald of Omsk University. Series: Psychology*, (1), 6–16.
4. Pamukçu, B., & Demir, A. (2013). Psikolojik danışma Öz-Yeterlik Ölçeği Türkçe Formu'nun geçerlik ve güvenirlik çalışması. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 5(40), 212–221.
5. Meydan, B. (2021). Turkish first-time supervisees' counseling self-efficacy. *Eurasian Journal of Educational Research*, (92), 61–78. <https://doi.org/10.14689/ejer.2021.92.4>
6. Barbee, P. W., Scherer, D., & Combs, D. C. (2003). Prepracticum service learning: Examining the relationship with counselor self-efficacy and anxiety. *Counselor Education and Supervision*, 43(2), 108–119. <https://doi.org/10.1002/j.1556-6978.2003.tb01835.x>
7. Larson, L. M., & Daniels, J. A. (1998). Review of the counseling self-efficacy literature. *The Counseling Psychologist*, 26(2), 179–218. <https://doi.org/10.1177/0011000098262001>
8. Lent, R. W., Hill, C. E., & Hoffman, M. A. (2003). Development and validation of the Counselor Activity Self-Efficacy Scales. *Journal of Counseling Psychology*, 50(1), 97–108. <https://doi.org/10.1037/0022-0167.50.1.97>
9. Hahn, D., Weck, F., Witthöft, M., & Kühne, F. (2021). Assessment of counseling self-efficacy: Validation of the German Counselor Activity Self-Efficacy Scales-Revised. *Frontiers in Psychology*, 12, Article 780088. <https://doi.org/10.3389/fpsyg.2021.780088>
10. Hunsmann, J. J., Ay-Bryson, D. S., Kobs, S., Behrend, N., Weck, F., Knigge, M., & Kühne, F. (2024). Basic counseling skills in psychology and teaching: Validation of a short version of the Counselor Activity Self-Efficacy Scales. *BMC Psychology*, 12, Article 32. <https://doi.org/10.1186/s40359-023-01506-7>
11. Akçabozan-Kayabol, N. B., Özdemir, N. K., Güneri, O. Y., & Korkut-Owen, F. (2022). Integrating video-modeling into counseling skills and techniques course and its impact on counseling self-efficacy. *Current Psychology*, 41(12), 8287–8299. <https://doi.org/10.1007/s12144-021-02434-8>
12. Lohani, G., & Sharma, P. (2023). Effect of clinical supervision on self-awareness and self-efficacy of psychotherapists and counselors: A systematic review. *Psychological Services*, 20(2), 291–299. <https://doi.org/10.1037/ser0000693>
13. Kiselnikova, N. V., Almukhametova, T. N., Danina, M. M., et al. (2021). Russian version of the Counselor and Psychotherapist Self-Efficacy Scale. *Psychology. Journal of the Higher School of Economics*, 18(4), 700–717. <https://doi.org/10.17323/1813-8918-2021-4-700-717>

Список использованной литературы

1. Bandura A. Self-efficacy mechanism in human agency // *American Psychologist*. – 1982. – Vol. 37, № 2. – P. 122–147. – DOI: 10.1037/0003-066X.37.2.122.
2. Коломиец О. В. Самоэффективность студентов гуманитарных и технических специальностей / О. В. Коломиец // *Актуальные проблемы гуманитарных и естественных наук*. – 2015. – № 6-4. – С. 94-97.
3. Тропникова В. А. Структура и социально-психологические особенности личной эффективности руководителей / В. А. Тропникова, А. Ю. Маленова // *Вестник Омского университета. Серия: Психология*. – 2023. – № 1. – С. 6-16.
4. Pamukçu B., Demir A. Psikolojik danışma Öz-Yeterlik Ölçeği Türkçe Formu'nun geçerlik ve güvenirlik çalışması // *Türk Psikolojik Danışma ve Rehberlik Dergisi*. – 2013. – Vol. 5, № 40. – P. 212–221.
5. Meydan B. Turkish first-time supervisees' counseling self-efficacy // *Eurasian Journal of Educational Research*. – 2021. – № 92. – P. 61–78. – DOI: 10.14689/ejer.2021.92.4.
6. Barbee P.W., Scherer D., Combs D.C. Prepracticum service learning: Examining the relationship with counselor self-efficacy and anxiety // *Counselor Education and Supervision*. – 2003. – Vol. 43, № 2. – P. 108–119. – DOI: 10.1002/j.1556-6978.2003.tb01835.x.
7. Larson L.M., Daniels J.A. Review of the counseling self-efficacy literature // *The Counseling Psychologist*. – 1998. – Vol. 26, № 2. – P. 179–218. – DOI: 10.1177/0011000098262001.
8. Lent R.W., Hill C.E., Hoffman M.A. Development and validation of the Counselor Activity Self-Efficacy Scales // *Journal of Counseling Psychology*. – 2003. – Vol. 50, № 1. – P. 97–108. – DOI: 10.1037/0022-0167.50.1.97.
9. Hahn D., Weck F., Witthöft M., Kühne F. Assessment of Counseling Self-Efficacy: Validation of the German Counselor Activity Self-Efficacy Scales-Revised // *Frontiers in Psychology*. – 2021. – Vol. 12. – Art. 780088. – DOI: 10.3389/fpsyg.2021.780088.
10. Hunsmann J.J., Ay-Bryson D.S., Kobs S., Behrend N., Weck F., Knigge M., Kühne F. Basic counseling skills in psychology and teaching: validation of a short version of the Counselor Activity Self-Efficacy Scales // *BMC Psychology*. – 2024. – Vol. 12. – Art. 32. – DOI: 10.1186/s40359-023-01506-7.
11. Akçabozan-Kayabol N.B., Özdemir N.K., Güneri O.Y., Korkut-Owen F. Integrating video-modeling into counseling skills and techniques course and its impact on counseling self-efficacy // *Current Psychology*. – 2022. – Vol. 41, № 12. – P. 8287–8299. – DOI: 10.1007/s12144-021-02434-8.
12. Lohani G., Sharma P. Effect of clinical supervision on self-awareness and self-efficacy of psychotherapists and counselors: A systematic review // *Psychological Services*. – 2023. – Vol. 20, № 2. – P. 291–299. – DOI: 10.1037/ser0000693.
13. Кисельникова Н.В., Альмухаметова Т.Н., Данина М.М. и др. (2021). Русскоязычная версия шкалы оценки самоэффективности психологов-консультантов и психотерапевтов. *Психология. Журнал Высшей школы экономики*, 18(4), 700–717. <https://doi.org/10.17323/1813-8918-2021-4-700-717>

Авторлар туралы мәліметтер:

Оракова Балнұр Нұрланқызы – хат-хабар авторы, әл-Фараби атындағы Қазақ ұлттық университетінің докторанты, Алматы қ., Қазақстан. E-mail: orakova_99@mail.ru

Мадалиева Забира Бекешовна – психология ғылымдарының докторы, әл-Фараби атындағы Қазақ ұлттық университетінің профессоры, Алматы қ., Қазақстан. E-mail: madalievaz.b@bk.ru

Сведения об авторах:

Оракова Балнур Нурланқызы – автор для корреспонденции, докторант Казахского национального университета имени аль-Фараби, г. Алматы, Казахстан. E-mail: orakova_99@mail.ru

Мадалиева Забира Бекешовна – доктор психологических наук, профессор Казахского национального университета имени аль-Фараби, г. Алматы, Казахстан. E-mail: madalievaz.b@bk.ru

Information about the Authors:

Balnur Nurlankyzy Orakova – corresponding author, PhD doctoral student, Al-Farabi Kazakh National University, Almaty, Kazakhstan. E-mail: orakova_99@mail.ru

Zabira Bekeshovna Madalievaz – Doctor of Psychological Sciences, Professor, Al-Farabi Kazakh National University, Almaty, Kazakhstan. E-mail: madalievaz.b@bk.ru