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Perceived needs of counseling interns in concurrent supervision

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To the Graduate Council:

I am submitting herewith a dissertation written by Tara Sloan Jungersen entitled "Perceived needs of counseling interns in concurrent supervision." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Counselor Education.

Jeannine Studer, Major Professor

We have read this dissertation and recommend its acceptance:

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

To the Graduate Council:

I am submitting herewith a dissertation written by Tara Sloan Jungersen entitled “Perceived Needs of Counseling Interns in Concurrent Supervision.” I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Counselor Education.

Jeannine Studer, Major Professor

We have read this dissertation
and recommend its acceptance:

Melinda Gibbons

Sky Huck

Blanche O’Bannon

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records)

Perceived Needs of Counseling Interns in Concurrent Supervision

A dissertation proposal submitted for partial fulfillment of the requirements of the Doctor of
Philosophy degree, with a major in Counselor Education, at University of Tennessee at
Knoxville

Tara Sloan Jungersen

May, 2009

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Dedication

This dissertation is dedicated to my husband, Eric Jungersen.

The dissertation, and the degree, would not have been possible without his undying patience, support, humor, listening, encouragement, understanding, common sense, and office supplies.

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There are so many who have contributed time, expertise, support, and friendship throughout this endeavor. I want to thank Dr. Jeannine Studer, for unhesitatingly saying yes, for her practical wisdom, supervision expertise, office tissues, and for modeling perseverance. Thank you to my committee members, Dr. Melinda Gibbons, Dr. Sky Huck, and Dr. Blanche O'Bannon. Each offered time, valuable insights, and contributions to this study, and all are deeply appreciated.

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Abstract

The following dissertation describes a quantitative cross sectional survey of counseling interns' perceived needs during concurrent supervision. Concurrent supervision is the triad in which the university and site supervisor simultaneously provide supervision for the counseling intern (Jungersen, 2008). The purpose of this study was to explore interns' perceptions of their supervision needs when receiving concurrent (university-based and site-based) supervision. Specifically, this study investigated counseling interns' perceived needs in university and site supervision in areas of supervisor receptivity, supervisory functions and roles, and mode of supervision as measured by the *Supervisees' Perceived Needs in Supervision Questionnaire – Revised* (Portrie-Bethke & Hill, 2008). Results suggest that university and site supervision differ in the supervision methods used. Furthermore, there is a significant correlation between time spent in supervision and supervision mode used. Finally, interns perceive the relationship factors and supervisor roles as important in concurrent supervision, which may be affected by specific supervision factors.

TABLE OF CONTENTS

CHAPTER ONE	1
Background	1
Statement of the Problem.....	3
Purpose of the Study	4
Research Questions	5
Research Question 1	5
Research Question 2	5
Research Question 3	5
Research Hypothesis 1	5
Significance of the Study	5
Limitations	6
Delimitations	7
Definition of Terms.....	7
Counseling Interns	7
Concurrent Supervision	7
University Supervision.....	7
Site Supervision	8
University Supervisor	8
Site Supervisor	8
Interns' Perceived Need.....	9
Supervisor Receptivity (SR)	9
Supervisory Functions and Roles (SFR).....	9
Mode of Supervision (MS)	9
Organization of the Study	10
CHAPTER TWO	11
Review of Literature	11
Counseling Internship	11
Counseling Internship Supervision	12
Counseling Interns	14
Philosophical and Theoretical Framework	14
Supervisor Receptivity.....	18
Models of Supervision	18
Working Alliance.....	22
Intern Preferences and Perceptions	25
Supervisory Functions and Roles.....	27
Supervision versus Counseling.....	28
CACREP.....	29
University Supervision.....	30
Site Supervision	33
Administrative versus Clinical Supervision.....	37
Evaluation in Supervision	38
Ethical and Legal Aspects of Supervision	40
Multicultural Aspects of Supervision	44
Supervision Effectiveness and Outcomes.....	47

Mode of Supervision.....	48
Modalities	49
Methods and Techniques of Supervision.....	53
Supervision Focus.....	56
Concurrent Supervision	60
<i>Figure 1. Counseling interns' position in relation to concurrent supervisors, clients,</i>	
and group supervision peers.....	61
Chapter Two Summary.....	64
CHAPTER THREE	65
Method	65
Research Design.....	65
Participants.....	65
Instrumentation	66
Procedure	69
Data Analysis	71
Chapter Three Summary.....	72
CHAPTER FOUR.....	73
Sample Demographics	73
Statistical Analyses	77
Chapter Four Summary.....	85
CHAPTER FIVE	86
Discussion.....	86
Purpose of the Study	86
Summary and Discussion of Findings	86
Interpretation of Results.....	87
Major Findings.....	87
Review of Research Question One	92
Review of Research Question Two.....	93
Review of Research Question Three.....	93
Review of Research Hypothesis	93
Implications for Application of Findings.....	93
<i>Figure 2. Application of Bernard's Discrimination Model to Interns' Perceived Needs</i>	
.....	97
Implication of Findings in Published Literature	97
Limitations and Implications for Future Studies	98
Future Research Recommendations.....	99
Conclusion	100
REFERENCES	101
References.....	102
APPENDICES	116
Appendix A.....	117
Instructions for Instructors' Solicitation of Participants.....	117
Appendix B	119
Letter to Instructors Requesting Assistance with Participant Solicitation.....	119
Appendix C.....	121

Instrumentation	121
Appendix D.....	136
IRB Application	136
Appendix E	138
Participant Informed Consent Statement	138
Vita.....	141

List of Tables

Table 1: Internship Supervision Literature in Relation to <i>SPNSQ-R</i>	17
Table 2: General Sample Characteristics.....	74
Table 3: General Sample Characteristics for University Supervision and Site Supervision	76
Table 4: Descriptive Statistics for University Supervision	79
Table 5: MANOVA for University Supervision based on Supervisor Status	81
Table 6: Descriptive Statistics for Site Supervision	82
Table 7: Paired Samples <i>t</i> -tests Comparing University and Site Supervision	84

CHAPTER ONE

Counselor training programs require interns to obtain supervision simultaneously by two supervisors during their internship supervision: the university-based supervisor and the site-based supervisor. Supervision promotes professional development of the counseling interns, relates to the intern's orientation to the profession, and advances competent practitioners into the counseling field (Bernard & Goodyear, 2004; Haynes, Corey, & Moulton, 2003). At the same time, supervisors monitor clients' welfare as they receive services from the intern. The major accrediting body for counselor training programs, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), mandates that both university and site supervisors are concurrently responsible for the interns' professional counselor identity via supervision (Borders, 2005; CACREP, 2009). Counselor preparation programs, thus, have an enormous responsibility for interns' professional development.

Background

Historically, CACREP considered internship "the most critical experience element in the program" (CACREP, 2001, p. 18), and "the 'capstone' clinical experience in which the student refines and enhances basic...knowledge and skills and integrates this knowledge...appropriate to the student's program and initial postgraduate professional placement" (p. 64). Currently, CACREP maintains that clinical supervision of interns is an essential component of every accredited counselor education program (Borders, 2005; CACREP, 2009). CACREP (2009) defines supervision as:

A tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum and internship, and facilitates the associated learning and skill

development experiences. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients. (p. 62)

CACREP mandates concurrent supervision by both a university and site supervisor, though the specific functions or supervision activities are specified by individual supervision contracts with each student (Bernard & Goodyear, 2004; CACREP 2009).

The modality of internship supervision varies depending on requirements, preferences, and resources of the counselor training program, the internship site, and the university and site supervisors (Haynes, Corey, & Moulton, 2003). Supervision may occur individually, as the dyad that occurs between one counseling intern and one supervisor, or in a triadic relationship between one supervisor and two counseling interns (CACREP, 2009). Finally, internship supervision may also occur in a group context, where supervision is performed by a supervisor with more than two interns (CACREP). Supervision sessions within all three modalities may occur weekly for one to two hours each, however, this duration may vary depending on setting and internship contract (Haynes, Corey, & Moulton).

Each of the 537 CACREP-accredited master's degree counseling programs requires students to complete an internship, which is a "distinctly defined, post-practicum, supervised 'capstone' clinical experience" (CACREP, 2009, p. 60), and training programs are required to place students at internship sites in their respective programs of study (CACREP). University-based and site-based supervision occurs concurrently for the counseling interns.

Concurrent supervision has been standard procedure in CACREP-accredited internships for years (CACREP, 2001, 2007a, 2009). Counseling interns in these programs are required to have clinical supervision at both their university and at their internship sites (CACREP).

Additionally, CACREP necessitates that both academic and clinical instructors (university and

site) are responsible for the interns' professional counselor identity via supervision. In recognition of the responsibilities inherent in concurrent supervision, CACREP has adopted new accreditation standards in 2009 which further specify the requirements of the supervision received during the counseling internship (CACREP, 2007a, 2007b, 2009). The counseling intern's successful completion of this internship culminates in an implicit invitation into the counseling profession from both the university and the site supervisors. These university and site supervisors concurrently provide supervision for their counseling interns, which is the focus of this research.

Statement of the Problem

Internship supervision is a critical element that impacts counseling interns' knowledge, skills, and professional identity development (CACREP, 2009; Ellis, 1991; Fernando & Hulse-Killacky, 2005; Goodyear & Bernard, 1998). Complex supervision variables converge in the creation of quality, CACREP-compliant internship supervision for counseling interns.

Traditionally, university-based and site-based supervision differed in their purpose and focus; whereas university-based supervision focuses on the educational needs of the intern, and site-based supervision maintains a client-focus (Bernard & Goodyear, 2004; Dodds, 1986; Lewis, Hatcher, & Pate, 2005). Additionally, professional counseling standards (e.g., CACREP, 2009) and researchers (e.g., Barnett, Cornish, Goodyear, & Lichtenberg, 2007; Chen & Bernstein, 2000; Fall & Sutton, 2003; Fernando & Hulse Killacky, 2005; Friedlander & Ward, 1984; Ladany, Walker, & Melincoff, 2001; Ward, 2001) have identified personal, structural, and procedural variables that impact counseling interns, such as the supervisor-supervisee relationship (e.g., 'who' is in the supervision relationship), the roles and functions of supervision (e.g., 'what' is the purpose of supervision), and the methods of supervision (e.g., 'how'

supervision is done). However, these needs were identified primarily in the context of either university-based supervision or site-based supervision. Few studies take into account that counseling internship supervision occurs within a concurrent context, which may significantly impact what accrediting bodies, scholars, supervisors, and interns consider quality, CACREP-compliant internship supervision for counseling interns.

Researchers (e.g., Dodds, 1986; Lee & Cashwell, 2001; Ward, 2001) indicate that the impact of concurrent university-based and site-based supervision on interns is important to consider for a number of reasons. Dodds noted that interns could experience stress as the result of satisfying the different needs at the two institutions (e.g., university and site). Ward noted several inconsistencies between university supervision and site supervision, including the focus on different intern needs during supervision, dissimilar levels of supervisor training, and pursuance of disparate supervision goals. Lee and Cashwell also noted significant differences in how supervisors in these different contexts responded to ethical dilemmas, and the potential inconsistencies that could result for counseling interns in responding to ethical situations. These studies assessed university and site supervision from the supervisors' perspectives. There exists a gap in the literature about the perceived interns' needs in concurrent supervision. The focus of this exploratory study is to address this gap in the literature regarding the supervision needs of counseling interns in concurrent supervision.

Purpose of the Study

The purpose of this cross-sectional group comparison study is to explore interns' perceptions of their supervision needs when receiving concurrent (university-based and site-based) supervision. More specifically, this study will investigate counseling interns' perceived needs in university and site supervision in the areas of supervisor receptivity, supervisory

functions and roles, and mode of supervision, which correspond to issues of relationship, roles, and methods of supervision.

Research Questions

The present study will explore interns' perceived needs of concurrent supervision in a CACREP-accredited counselor preparation programs by addressing the following research questions and hypotheses:

Research Question 1

“What are interns' perceived needs in university supervision?”

Research Question 2

“What are interns' perceived needs in site supervision?”

Research Question 3

“How are interns' perceived needs in university supervision and site supervision similar and different?”

Research Hypothesis 1

There will be a significant difference ($p \leq .05$) between interns' perceived needs in university supervision and interns' perceived needs in site supervision.

Significance of the Study

When internship supervision is studied, there is little consideration given to the fact that the counseling intern is engaged in concurrent supervision with two supervisors, as required by CACREP (CACREP, 2001, 2007a, 2009). Even though researchers (e.g., Dodds, 1986; Lewis et al., 2005) identify differences between supervisors in internship supervision foci, these differences have not been empirically or formally defined, nor have interns been asked if supervision needs at the university are different than needs at the internship site.

Researchers have reported that interns perceive differences between university supervisors and site supervisors, such as intern preference for attractive and interpersonally sensitive supervisory style, as opposed to task-oriented style (Fernando & Hulse-Killacky, 2005; Jungersen, 2008; Ladany, Ellis, & Friedlander, 1999). Other researchers have found inconsistencies between the two supervisors (the university supervisor and the site supervisor), such as conceptualizing ethical dilemmas (Lee & Cashwell, 2001), supervision session focus, and time spent in supervision activities (Ward, 2001).

Results of this study will expand the understanding of the perceived needs of interns in concurrent supervision. Results may be utilized to train and orient site supervisors and university supervisors about the interns' needs in concurrent supervision, may provide information to formally define the roles of internship supervisors, improve the effectiveness of university-site internship coordination, and provide information to guide future research on concurrent supervision. Additionally, curricular gaps in counselor education can be addressed due to the differences that may exist between training institution practices and authentic experiences.

Limitations

The instrument to be used in this study is a survey entitled *Supervisees' Perceived Needs in Supervision Questionnaire-Revised* (Portrie-Bethke & Hill, 2008). One limitation of survey research is the inaccuracy of self-report data due to perceived beliefs; therefore, the instrument will measure the interns' perceptions of supervision needs without objective validity. This error will be minimized by the anonymity of the participants (Creswell, 2008). Additionally, generalizability of results could be limited due to sample size. This error will be addressed through inferential statistics in the data analysis phase. Finally, the Likert-scale forced-choice

quantitative instrument design leaves little flexibility for responding to items (Creswell). Space will be added for participants to provide comments to address this limitation.

Delimitations

The sample is delimited by enrollment in internship in a CACREP-accredited counseling program from 2008 to the present. Additionally, the focus of this study is narrowed to accessible participants within a reasonably-sized sample of counseling interns within the southeastern United States. Finally, while studies on psychology and social work supervision are valuable, to include them in this study went beyond the stated purpose and scope of this research.

Definition of Terms

The following terms are used in this study.

Counseling Interns

School counselor and mental health counselor master's students who are completing a counseling internship in a CACREP-accredited counselor education program. For the purposes of this study, the term '*intern*' will be used to reference 'supervisee' mentioned in the literature.

Concurrent Supervision

The triad in which the university and site supervisor simultaneously provide supervision for the counseling intern (Jungersen, 2008).

University Supervision

The "tutorial and mentoring form of instruction" (CACREP, 2009, p. 62) provided to a counseling intern during the student's internship provided by a faculty member or doctoral supervision intern providing direct individual, group, or triadic supervision to a school counselor or mental health counselor master's student practicing in a counseling setting.

Site Supervision

The “tutorial and mentoring form of instruction” (CACREP, 2009, p. 62) provided to a counseling intern during the student’s internship provided by the counseling professional at the internship site who is directly responsible for the intern’s counseling practice at the internship site. CACREP requires internship site supervision to consist of “weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor” (CACREP, p. 15).

University Supervisor

The full or part time counselor education faculty or doctoral supervision intern providing direct individual, group, or triadic supervision to a master’s student practicing in a counseling setting. According to CACREP, regular or adjunct faculty must have “a doctoral degree and/or appropriate counseling preparation, preferably from an accredited counselor education program”, relevant counseling experience and competence, and “relevant training and supervision experience” (2009, p. 14). Doctoral student supervisors must have a master’s degree; “have completed or are receiving preparation in counseling supervision”; must have practicum and internship experience “equivalent to those in a CACREP-accredited entry-level program; have completed or are receiving preparation in counseling supervision; and be supervised by program faculty, with a faculty/student ratio that does not exceed 1:6” (CACREP, 2009, p. 14).

Site Supervisor

The counseling professional at the internship site who is directly responsible for the intern’s site supervision. According to CACREP (2009), site supervisors must have:

a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses; a minimum of two (2) years of pertinent professional experience in the program are in which the student is enrolled; knowledge of the program's expectations, requirements, and evaluation procedures for students; and relevant training in counseling supervision. (p. 14)

Interns' Perceived Need

The levels of Supervisor Receptivity (SR), Supervisory Functions and Roles (SFR), and Mode of Supervision (MS) as measured by the *Supervisees' Perceived Needs in Supervision Questionnaire-Revised (SPNSQ-R)* inventory (Portrie-Bethke, 2007).

Supervisor Receptivity (SR)

The level of supervisees' desire for "supervisors who are empathic to their counseling experiences, collaborative in discussing goals and expectations, nonjudgmental toward their counseling performance, and open to personal exploration and examination of self" as measured by endorsement of 13 specific items on the *SPNSQ-R* (Portrie-Bethke, 2007, p. 108).

Supervisory Functions and Roles (SFR)

The level of supervisees' desire for "supervisors who are open to exploring the supervisees' personal reactions to their counseling experiences, open to self-disclosing personal reactions and counseling experiences, open to exploring social and cultural competencies, and open to providing feedback that is constructive to the supervisees' learning style" as measured by endorsement of 14 specific items on the *SPNSQ-R* (Portrie-Bethke, 2007, p. 108).

Mode of Supervision (MS)

The level of supervisees' desire for "supervision sessions where they are encouraged to share their work via videotape of multiple counseling sessions", and where supervision

emphasized “one client across multiple supervision sessions” as measured by endorsement of three specific items on the *SPNSQ-R* (Portrie-Bethke, 2007, p. 108).

Organization of the Study

The study is organized in five chapters. Chapter One is comprised of the background and rationale for the study, the problem, significance of the study, research questions, and delimitations. Chapter Two provides a critical review of the research literature related to counseling interns, supervision, and counseling internships in CACREP-accredited counselor preparation programs. Chapter Three describes the methods and procedures to be used for the study, including instrumentation, participants, research design, and data analysis and statistical procedures to be used. Chapter Four presents a summary of the data and the results related to the research questions and hypothesis posed. Chapter Five provides a synthesis and discussion of the results, conclusions, implications, and suggestions for future research. These chapters are followed by a reference section and appendices. The appendices contain forms and other materials used in the study.

CHAPTER TWO

Review of Literature

Chapter Two provides a critical review of the research literature related to counseling internship supervision and counseling interns in CACREP-accredited counselor preparation programs. After a description of the counseling internship, supervision, counseling interns, and theoretical framework, the remaining summary of scholarly works are profiled within the structure of the three instrument factors used in this study, the *Supervisees' Perceived Needs in Supervision Questionnaire-Revised (SPNSQ-R)* (Portrie-Bethke & Hill, 2008). The *SPNSQ-R* is comprised of three factors related to supervisees' desires within supervision. This framework of Supervisor Receptivity, Supervisory Functions and Roles, and Mode of Supervision are used to describe the research related to counseling internship supervision and counseling interns in CACREP-accredited counselor preparation programs. Finally, the construct of concurrent supervision is incorporated into the review.

Counseling Internship

Historically, CACREP considered practicum and internship as “the most critical experience element in the program” (CACREP, 2001, p. 18), and “the ‘capstone’ clinical experience in which the student refines and enhances basic...knowledge and skills and integrates this knowledge...appropriate to the student’s program and initial postgraduate professional placement” (CACREP, 2009, p. 60). Each CACREP-accredited master’s degree counseling program requires students to have an internship as a “supervised practical application” (CACREP, 2009, p. 60) and is required to place students at internship sites in their respective programs of study (CACREP, 2009).

CACREP characterizes the internship as “intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area” (CACREP, 2009, p. 15). As of 2009, an internship must include a minimum of 600 hours, 240 of which must be direct client service (CACREP). The internship must also provide the intern with access to culturally diverse populations (Goodyear & Bernard, 1998; Kaufman & Schwartz, 2003).

Extensive diversity exists in mental health counseling internship sites. Interns may provide counseling services in inpatient hospitals, outpatient community mental health agencies, home-based counseling, crisis intervention, and other levels of care (Borders, 2005; Kaufman & Schwartz, 2003). Clinical issues that could present during the internship include depression, anxiety, sexual assault, domestic violence, addiction issues, career concerns, and relationship problems. Demographic diversity in these settings include variations in client age ranges (e.g., children and geriatrics), as well as in economic and socio-cultural diversity.

School counseling internship sites also provide a variety of opportunities for interns. School counselors work in elementary, middle, and high schools in public, private, and parochial school settings, and with clients from pre-kindergarten through adolescence. School counseling interns may also encounter similar clinical issues and populations as mental health counseling interns; however, the school counseling intern’s role is somewhat different. Classroom guidance, parent-teacher consultation, career counseling, test coordination and scheduling may all be functions of the school counseling intern (Akos & Scarborough, 2004; Borders, 2005; Kahn, 1999).

Counseling Internship Supervision

Supervision is a hierarchical relationship between an experienced helper and a less experienced helpee, with the purpose and objectives of the relationship being the professional

development and increased knowledge of the helpee for the ultimate protection and benefit of the client (Haynes, Corey, & Moulton, 2003). The main components of clinical supervision consist of assisting supervisees in the promotion of self-awareness, clinical skills, and client conceptualization (Freeman & McHenry, 1996). Quality supervision has been described as “an essential aspect of a positive internship experience for students” (Nelson & Johnson, 1999, p. 89).

Counseling internship supervision is provided concurrently by a site supervisor located at the internship site, and by a university supervisor at the counselor training institution. While CACREP mandates concurrent supervision by both a university and site supervisor, the specific functions or supervision activities are specified by individual supervision contracts with each student (Bernard & Goodyear, 2004; CACREP, 2009). Weekly interaction between the intern and both the university and site supervisors may be in the form of individual supervision, group supervision, and/or triadic supervision (CACREP).

It is the goal of most counselor training programs to place interns in sites where they will be supervised by a professional counselor in the same specialty as the student. Internship site supervisors must have at least two years’ counseling experience in the specialty program in which they are providing clinical supervision of the intern (CACREP, 2009). University supervision is provided by a counselor education program faculty or a doctoral student working under the supervision of a program faculty member (CACREP).

As with many constructs in the social sciences, supervision is difficult to study empirically (Bernard, 2005; Goodyear & Bernard, 1998). Challenges exist to operationally define variables related to relationships, roles, and session content. Additionally, due to the confidential nature of counseling, informed consent that is not potentially exploitive to the client

is difficult to ethically obtain. Finally, the confidential and personal nature of client and supervisee content disclosed during supervision sessions makes objective data collection ethically problematic; therefore, many empirical studies rely on self-reported data regarding supervision process and outcomes (Goodyear & Bernard). The counseling supervision literature reflects these tendencies.

Counseling Interns

Together with the university internship coordinator, counseling interns select an internship site that will enhance the supervisees' professional goals and skills. As interns gain counseling experience at these sites, they develop what Stoltenberg (1981) describes as cognitive complexity, demonstrating different levels of motivation, autonomy, and awareness in multiple domains of counseling. Interns begin to integrate skills, knowledge, and awareness during this experience (Kaufman & Schwartz, 2003).

Counseling interns develop a significant portion of their professional counselor identity during the internship (Kaufman & Schwartz, 2003). The experiential learning of internship is a major theme that McAuliffe and Eriksen (2000) identify as necessary for student change and learning. This theme is based in the philosophy of constructivism, which purports that students construct knowledge based on experience, which is, therefore, culturally influenced (McAuliffe & Eriksen). In addition to the social construction of knowledge, the internship provides opportunities for independent thinking and a supportive environment. This constructivist viewpoint joins a post-modern approach to conceptualizing counseling and counselor education.

Philosophical and Theoretical Framework

While not a theory of supervision, constructivism is a major philosophical framework that developed from social role theory, which describes the impact of social and cognitive

influences on an individual's construction of "concepts as he or she interacts with the world" (McAuliffe & Eriksen, 2000, p. 16). Social role model theories of supervision are based on Bandura's social cognitive theory, which stresses the impact of observational learning and psychological modeling on human behavior (Corey, 2009). Applying constructivism to counseling supervision, the intern constructs knowledge based on his or her own experiences, which are socially constructed.

The constructivist supervisor is "the mediator between the knower and the known" (Palmer, 1983, p. 29), and pursues a collaborative relationship with the intern (McAuliffe & Eriksen, 2000). Therefore, facilitating the intern's construction of knowledge is a major component of the supervisory alliance. Wood and Rayle (2006) also acknowledged this need for co-construction of supervision goals to meet the demands of school counseling supervision. Additionally, Barnett, Cornish, Goodyear, and Lichtenberg (2007) identify the need for supervisor flexibility in improving the supervisory alliance, which attends to the constructivist philosophy. Because the constructivist nature of counselor education is vital, constructivism will be used as the philosophical underpinning of this current study. The supportive environment required of constructivist philosophy is an appropriate parallel for the supervisory relationship.

In a constructivist framework, the responsibility for learning lies with the interns. Therefore, their preferences with regards to how they are supervised are important. The interns co-construct these supervision experiences, so their input is vital. Barnett et al. (2007) describe the importance of the supervisee's attitude for effective counseling and supervision outcomes. Fernando and Hulse-Killacky (2005) found that acknowledging interns' perceptions were "vital" in the development of self-efficacy (p. 301). Soliciting interns' perceptions during supervision has also been found to increase their ability to conceptualize and personalize their counseling

(Fall & Sutton, 2003). Morran, Kurpius, Brack, and Brack (1995) also noted the importance of interns voicing their internal dialogue, which eventually increased the intern's ability to self-instruct. Finally, when a constructivist framework is utilized in counseling supervision, interns may develop what Worthen and McNeil (1996) describe as "a personal investment" in supervision (p. 25), which also speaks to the relational variables in supervision. The intern's views of self-competence are related to perceptions and preferences of the supervisory relationship.

In addition to the constructivist philosophy, the Discrimination Model of supervision is a supervision-specific theory also based in social role theory (Bernard, 1979; Bernard & Goodyear, 2004). This model acknowledges that supervisors operate in multiple roles (consultant, counselor, teacher), and with multiple foci (intervention, conceptualization, personalization) during the supervision process (Bernard & Goodyear). The supervisor may take on the consultant, counselor, or teacher role with the supervisee, based on the supervisee needs for case conceptualization/professional behavior, interpersonal awareness, or knowledge (respectively). Therefore, in relation to the rationale for the current study, the interns' needs drive the supervision intervention and focus using the Discrimination Model.

The technical eclecticism of the Discrimination Model of supervision also allows assimilation of the exhaustive considerations of effective clinical supervision, which will be summarized in the current study's review of literature. To assist the reader, this summarization of counseling internship supervision constructs is seen in Table 1.

Table 1

Author's Conceptualization of Internship Supervision Literature in Relation to SPNSQ-R

Supervisor Receptivity (Who)	Supervisory Functions and Roles (What)	Mode of Supervision (How)
<p><u>Supervision Models</u> Theory-based Developmental Social role models</p> <p><u>Working Alliance</u> Parallel Process Conflict Self-disclosure</p> <p><u>Counseling Interns</u> Preferences Perceptions Intern Competence</p>	<p><u>Supervision versus Counseling</u> Definitions</p> <p><u>CACREP</u> Accreditation</p> <p><u>University and Site Supervision</u> Supervisor Training Site Coordination</p> <p><u>Administrative and Clinical Supervision</u> Session Role Session Focus</p> <p><u>Evaluation in Supervision</u> Gatekeeping Burnout Prevention</p> <p><u>Ethical and Legal Aspects</u> Regulations Supervision Contracts Risk Management</p> <p><u>Multicultural Aspects</u> Dyad Culture Personal Awareness</p> <p><u>Supervision Effectiveness</u> Outcomes Evaluation</p>	<p><u>Modalities</u> Individual Group Triadic</p> <p><u>Methods and Techniques</u> Technology Self-report Live Supervision Document Review Role-play Instruments Used</p> <p><u>Supervision Focus</u> Process versus Content Supervision Styles Critical Incidents</p>
<p>Grounding: The Discrimination Model Intern Need-Driven (Constructivist Philosophy)</p>		

Counseling interns need a positive relationship with both supervisors, appropriate and effective supervision content, and the appropriate supervision methods from each during their internships. The presence of these variables leads to quality counseling provision and counselor identity development, and will be explored in the following section.

Supervisor Receptivity

‘Supervisor Receptivity’ is defined as supervisees’ desire for “supervisors who are empathic to their counseling experiences, collaborative in discussing goals and expectations, nonjudgmental toward their counseling performance, and open to personal exploration and examination of self” (Portrie-Bethke, 2007, p. 108). For the purposes of this review of literature, relationship variables within supervision (or the ‘who’ of supervision), will also be included in this definition. Supervisor receptivity will be described in terms of models of supervision and counselor development, which includes theory-based, developmental, and social role models; the working alliance, which includes parallel process, conflict, and self-disclosure; and counseling interns, in respect to preferences, perceptions and competence. These relational aspects of supervision are the foundation of successful client and supervision outcomes (Bernard & Goodyear, 2004; Borders, 2005). While supervision was initially studied in the fields of psychology, social work, and marriage and family therapy (Bernard, 2005; Itzhaky, 2001; Scott, Ingram, Vitanza, & Smith, 2000), the counseling field is expanding this research. The following section reviews literature related to these relationship variables in supervision in both counseling internship supervision and counseling intern contexts.

Models of Supervision

The field of supervision has its own set of theoretical models, tasks, purposes, practices, and ethical codes that are based on and similar to counseling practice, yet remain separate from

counseling practice (Association for Counselor Education and Supervision, 1993; Bernard & Goodyear, 2004; Haynes, Corey, & Moulton, 2003; Stoltenberg, 2005). Supervisor receptivity is developed within these various theories used during supervision. The supervisor's choice of theory reflects who the supervisor is within the supervision dyad with the intern.

Theory is important in that it bridges the gap between knowledge and practice (Lazovsky & Shimoni, 2007). Supervisors are encouraged to adapt their supervision theory to the needs of the intern (Lochner & Melchert, 1997). For example, Lochner and Mechert found that supervisees who counseled from a behavioral counseling theory preferred supervision that was task (i.e. behaviorally) focused. Moskowitz and Rupert (1983) also found that conflict emerged in the supervisory relationship when the theory of the intern did not match the theory of the supervisor. Although, Lazar and Eisikovitz (1997) found that interns preferred their supervisor to operate from a single theory, rather than practicing theoretical eclecticism. This finding supports Ellis's (1991) conclusion that interns struggle most with developing and utilizing a specific theory during their training. Effective supervisors must be sensitive to this issue.

Freeman and McHenry (1996) surveyed counselor educators in CACREP-accredited programs and found that most supervisors operate from either a developmental or cognitive theoretical base during supervision. However, some counseling theorists are pursuing internship site-specific models, such as Somody, Henderson, Cook, and Zombrano's (2008), Wood and Rayle's (2006), and Nelson and Johnson's (1999) models for school counseling supervision and Pearson's (2006) psychotherapy-based model for mental health counseling. Many models remain in development in the emerging specialization of counseling supervision, and include psychotherapy, developmental, and social role models.

Supervision using a psychotherapy approach. Supervision theory was originally framed within common psychological theories (Bernard & Goodyear, 2004; Haynes, Corey, & Moulton, 2003; Pearson, 2006). Some supervisors utilize their preferred counseling theory as a supervision theory. Therefore, elements of psychodynamic, person-centered, cognitive-behavioral, systemic, and solution-focused theories would be utilized during the supervision session.

Pearson (2006) reports a criticism of these supervision models as too process-based, with inadequate focus on the tasks of counseling and supervision and lack of focus on the client. However, Romans, Boswell, Carlozzi, and Ferguson (1995) found encouraging diversity in theoretical orientations of psychology educators, which addresses this criticism. Pearson also found encouraging session outcomes from strength-based and solution-focused models of supervision, which are based in psychotherapy theories.

Developmental models of supervision. Bernard (2005) notes the expansion of the field of supervision to include models other than psychotherapy-based supervision theories. Some such supervision theories are based on developmental models, where skills and growth build in identifiable and sequential stages (Bernard & Goodyear, 2004; Stoltenberg, 1981). Stoltenberg's (1981, 2005) *Integrated Developmental Model*, is one such theory that describes the trainee's progression through a sequence of stages across four levels (Stoltenberg, 1981). Also, in 1982, Loganbill, Hardy, and Delworth were the first to describe a developmental model, where the intern progresses through three stages of integration, confusion, and stagnation, and the supervisor assesses the intern for supervision intervention in one of eight potential areas of conflict (Bernard & Goodyear). Finally, Rønnestad and Skovholt describe an eight stage model that recognizes supervisee growth across the lifespan rather than ending with graduate training (Bernard & Goodyear).

Ellis (1991) found support for developmental models of supervision that paralleled the trainee's development of a personal counseling theory. However, Ladany, Marotta, and Muse-Burke (2001) contradicted the explicability of developmental models, finding that it was trainee experience, and not stage progression that increased the trainee's complexity of case conceptualization. These findings suggest that experience, in the form of exposure to other events and people, could be an appropriate supervision theory from which to operate, and emphasizes the importance of supervisor receptivity during supervision, which is explored in the following section.

Social role models of supervision. As previously described, social role model theories of supervision reflect the tendency of interns to see their supervisors as professional role models. Friedlander, Siegel, and Brenock (1989) found that interns did adapt supervisors' attitudes and behaviors, such as verbal responses, in their own counseling sessions. Additionally, in a study of Israeli interns, Itzhaky and Eliahu (1999) found that interns self-perceived the same counseling styles as the supervisor self-identified. Roberts and Morotti (2001) further identified the importance of the supervisor as role-model through noting the automatic expertise with which an intern views the supervisor. These opportunities for vicarious learning occur throughout the supervisory relationship.

Another social role model of supervision is Holloway's *Systems Approach to Supervision* (SAS) (Bernard & Goodyear, 2004). This model, which is based on systems theory, synthesizes aspects of the supervisor, institution, client, intern, and the supervisory relationship (Bernard & Goodyear). The SAS utilizes a five by five matrix, with tasks and functions of supervision included. Because these scholarly works reflect the trend of the supervisor as role-model to the

counseling intern (Bernard & Goodyear; Borders, 2005), the following section describes aspects of the working relationship that develops within internship supervision.

Working Alliance

A working alliance in supervision is described as the degree of mutual agreement on goals, agreement on tasks, and the bonds that exist between supervisor and supervisee (Bernard & Goodyear, 2004; Bordin, 1983). The supervisor-intern working alliance is a key aspect of counseling supervision literature, likely due to its effect on supervision outcomes and satisfaction (Worthen & McNeil, 1996). Researchers describe several factors that contribute to a strong supervisory working alliance, including supervisor attributes, supervisory style, self-disclosure, use of power, racial and ethnicity matching and discussions, perceived competence of the supervisor, and evaluative practices (Chen & Bernstein, 2000; Ladany, Ellis, & Friedlander, 1999; Ladany, Walker, & Melincoff, 2001; Zucker & Worthington, 1986). The bond that develops (or fails to develop) between supervisor and intern can influence favorable supervision outcomes, intern satisfaction, intern perceived self-efficacy, or even supervisor willingness to supervise in the future (Fernando & Hulse-Killacky, 2005; Ladany, et al., 1999; Ladany, Hill, Corbett, & Nutt, 1996; Usher, Hamilton, & Borders, 1993). Even within electronic mail communication between interns and supervisors, Clingerman and Bernard (2004) found that relationship variables and personalization factors were the most frequent need of the supervisees. In these studies, the collaborative nature of the supervisor-intern bond mirrors the constructivist framework implied within supervisory receptivity. Other components of the working alliance are parallel process, conflict, and self-disclosure, which are described in the following section.

Parallel process. Parallel process describes how certain dynamics of the intern-client relationship may be replicated in the intern-supervisor relationship (Haynes, Corey, & Moulton,

2003). Attention to this process is a valuable supervision tool for both the intern and the supervisor. For example, the supervisor may utilize self-disclosure to the intern to articulate how the intern's behaviors or comments affect the supervisor, and then further this articulation into how the client could also be affected by these same behaviors and comments of the intern. To provide further evidence of the existence of parallel process in supervision, Friedlander, Siegel, and Brenock (1989) identified significant parallels between session indices, such as self-presentation and personal influence, in the supervisee's counseling and supervision sessions. More significantly, Steward, Breland, and Neil (2001) found that the supervisor-supervisee relationship affected supervision outcomes in the same manner that the counselor-client relationship affected counseling outcomes. While the use of parallel process in supervision was originally grounded in psychoanalytic theory (due to the unconscious nature of the parallels), it is now widely accepted and utilized across many supervision theories as a key variable of the working alliance (Bernard & Goodyear, 2004).

Conflict. Conflict can also be a significant construct within the working alliance, and is considered a critical incident in supervision (Moskowitz & Rupert, 1983). How it occurs, and how it is resolved is a reflection of the intern's and supervisor's theories, personality variables, and communication skills (Moskowitz & Rupert). Occasionally, conflict manifests within the supervisory alliance as intern resistance. Interns may appear resistant to supervision while experiencing anxiety, shame, or when they are attempting impression management with the supervisor (Bernard & Goodyear, 2004). In these situations, the supervisory alliance must be preserved as the supervisor balances responsibility and vulnerability in the intern (Jordan, 2002). Not surprisingly, researchers have found that conflict within the supervisory relationship appears to be mitigated through the bond that results from self-disclosure within the supervisory

relationship (Ellis, 1991; Itzhaky, 2001; Ladany et. al, 1996; Magnuson, Wilcoxon, & Norem, 2000; Veach, 2001).

Itzhaky (2001) found that constructive criticism provided to interns was one source of conflict within the supervisory relationship. Ladany et. al (1996) found that negative feelings between supervisor and supervisee were a source of non-disclosure, and precluded the appropriate exploration of conflict within the supervisory relationship. Magnuson, Wilcoxon, and Norem (2000) described a profile of “lousy supervision” (p. 1) based in a qualitative study of 11 counseling practitioners. Counterproductive supervision relationship variables found in this study included supervisor intolerance, non-compliance with own directives, untrained in managing interpersonal variables within supervision, and lack of relational safety within the dyad, all of which could contribute to conflict within supervision and affect the supervisory alliance.

Self-disclosure. Self-disclosure during supervision relates to the supervisory alliance due, in part, to its relation to interpersonal boundaries within the supervision relationship, and also due to its contribution to the development of trust. The supervisor might self-disclose personal reactions or stories for the benefit of the intern (Ladany, Walker, & Melincoff, 2001). As part of counselor development and self-awareness, the intern also may be encouraged to self-disclose thoughts and reactions to his or her counseling and supervision sessions. Ladany, Hill, Corbett, and Nutt (1996) found that interns did not disclose key content and process variables when issues were too personal, when there was a poor supervisory alliance, and when negative feelings were involved. When trust is present, the intern’s willingness to introspect (and therefore, increase cognitive complexity) increases (Ladany et. al., 1996; Roberts & Morotti, 2001). However,

interns are sometimes reluctant to self-disclose due to the fear of a negative evaluation or perception that they are ill-prepared.

Self-disclosure is a form of interpersonal communication, which may be used to set boundaries within the supervisory relationship, and is a key aspect of supervisor receptivity. Although Bernard and Goodyear (2004) assert that the boundaries between supervisor and intern are similar to those between counselor and client, there are some major differences. University supervisors do interact with students in several more capacities than would a counselor and client. In addition to teaching relationships, the constructivist model of counselor preparation encourages relationships between student and instructor (McAuliffe & Eriksen, 2000). Therefore, as the American Counseling Association (ACA) *Code of Ethics* (2005) recently validated through its assertion that all dual relationships are not necessarily harmful to the client, this is similar to the multiple relationships between supervisor and intern during supervision, as well. Through these multiple relationships, self-disclosure is likely to occur. Self-disclosure may also be a specific preference of interns, which is discussed in the following section.

Intern Preferences and Perceptions

A common aphorism in the counseling profession is ‘meet the client where they are at’. This adage is similarly applied to the counseling intern within supervision. Therefore, interns’ preferences and perceptions vary depending on developmental factors such as age, gender, experience, and personalization factors (e.g., anxiety). However, common preferences of supervisees include the need to feel and appear competent, optimal type and amount of anxiety, and emotional safety from which to explore topics related to the client and personal development (Bernard & Goodyear, 2004; Fernando & Hulse-Killacky, 2005). These intern characteristics contribute to client outcomes, the supervisory relationship, and supervision outcomes.

Although supervisor receptivity is a major factor influencing supervision outcomes, a review of the supervisory relationship also requires consideration of the counseling interns' perceptions of the supervisory relationship. Utilizing these interns' perceptions applies constructivist theory to the research on supervision. Counseling interns' perspectives have been solicited in supervision research studies, recognizing the importance of understanding their experiences and their relationship with supervisors. Researchers explored the importance of the supervisor-intern alliance and found the intern's perception of balance between support and challenge provided by the supervisor significantly influence supervision outcomes (Barnett et al., 2007; Chen & Bernstein, 2000). Additionally, intern satisfaction with supervision has been shown to significantly correlate with positive supervision outcomes, counselor development, and counseling outcomes (Barnett et al.; Chen & Bernstein; Fernando & Hulse-Killacky, 2005; Friedlander et al., 1989; Steward, Breland, & Neil, 2001). Therefore, many researchers have evaluated counseling supervision from the interns' perspectives (Hart & Nance, 2003; Ladany et al., 1999; Lazar & Eisikovits, 1997; Strozier, Barnett-Queen, & Bennett, 2000; Worthen & McNeill, 1996), and have indicated that their perceptions may be used to accurately assess the interns' developmental levels. Ladany, Morotta, and Muse-Burke (2001) even suggest attempts to match interns with supervisors on aspects that will increase the likelihood of positive counseling and supervision outcomes, based on the relational variables between intern and supervisor, especially with regards to cross-cultural supervision (Webber, 2005).

Intern competence. One subset of intern perceptions is intern competence. Many interns begin the internship with fear and anxiety about their competence as a counselor (Bernard, 2005; Moskowitz & Rupert, 1983). This anxiety can be amplified as interns' supervisors are required to evaluate the interns' skills, performance, and competence as a counselor (Bernard & Goodyear,

2004; CACREP, 2007a). The supervisor, therefore, must balance support and accountability within the supervisory relationship (Borders, 2005; Hoffman, Hill, Holmes, & Freitas, 2005; Jordan, 2002).

Major aspects of intern competence are the development of self-efficacy and cognitive complexity (Fernando & Hulse-Killacky, 2005; Stoltenberg, 1981, 2005). Self-efficacy refers to the intern's belief about their personal abilities (Corsini & Wedding, 2005), while cognitive complexity refers to the trainee's synthesis of knowledge, skills, and self-awareness resulting in a counselor identity (Stoltenberg, 1981). Both attributes contribute to the current trend within counselor education to adapt competency-based requirements for clinical practice (Barnett et al., 2007; Stoltenberg, 2005). Worthen and McNeil (1996) found that improved counselor competence was partially based on the intern's ability to achieve increased cognitive complexity within supervision.

As illustrated, the literature related to supervisor receptivity and relationship variables is diverse, and affects many aspects of the counseling and supervision process. To further address how intern development is impacted by supervision, the following section will describe supervisory functions and roles.

Supervisory Functions and Roles

In the *SPNSQ-R*, 'Supervisory Functions and Roles' is defined as supervisees' desire for "supervisors who are open to exploring the supervisees' personal reactions to their counseling experiences, open to self-disclosing personal reactions and counseling experiences, open to exploring social and cultural competencies, and open to providing feedback that is constructive to the supervisees' learning style" (Portrie-Bethke, 2007, p. 108). For the purposes of this review

of literature, this definition will be expanded to include the multiple practical tasks and functions within the roles of supervision, or the ‘what’ of supervision.

The roles and functions of counseling internship supervisors are innumerable. They include elements of teaching, consulting, counseling, and evaluation (Bernard & Goodyear, 2004). In the following section, supervision will be differentiated from counseling. Next, supervisory functions and roles within counseling internship supervision will be described in terms of CACREP, university and site supervision, ethical and legal aspects of supervision, and multicultural considerations. Finally, supervision effectiveness related to supervisory functions and roles will be explored.

Supervision versus Counseling

The recognition of the roles and functions of supervision as similar, yet distinct practices and skill sets from counseling, is evident in the counseling supervision literature. Internship supervision shares many similarities with counseling, although there are key differences. While supervisors, as well as counselors, promote self-exploration and address the recipient’s problems within sessions, supervisors are also bound by other obligations (Bernard & Goodyear, 2004; Haynes, Corey, & Moulton, 2003). Although a client typically enters counseling voluntarily, interns are required to have supervision. Similarly, while clients have a choice of counselor, interns may rarely select their supervisors. Additionally, any intern personal growth that takes place during supervision must relate directly to the counseling and/or client, and not as a result of personal therapy from the supervisor. Most significantly, supervision has an evaluation and gatekeeping component, whereas counseling does not. Therefore, the supervision is value-laden (Bernard & Goodyear).

CACREP

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is the major accrediting body for counselor preparation programs. Not all counseling programs are CACREP-accredited for reasons such as cost and limited university support. CACREP accreditation reflects a counseling program's voluntary compliance with quality standards of counseling practice. Accreditation allows programs to attract and retain quality students and faculty through commitment to excellence (CACREP, 2001, 2007a, 2009).

It is a function of accredited counseling programs and university internship supervisors to comply with the CACREP *Standards* (2001, 2009) in order to retain this important accreditation; therefore, program faculty responsible for these internships design counseling curricula in accordance to accreditation criteria established in these *Standards*, published every eight years (CACREP, 2008a, 2009). These criteria are intended to promote excellence and quality in the knowledge, skills, and practice of counselor preparation (CACREP, 2009).

The most recent revision, the 2009 *Standards* (CACREP, 2009) have several changes which affect supervision. Specifically, the amount, frequency, ratios, and modality of the supervision that interns will receive in their training programs have been altered (CACREP, 2007a, 2007b, 2009). These changes require completion of supervision contracts between interns and supervisors, and also distribute the supervision ratios differently between site and university supervisors. For example, the new supervision ratio for students to university supervisor changed from 10:1 to 12:1 (CACREP, 2007a, 2009). However, there are no specifications related to quality or effectiveness of the supervision. Concurrent supervision, however, remains standard procedure in CACREP-accredited counseling internships (CACREP), which is the focus of this

research. In general, these revisions will directly affect the roles and functions of counseling interns, university supervisors, and site supervisors.

University Supervision

University faculty maintains simultaneous roles within their scope of employment. In addition to teaching and professional service requirements, direct clinical supervision of students is a requirement of the post. University supervisors frequently focus their supervision on providing feedback to students and on developing different strategies for students' growth, and may utilize group supervision more frequently than individual supervision (Jordan, 2002; Prieto, 1998). Others implement Bernard's Discrimination Model into supervision practice through assuming roles of teacher, counselor, or consultant depending on the interns' needs (Freeman & McHenry, 1996). Different programs define the practices to fulfill these objectives using various methods.

The CACREP requirements for faculty supervision of internship students yield great poetic license, and refer to supervision as a "tutorial and mentoring form of instruction" (2009, p. 62). Although CACREP mandates that group supervision should not exceed 12 students, (CACREP, 2009), the content, methodology, outcomes, or quality of the individual trainee's supervision is not addressed. In a five-year review of clinical supervision in counselor education, Borders (2005) notes the challenges for university supervisors to address the supervision needs of interns whose clinical work occurs in diverse clinical and educational settings. Additionally, Stinchfield, Hill, and Kleist (2007) note the position that university supervisors have more supervisees, but less time for supervision than their site supervisor counterparts.

University supervisors occupy roles as course instructors and researchers, as well as clinical supervisors in counseling programs. Thus, because interns likely have a "pre-existing

relationship” (Wilcoxon & Magnuson, 2002, p. 62) with these university supervisors, there exists the possibility of role ambiguity between interns and university supervisors (Itzhaky, 2001). The university supervisor may be an instructor in one course, and then switch roles and become an individual and or group internship supervisor in the following class period. All university supervisor roles include the evaluation of the student as a component.

The development of a syllabus is another role that is unique to university supervisors when compared to site supervisors during internship. Akos and Scarborough (2004) qualitatively coded 59 school internship syllabi, and noted the significant diversity in course requirements related to textbooks required or used, documentation assignments, and on-site activities across different counseling programs. These studies bring attention to the boundaries required of university supervisors within the multiple roles in university supervision.

Training of university supervisors. According to CACREP, regular or adjunct faculty must have “a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program,” relevant counseling experience and competence, and “relevant training and supervision experience” (2009, p. 14). As more CACREP-accredited counselor preparation programs employ faculty with counselor education degrees, these faculty will have had at least a required, three-hour graduate course specifically in supervision. These university supervisors will also have demonstrated theory and skills in supervision, and will likely have completed an internship in supervision, which entails supervision of their supervision.

Doctoral students as university supervisors. Counselor preparation programs that also have a doctoral program in counselor education may utilize doctoral students as the university supervisors of the masters-level interns (CACREP, 2009). If doctoral students are serving as the

individual or group internship supervisors-in-training, these students must “have completed practicum and internship experience equivalent to those within an entry-level program; have completed or are receiving preparation in counseling supervision; and be supervised by a program faculty, with a faculty/student ratio that does not exceed 1:6” (CACREP, p. 14).

Therefore, it is significant to note that the important roles and functions of the internship supervisor may be carried out by a doctoral student at the university level, although this student is also being supervised by a counselor education faculty member.

Coordination with internship sites. University supervisors are the primary contact between the university environment and the internship site. Most university supervisors complete a site visit at least once during the semester to meet face to face with the intern and site supervisor. There may also be an Internship Coordinator at the university who develops an Internship Manual, solicits and retains appropriate internship sites for students, and places students at internship sites; however, many times the university coordinator is also the interns’ university supervisor. With the 2009 *CACREP Standards* adoption, this coordinator is required to train and orient all site supervisors (CACREP, 2009; Manzanares, O’Halloran, McCartney, Filer, Varhely, & Calhoun, 2004). The coordinator must also ensure compliance with the group supervision ratios.

The university supervisor is mandated to provide this orientation to the site supervisor prior to placing interns (2009). Some programs are delivering this training through electronic formats, such as CD-ROMS (Manzanares et al., 2004). Additionally, Lee and Cashwell (2001) noted that 77.8% of university supervisors belonged to the American Counseling Association division devoted to supervision (the Association for Counselor Education and Supervision or ACES), while only 4.3% of site supervisors held membership. This overwhelmingly

disproportionate membership reiterates the need for university supervisors to be communicating supervision training and educational information to site supervisors.

Pitts, Miller, Poidevant, and Meyers-Arvin (1990) examined the importance of coordination between site and university supervisors for a positive supervision experience for the intern. They suggested perceiving internship coordination from a systems perspective, and attending to meeting the needs of all stakeholders involved in the internship, including students, faculty, sites, and the profession. Myers, Sweeney, and White (2002) also noted the need for university supervisors to cultivate collaborative relationships among stakeholders (including site supervisors) for the promotion of advocacy for the counseling profession, especially in situations where the site supervisor may be in an allied profession. Advocacy during university-site coordination is also vital when the intern may be in a cross-cultural placement (Webber, 2005). Several researchers assert the need for clearer, more frequent, and more open communication between these university and site supervisors (Kahn, 1999; Lee & Cashwell, 2001; Manzanares et al., 2004; Pitts et al.; Roberts & Morotti, 2001; Ward, 2001)

Site Supervision

Site supervision also entails numerous roles within the supervisor's scope of employment. For example, school counseling supervisors engage in "individual counseling, consultation, coordination, small group counseling, and large group guidance" (Kahn, 1999, p. 128). Several other authors describe the overwhelming client and administrative duties required of counselors in addition to their supervision of interns (Roberts & Morotti, 2001; Rogers & McDonald, 1995; Romans, Boswell, Carlozzi, & Ferguson, 1995). According to CACREP (2009), site supervisors must have:

a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses; a minimum of two (2) years of pertinent professional experience in the program area in which the student is enrolled; knowledge of the program's expectations, requirements, and evaluation procedures for students; and relevant training in counseling supervision. (p. 14)

The internship site supervision requirement consists of "weekly interaction that averages one (1) hour per week of individual and/or triadic supervision, throughout the internship, usually performed by the on-site supervisor" (CACREP, p. 15).

Like the university supervisor, the roles and functions of site supervisors are also numerous. Site supervisors may counsel individual and group clients, perform consultation, complete evaluations, and assessments, and also perform career counseling in some environments (Kahn, 1999). They may be required to know and utilize the Diagnostic and Statistical Manual of Mental Disorders, fourth edition, text revision (DSM-IV-TR; American Psychiatric Association, 2000) in their counseling work, as well as oversee the intern's use of this powerful diagnostic tool (Akos & Scarborough, 2004). Additionally, Magnuson, Black, and Norem (2004) note the crisis, curricular, and program evaluation roles also required of school counseling supervisors.

In a sobering description of the roles of site supervisors, Israeli social workers Peleg-Oren and Even-Zahav (2005) surveyed 53 former site supervisors, all with at least 4-5 years of experience, who resigned from internship site supervision. They found that while all respondents considered supervision important, lack of extrinsic support for supervisory activities from universities and employers were the main reasons for their departure from this role.

Unfortunately, the intrinsic motivations, such as contribution to the profession and student

development, and extrinsic status motivations (such as recognition by the universities and employers) did not offset the motivations to leave the supervisory role. CACREP's increased support functions of university supervisors could be an attempt to offset these external effects on site supervisors. Additionally, the new *CACREP Standards* assert that a university faculty member supervising six interns obtains a three-hour course teaching equivalency (2009).

Given these multiple, time-consuming roles, site supervisors must demonstrate commitment to the roles and functions of internship supervision (Kahn, 1999; Rogers & McDonald, 1995; Somody et al., 2008). The American School Counseling Association (ASCA) has developed the ASCA National Model[®], in part, to attempt to address some of these competing roles that could inhibit this commitment by school internship site supervisors (ASCA, 2005; Studer & Oberman, 2006). This model endorses school counselors' roles in systems change, educational reform, and collaboration, with a focus on accountability (ASCA; Studer & Oberman; Wood & Rayle, 2006).

The ASCA National Model[®] also aims to provide equal access to school counseling services for all students (ASCA, 2005). Therefore, time management is a necessary skill for these site supervisors who are also practicing counselors (Kahn, 1999). In a set of suggested guidelines, Roberts and Morrotti (2001) denote the importance of consideration of the available time required for fulfilling internship requirements, in addition to programmatic requirements, coordination and communication responsibilities, and supervision training needs that will be necessary. It may seem impractical for supervisors to assume these numerous roles.

Training of site supervisors. Historically, neither site nor university supervisors were required to have formal training in supervision; it was assumed that if one was a professional counselor, that one was competent to provide supervision. However, while CACREP necessitates

that both university and site supervisors are responsible for the trainees' professional counselor identity via supervision (CACREP, 2009), evidence has shown that many practicum and internship site supervisors have "limited to no supervision training" (Borders, 2005, p. 74; Kahn, 1999; Magnuson, Black, & Norem, 2004). While most university supervisors in CACREP-accredited programs have a doctoral degree requiring completion of a formal supervision course and supervision-focused internships (CACREP), most site supervisors have masters degrees, and have not had formal supervision training (Borders; Magnuson et al.). Scott, Ingram, Vitanza, and Smith (2000) surveyed differences in formal training in supervision between psychology faculty and site supervisors and also found significant differences in the methods and extent of the supervisor's preparation.

Formal training in supervision is becoming a reality in the counseling field. In fact, CACREP requires doctoral students in counselor education to receive formal training in clinical supervision, though this is not mandated at the master's level (CACREP, 2009). Borders (2005) showed that the majority of recent supervision literature consisted of conceptual articles intended to assist in filling the training gaps among these clinical supervisors, and focusing mainly on providing information to assist practitioners in the field that are taking on supervisees and who may have not had previous formal supervision training (Barnett, Cornish, Goodyear, & Lichtenberg, 2007; Borders; Magnuson et al., 2004).

This formal training requirement is vague, as there are variations in quality and quantity of training. Three possible interpretations are: a three hour graduate level course in supervision, an all day workshop or attendance at a presentation at a professional conference as the formal training, or even a self-study or consultation with colleagues. CACREP considers supervisors to have "relevant training in counseling supervision" (CACREP, 2009, p. 14). It is important to

note that CACREP requires that the university supervisor provide training in supervision to this site supervisor prior to the commencement of supervision with the intern (CACREP). Given the combination of increased training accountability for counseling supervisors, along with the current *CACREP Standards* changes of distribution of supervision responsibilities among site and university supervision, further research on the roles and functions of site supervisors is needed.

Administrative versus Clinical Supervision

The university and site supervisors' roles entail both administrative and clinical aspects of supervision. Newsome, Henderson, and Veach (2005) differentiate these aspects by the focus of clinical supervision on the observation and evaluation of the counseling process by a competent clinician, and the focus of administrative supervision on the intern's organizational roles and responsibilities as an employee. Similarly, Somody, Henderson, Cook, and Zambrano (2008) delineate clinical supervision as the micro performance issues and administrative supervision as the macro performance issues.

Many functions of university and site supervision require attention to both administrative and clinical issues. Documentation is an organizational reality at many internship sites. Similarly, situational organizational variables, such as personnel or crisis situations, may require attention during the scheduled supervision time. Effective supervisors will integrate these two facets, when possible. For example, some authors have studied the integration of academic and work-based supervision in general work settings (Itzhaky, 2001; Webber, 2005). In counseling, Tromski-Klingshern and Davis (2007) studied post-degree counselor's perceptions of the administrative and clinical dual roles of their supervisors, which were not found to be problematic. However, Fall and Sutton (2003) note that a disparate number of post-graduate

supervision hours are administratively focused. One such administrative issue, evaluation, is explored in the following section.

Evaluation in Supervision

As previously mentioned, evaluation is a main distinction between counseling and supervision, and occurs formally and informally, in both university and site supervisor roles. Even though it is part of the “infrastructure” (Bernard, 2005, p. 3) of supervision, it remains relatively understudied in the literature (Goodyear & Bernard, 1998). In one study, Fitch, Gillam, and Baltimore (2004) found adequate consistency between the evaluation of intern clinical skills by both university and site supervisors, though there were some extreme outliers. Hoffman et al. (2005), however, recognized the difficulty in providing feedback to supervisees. In a study of 15 counseling supervisors, they found that feedback was easiest when given about clinical issues, and most difficult about personal and professional issues, such as boundaries with the supervisor’s time. Supervisee openness was identified as a major hindrance to the supervisor giving feedback.

In applying the constructivist philosophy to internship supervision, Parker Palmer’s (1983) suggestion to remove the culture of fear could be applied to interns who may be anxious regarding evaluation of their counseling skills. Bernard and Goodyear (2004) note that evaluation should be an intervention, and not an afterthought, while Weimer (2002) notes that the assessment techniques should be both formative and summative throughout the evaluation period. Some experts suggest that the evaluation instruments be included with both the supervision contract, the internship manual, and the site supervisor orientation (Bernard & Goodyear; Haynes, Corey, & Moulton, 2003). Others suggest that interns be formally evaluated

through written exams, oral exams, and papers (Scott et al., 2000). Evaluation includes both a gatekeeping role, awareness of burnout, and ethical/legal considerations.

Supervisors as gatekeepers. The evaluation process during internship requires supervisors to take on the role of gatekeeper of the profession (Jordan, 2002). Prior to removal from a counseling program, university faculty, as well as university and site supervisors, may initiate a remediation process for impaired students, whereby the student is required to receive additional training in order to continue in the program and/or internship (Roberts & Morotti, 2001). However, university supervisors may expel interns from the counseling program if the interns are assessed as unfit, impaired, or incompetent, and remediation has been unsuccessful. While neither internship supervisor makes this significant decision independently, counselors and counselor educators are ethically bound to exercise this supervisory function if serious concerns exist regarding the intern's competence (ACA, 2005; ACES, 1993). The program internship manual and the supervision contract should specify these conditions, and describe due process options for the intern.

Burnout prevention. While not yet formally included in the supervision literature as a required role of the internship supervisors, an ethical obligation exists for the supervisor to monitor for signs of burnout in the supervisee (Maslach & Leiter, 1997). The developmentally appropriate idealism with which some interns enter the internship could lead to future occupational distress if not addressed and processed within the safety of the supervisory relationship (Figley, 2002). In addition to full or part-time internship duties, many interns simultaneously continue their coursework, and may have outside employment and other roles that result in stress and role overload.

Ethical and Legal Aspects of Supervision

A major role and function of internship supervisors is to ensure that the intern provides counseling in compliance with all ethical and legal requirements. The supervisor's primary ethical responsibility is to the client (Bernard & Goodyear, 2004; Jordan, 2002); however, the supervisor is also responsible to the supervisee, the institution for which he or she works, and the larger counseling profession and public as a whole (Barnett et al., 2007).

The American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES), the National Board for Certified Counselors (NBCC), and the American School Counselor Association (ASCA) all have counseling ethical codes pertaining to interns and supervisors (ACA, 2005; ACES, 1993; ASCA, 1998; NBCC, 2005). Major issues related to ethics in counseling supervision include the duty to warn, duty to protect, informed consent, dual relationships, and confidentiality (Bernard & Goodyear, 2004; Jordan, 2002).

Bernard (2005) noted that literature on legal issues in supervision preceded literature on ethical issues in professional journals. Additionally, Goodyear and Bernard (1998) point out that it is difficult to both study supervision empirically and protect the client's confidentiality, limiting the empirical literature on this topic. Lee and Cashwell (2001) did complete a study comparing site supervisors and university supervisors in their responses to scenarios involving ethical dilemmas, and found significant differences between the two groups in their conformity to the ACES ethical codes. However, regulation of these supervisory behaviors is imperfect. Supervision regulation, contracts, and risk management are considerations in ethical/legal aspects.

Supervision regulation. Currently, supervision is not uniformly regulated by accrediting and governing bodies. While all 49 state counseling licensing boards (California does not license

counselors at this time) require post-graduate supervised experience (NBCC, 2008), the required qualifications of the post-graduate supervisor may or may not be specified, and usually vary significantly. For example, Tennessee requires supervisors of licensure-seeking applicants to have five years' counseling experience, whereas New Mexico requires only three years' experience (Mascari & Wilson, 2005). Other states more securely regulate the supervision of licensure-seeking counselors. North Carolina, for example, requires pre-licensure supervision be completed by:

A licensed professional counselor with at least a master's degree in counseling and a minimum of five years of counseling experience, with a minimum of two years post licensure experience or other equivalently licensed and experienced qualified mental health professionals...Equivalently experienced means that the licensed professional must have a minimum of five years counseling experience, with a minimum of two years post-licensure experience. (North Carolina Board of Licensed Professional Counselors, 2008, ¶ .0209)

To assist in resolving the discrepancies between states, NBCC has created a credential specifically for supervisors called the Approved Clinical Supervisor (ACS) (NBCC, 2008); however, at this time, no state requires this credential for supervisors of applicants (Mascari & Wilson). It is interesting to note that Zucker and Worthington (1986) found no significant difference in supervision outcomes based on licensure status of the supervisors, though licensing standards have changed in the past 23 years since the study was conducted.

Supervision contracts. Another regulatory issue with supervision at the internship level is the formal supervision contract required in 2009 by CACREP between the intern and the university and site supervisors (CACREP, 2007a, 2009). The revised *CACREP Standards* require

interns to complete supervision contracts, which define the roles and responsibilities of the intern, the university supervisor, and the site supervisor (CACREP, 2009). The contract is important for the orientation of the student, expectations during internship, informed consent, and awareness and acknowledgement of evaluative procedures, including due process considerations related to the program as gatekeeper of the profession.

To comply with best practices in supervision, the supervision contract should include the goals and objectives of supervision, ensure both client and intern give informed consent, and have intern and supervisor crisis contact numbers, as well as instructions should a client emergency arise (Barnett et al., 2007; Jordan, 2002; Veach, 2001; Wilcoxon & Magnuson, 2002). Contracts should also include a professional disclosure statement of the supervisor, and ensure that interns have acquired the appropriate professional liability insurance prior to providing counseling at the internship site (Bernard & Goodyear, 2004). Ideally, the contract also describes the supervisor's theoretical orientation, documentation requirements, and the time, place, frequency, and duration of supervision. The contract also details the intern's requirement to contact the supervisor in the event of a client crisis or emergency, including danger to self, duty to warn (e.g., *Tarasoff v University of California Board of Regents*, 1976), and abuse/neglect of minors and incapacitated adults. The contract is signed by the site supervisor, university supervisor, and student, and should have a statement allowing the contract to be revised as needed. The actual instruments used to evaluate the student should be attached to the supervision contract.

Risk management. Supervision contracts are one of many realities of risk management in counseling internship supervision. Other aspects include client monitoring, supervisee monitoring, professional behavior, and knowledge of legal aspects of supervision. With regards

to direct contact with the intern, site supervisors must know and fulfill the university's requirements for supervision (Roberts & Morotti, 2001), and be intentional in the planning stages of supervision (Wilcoxon & Magnuson, 2002). Supervisors should provide objective and consistent feedback to interns (Hoffman et al., 2005), and document supervision sessions with interns in order to mitigate liability (Jordan, 2002; Wilcoxon & Magnuson).

Supervisors also must prevent exploitive dual relationships, and keep boundaries and roles clear with the interns, especially in the multiple dual roles that a university supervisor assumes with interns due to course instruction (ACA, 2005; ACES, 1993; Roberts & Morotti, 2001; Wilcoxon & Magnuson, 2002). Dual relationships include the supervisor's assumption of other roles with the supervisee (e.g., social) that might affect the supervisor's objectivity or capability, whereas boundaries describe the limits of the supervisory relationship (Haynes, Corey, & Moulton, 2003). Also in line with these cultural issues, supervisors must prevent boundary violations, in part, by acknowledging awareness of the inherent power differential of the site supervisor, who is seen as the expert to interns (Roberts & Morotti) and an instrumental person in assessment. Finally, the supervisor must monitor supervisee impairment, such as substance abuse, emotional instability, or health problems (Barnett, Cornett, Goodyear, & Lichtenberg, 2007).

Supervisors' roles as gatekeepers of the profession allow for legal issues to enter into the supervisory relationship, as with the presence of vicarious liability for a counseling supervisor. Vicarious liability is a possibility in the supervisory relationship, where a supervisor can be held legally liable for the actions of the supervisee. While normally, one is never legally liable for the torts of another, the concept of *respondent superior* (or, 'let the master answer') can have clinical supervisors being held liable for supervisee actions (Bernard & Goodyear, 2004; Kaplin & Lee,

1997). Kaplin and Lee describe three conditions for vicarious liability to be present: (a) the supervisee must be working under the direction of the supervisor in ways that benefit the supervisor, regardless of whether or not financial gain occurs, (b) the supervisor has the ability to control the actions of the supervisee, and (c) the supervisee is acting in the scope of duty or employment.

While case law is still developing related to university supervisors and/or the university being held liable for interns' work (these cases have been settled out of court), in *Nelson v. Gillette* (Kaplin & Lee, 1997), a supervisor and agency were held liable when a new male therapist began a sexual relationship with an underage female sexual abuse survivor. While the therapist was not necessarily acting in the scope of his employment, the court found that the supervisor should have known that due to the intimate nature of the therapeutic alliance, and the client's past history of abuse, that this possibility was foreseeable, and should have been prevented. Therefore, the roles and functions of the internship supervisor include this component, which reinforces the need for supervisors to ensure possession of professional liability insurance with a supervision provision clause.

Multicultural Aspects of Supervision

Ethical codes also require counselors to include multicultural considerations in their work with clients (ACA, 2005; ACES, 1993; NBCC, 2005). Therefore, another major role and function of internship supervisors is to ensure that the intern provides culturally appropriate counseling, which includes cultural awareness and respect for diversity in the supervision process. Similarly, counseling supervisors are also ethically bound to attend to cultural issues within the supervisory relationship (ACES), and to incorporate diversity awareness into all aspects of the curriculum (CACREP, 2009).

Another main supervisory function within multicultural considerations includes attention to cultural variables such as race, gender, and age, but also variables such as socio-economic status, values, religion and spirituality, and disability status. To assist supervisors in this function, reference to multicultural supervision competencies, as described by Pope-Davis (1997), is helpful. These competencies include taking responsibility for the exploration of racial dynamics within the supervisory relationship, modeling cultural sensitivity and social advocacy, acceptance of limits as a multicultural supervisor, and the provision of opportunities for multicultural case conceptualization in interventions and assessments (Pope-Davis). Even though supervisors may be armed with this conceptual knowledge, Webber (2005) noted the need for better integration of academic knowledge into occupational settings, especially in cross-cultural counseling.

Cultural issues within the supervisory alliance. Supervisors must be aware of the issue of power and status in their roles (Pedersen, 2003; Roberts & Morotti, 2001), and to maintain appropriate professional boundaries with interns, who are intrinsically vulnerable (Friedlander, Siegel, & Brenock, 1989; Jordan, 2002). An inherent power differential exists in the supervisory relationship, with the supervisor automatically occupying an elevated status by definition of the functions of the supervisor (Chen & Bernstein, 2000). These power dynamics may have significant implications for cultural and diversity issues, and for trust and alliance issues between the intern and the supervisors (Friedlander, Siegel, & Brenock). For example, unintentional racism can and does occur between supervisor and intern. Therefore a role and function of the supervisor includes the responsibility to address these sensitive topics.

To address this power differential, interns should be probed to reflect on the role of culture and values in their counseling sessions (Barnett et al., 2007). Both the university and site

supervisors should model exploration of these issues from the planning stage, and should include an objective about exploring the role of cultural factors in the supervision process in the supervision contract (Pope-Davis, 1997).

Estrada (2005) suggested the use of a formal instrument within the supervision session to assess and initiate discussion on these difficult issues related to biases and values. She found that African American supervisors explored cultural issues with supervisees and attended to the supervisee's cultural competence in sessions more frequently than did Hispanic or Euro-American supervisors (Estrada). Additionally, Bidell (2005) validated the use of an instrument within supervision to explore lesbian, gay, and bisexual counseling competencies, and found varying degrees of consistency among supervisors' competencies related to sexual issues in supervision.

Personal awareness. Another major aspect of the counseling internship that requires cultural sensitivity is the issue of personal awareness. Interns will possess different levels of knowledge, skill, cognitive complexity, and maturity during their internships (Stoltenberg, 2001, 2005). Supervisors may be required to set and model appropriate boundaries with interns, which can be difficult with supervisees who are not receptive to feedback (Hoffman et al., 2005). However, Lazar and Eisikovits (1997) found that interns preferred clear boundaries to be set within the supervision process.

Ellis (1991) notes that supervisees categorized emotional self-awareness as a critical incident within supervision. Awareness of this process variable can be very difficult for interns to receive. DeStefano, D-Iuso, Blake, Fitzpatrick, Drapeau, and Chomodrak (2007) note the usefulness of group supervision in assisting interns with this personal awareness, which is

consistent with the interpersonal learning benefit of the group modality (Yalom, 2005) and the constructivist philosophy.

Accurate supervisee self-evaluation is an issue that continues to require further study (Steward, Breland, & Neil, 2001). Therefore, internship supervisors should monitor interns for signs of burnout and vicarious traumatization, and should also monitor their own levels of burnout and apathy, and seek personal supervision or consultation as appropriate (Magnuson, Black, & Norem, 2000).

Supervision Effectiveness and Outcomes

Ultimately, the role and function of the internship supervisor is to ensure effective counseling provision with quality outcomes for both the counseling and the internship experience. The empirical literature focuses on many different aspects of supervision outcomes, however, empirical studies that link supervision outcomes to client outcomes are scarce, due to the difficulty in protecting client confidentiality and measuring these variables (Goodyear & Bernard, 1998; Vonk & Thyer, 1997), though Bernard notes that this literature is now becoming more robust (2005).

Supervision effectiveness within the supervisory relationship has been measured in outcomes studies, varying in ratings by the supervisor and the supervisee. Variables such as level of supervisee disclosure (Ladany, Hill, Corbett, & Nutt, 1996), power differentials (Ellis, 1991), alliance (Chen & Bernstein, 2000) and the multiple roles and duties of the site supervisor (Roberts & Morotti, 2001) have been found to influence supervision outcomes. Ineffective supervision includes apathetic, challenging, and developmentally inappropriate interventions (Magnuson et al., 2000; Stoltenberg, 2005).

Again, researchers have shown that effective supervision (defined as having a good outcome that promotes the professional orientation of the supervisee) is reliant on supervisees' perceptions of the supervision process, the supervisor him/herself, or the perceived relationship/levels of trust with the supervisor (Strozier et al., 2000; Worthen & McNeil, 1996). These facets are usually facilitated by a supervisor who is open to multiple perspectives (Magnuson, Black, & Norem, 2000) and who facilitates an emotional bond with the supervisee (Ladany, Ellis, & Friedlander, 1999). Additionally, Zucker and Worthington (1986) added appropriate confrontation to the definition of effective supervision, which provides support for the growth of the intern through personal awareness in supervision.

Somady et al., (2008) described effective supervisors as those who can successfully balance multiple roles. However, Hart and Nance (2003) did find that supervisor styles, such as directive and supportive, were correlated to more effective supervision outcomes for supervisees. These styles are one of many modes of supervision that will be explored in the following section.

Mode of Supervision

'Mode of Supervision' is defined as supervisees' desire for "supervision sessions where they are encouraged to share their work via videotape of multiple counseling sessions," and where supervision emphasized "one client across multiple supervision sessions" (Portrie-Bethke, 2007, p. 108). For the purposes of this review of literature, this definition will be expanded to include the modalities in which supervision is conducted during counseling internships and the supervision emphasis, or the 'how' of supervision. In the following section, mode of supervision will be described in terms of supervision modalities, methods, and focus within counseling supervision.

Modalities

Modality of supervision describes ‘how’ supervision is done, rather than the ‘who’ or ‘what’. Counseling internship supervision is provided in three major modalities, individual supervision (defined as one intern with one supervisor), group supervision (three or more interns with one supervisor), and triadic supervision (two interns with one supervisor). Several considerations impact the modality of supervision used during internship, including time, space, and clinical suitability.

Time and space considerations for supervision need to be addressed for effective supervision (Kaufman & Schwartz, 2003). Within the planning stages, supervisors must arrange a location to accommodate the students, and that has the technology available for tape review, such as a TV/VCR/DVD. Some supervisors prefer supervision to occur immediately following counseling sessions, while others prefer supervision immediately prior to counseling sessions (Kaufman & Schwartz).

Clinical suitability can be described within the construct of isomorphism, a process variable similar to parallel process, described previously in this chapter. Isomorphism refers to “the interrelational and structural similarities between therapy and supervision” (Bernard & Goodyear, 2004, p. 137). With this consideration, individual supervision would be helpful for an intern who performed individual counseling, whereas group supervision would be most helpful for an intern who performed group counseling at her internship. Though uncommon at the masters-level internship, if an intern were performing couples counseling, triadic supervision would be the appropriate isomorph for this dynamic. These modalities are described in the following sections.

Individual supervision. Individual supervision is the most common modality of supervision, both in pre-service and pre-licensure supervision (Haynes, Corey, & Moulton, 2003). Bernard and Goodyear (2004) consider it the “cornerstone of professional development” (p. 209), as do many licensing and certification agencies (Mascari & Wilson, 2005). This one-to-one relationship between intern and supervisor allows for depth, smoothness, and trust to develop in this alliance (Chen & Bernstein, 2000). During internship, one hour per week of individual or triadic supervision is required by CACREP, and is “usually performed by the onsite supervisor” (CACREP, 2009, p. 15). However, some counseling program faculty perform individual supervision at the university in addition to the individual supervision the intern is receiving at the internship site. Most counseling interns spend the majority of their counseling time in individual counseling (Kahn, 1999), therefore, individual supervision provides the appropriate isomorph for this modality.

Group supervision. CACREP requires group supervision be completed regularly over the course of the internship by a program faculty member, and should average one and a half hours per week (CACREP, 2009). The optimal number of members in a supervision group is 5-6 members (Bernard & Goodyear, 2004); however, CACREP currently allows a maximum of 10 interns per supervision group, which increased to 12 after adoption of the 2009 *Standards* (CACREP, 2001, 2007a, 2007b, 2009). Group supervision is a preferred modality for many supervisors both because of the economy of supervising several supervisees at once and the benefits to the supervisees of group interaction and vicarious learning (Gladding, 2007; Haynes, Corey, & Moulton, 2003). It is often used as a supplement to individual supervision (Gladding; Haynes, Corey, & Moulton).

According to Gladding (2007), the benefits of group supervision for counseling interns are immense. Interns get exposure to a wide variety of clients and conceptualizations in the group format. Group provides another dimension of evaluation of the interns, as their interpersonal interactions can be directly observed by the supervisor. Diverse opinions are shared in group, and there are economies of time, space, and expertise, as well (Gladding). Additionally, the group supervision modality provides vicarious learning opportunities for interns, and is the appropriate isomorph for interns who lead counseling groups at their internship sites (Bernard & Goodyear, 2004). Finally, through membership in the supervision group, individual intern dependence on the supervisor is minimized (Bernard & Goodyear).

De Stefano, D'Iuso, Blake, Fitzpatrick, Drapeau, and Chamodraka (2007) studied clinical impasses and the impact of group supervision on their resolution. In this study of eight counseling psychology students, trainees reported experiencing feelings of failure after a client had reached an impasse, and that the supervision group offered validation and support in response to these negative feelings. They also reported that impasses processed in group supervision lead to increased self-awareness, which is a main goal of counselor training. Some of the participants in this study, however, reported dissatisfaction with the group supervision modality, and experienced the group dynamics as conflictual (De Stefano et al.).

Typically, group supervision is supplemented by individual supervision, likely due to disadvantages of group supervision (Gladding, 2007). Some interns do not get their individual needs met or their needs get cursory attention during group supervision. Competition and scapegoating between group members that detract from the supervision work could exist. Additionally, there is no guarantee of confidentiality in group supervision. Finally, like the advantages, the group modality would not provide the appropriate isomorph for students doing

individual counseling in their internships (Bernard & Goodyear, 2004; Gladding). Ultimately, however, researchers have shown that group supervision provides a social milieu that positively influences conflict resolution, self-awareness, and counseling interventions (De Stefano et al., 2007; Moskowitz & Rupert, 1983; Prieto, 1998).

Triadic supervision. Triadic supervision describes the supervision modality consisting of two supervisees with one supervisor. This is not to be confused with what some authors refer to as the supervision triad, which describes the supervisor, supervisee, and client (Bernard & Goodyear, 2004; Haynes, Corey, & Moulton, 2003). A triadic supervision session usually lasts between 60-90 minutes. In some models, one intern presents during the first half of the session, while the other presents during the second half. Therefore, it can be difficult to keep both engaged without assigning a task to the non-presenting intern (Hein & Lawson, 2008; Stinchfield, Hill, & Kleist, 2007).

While CACREP's 2009 *Standards* allow for site and university supervision to be completed within the triadic modality, few studies exist that have explored this modality (Stinchfield, Hill, & Kleist, 2007). In a qualitative study of 15 counseling supervisors performing triadic supervision, Hein and Lawson (2008) found that the supervision skills needed to manage feedback and time within the triad were much different than in individual and group modalities, and that triadic supervision was more difficult. They found that triadic supervisors performed a "filtering" (Hein & Lawson, p. 22) function for the comments between the two interns, and that the two interns could also align with each other to the exclusion of the supervisor, which is problematic (Hein & Lawson). However, in addition to advantages of economies of time devoted to supervision, sometimes the presence of the second intern allowed the supervisor more time

within the session to prepare appropriate and meaningful feedback for the first intern (Hein & Lawson).

Of the few studies, triadic supervision is preferred by interns over group supervision. This preference is likely due to the more individualized attention within triadic supervision (Hein & Lawson, 2008; Newgent, Davis, & Farley, 2004); however, other reasons could include the actual supervision methods and techniques used, which are described in the following section.

Methods and Techniques of Supervision

Counseling internship supervision is provided via many different methods and techniques. Ideally, techniques chosen for individual and group supervision depend on the needs of the supervisee, the goals of supervision, and the role of the supervisor (Freeman & McHenry, 1996). In a study of 329 counselor educators, Freeman and McHenry found that the following methods were utilized in order of preference: videotape review, live supervision (with one-way mirror), audiotape review, anticipatory role play, self-report of sessions, co-counseling, documentation review, and bug in the ear (with one-way mirror). These methods will be described in the following section in terms of technology, self-report, and supervision instruments.

Technology. Several supervision techniques, methods and theories can be attributed to advances in technology. Videotape review, audiotape review, and ‘bug in the ear’ (a wireless earphone that the intern wears while the supervisor coaches the intern from another area while the counseling session is in progress) supervision methods provide direct monitoring opportunities for the supervisor (Bernard & Goodyear, 2004).

A common technique associated with videotape review in counseling supervision is Kagan’s (1984) Interpersonal Process Recall (IPR) technique. Using this technique, the

supervisor stops the session tape at different points, and allows the supervisee to verbalize his or her thoughts, feelings, perceptions, and beliefs at these different points of the session. IPR is not focused on skill acquisition; it is intended to allow the intern to verbalize internal reactions to clients (Bernard & Goodyear, 2004).

Fall and Sutton (2003) found similar frequencies of supervision methods as did Freeman and McHenry (1996), though they add the use of telephone and computer to these supervision methods. This addition exemplifies some advances in technology in the intervening seven years between these two studies. Other common technology used in supervision that was not included in the Freeman and McHenry study include electronic mail (e-mail), computer-based training, digital technology, and cybersupervision (i.e., online chat with live video) (Coker, Jones, Staples, & Harbach, 2002). With the proliferation of online counseling and online (distance education) counseling programs, various new forms of synchronous and asynchronous communication within internship supervision will likely follow (Clingerman & Bernard, 2004; Coker, et al.), possibly even including interactive counseling session simulation for interns.

E-mail provides an interesting method of data collection for supervision. In a study of practicum student e-mail communication with the university supervisor over a 15-week period, Clingerman and Bernard (2004) analyzed the content, frequency, and patterns of e-mail communications as a supplement for group supervision. They found that as the internship progressed, the number of e-mails per student decreased, but that the message content remained relatively stable, focusing on personalization issues and client interventions (Clingerman & Bernard).

The increase in the use of technology in supervision should result in increased empirical studies of supervision content and process, as the actual recording of a supervision session

provides the opportunity for objective data collection, and less dependence on self-report. Additionally, technology advances will continue to impact counseling internships, such as Manzanares et al.'s development of a CD-ROM to meet the training and orientation requirements for site supervisors (2004). With technological advances occurring at an exponential rate, all of these areas of supervision literature are expected to proliferate.

Self-report of supervision sessions. The most common formal and informal supervision method and technique is self-report. Interns frequently self-report to the supervisor their recollections of the counseling session content, their interventions, and their perception of the effect on the client. In a national survey of group supervision of practicum students, the majority of respondents reported that self-report leads to helpful discussions of clinical topics and case presentations (Prieto, 1998). While bias and distortions may obviously occur, this remains a common modality that should be supplemented with direct observation for effective supervision practices (Bernard & Goodyear, 2004; Jordan, 2002; Prieto).

Supervision instruments. While not specified in Freeman and McHenry's (1996) study as a common supervision technique, formal instruments are used more frequently as a supervision method. Inventories may be used during the supervision session to evaluate outcomes, to introduce sensitive subject matter (such as cultural issues), and to identify intern preferences for method of supervision and feedback. To meet these ends, *the Supervisory Styles Inventory (SSI)* (Friedlander & Ward, 1984), *the Supervision Sensitivity Survey (SSS)* (Estrada, 2005), and *the Sexual Orientation Counselor Competency Scale (SOCCS)* (Bidell, 2005), may be found useful as a mode of internship supervision.

The previous sections describe the quantity of available supervision methods and techniques. Effective supervision requires that none of these techniques should be used

exclusively. The supervisor should select methods and synthesize appropriately, especially when using a constructivist philosophy that respects the different learning styles of interns. When utilizing any of these techniques, the supervisor must select a supervision focus, which is explored in the following section.

Supervision Focus

Internship supervision may assume a structured or unstructured format focus, depending on the intern needs, supervisor's theory, and supervisory style (Bernard & Goodyear, 2004). Supervision focus will be described in terms of 'process versus content', supervisory style, and critical supervisory incident focus.

Process versus content. One important supervision focus that is based in both family systems theory and psychodynamic theory is the choice between process-focus and content-focus (Bernard & Goodyear, 2004). Content describes the matters being discussed during supervision, while process describes the dynamics of the interactions between the intern and the supervisor and peers. Supervisors that focus on case presentation are more content-based, whereas supervisors who subscribe to a psychotherapy-driven supervision theory are typically more process-based (Prieto, 1998). A dilemma may occur when a supervisor must choose one of these foci in session.

Kaufman and Schwartz (2003) developed a model that recognizes this content versus process dilemma by incorporating supervision session length into the trainees' needs. If the frequency and duration of supervision time is short, there is an administrative task (e.g., content) focus, whereas if more time is devoted to supervision, the session acquires depth through exploration of process variables (Kaufman & Schwartz; Loganbill, Hardy, & Delworth, 1982).

Lazar and Eisikovits (1997) found that interns prefer the content/task focus over the process focus, citing interns' need for specific problem-solving and single theory implementation as sources of this preference. It also appears that some supervisors prefer a content-focus in supervision. In a study of 129 social work field instructors (the equivalent of a counseling site supervisor), Rogers and McDonald (1995) found that supervisors selected supervision content based on the efficiency of the intern's job completion, not on their educational process needs. In this study, the participants focused on content variables such as interviewing skills, documentation, and compliance with agency policies and practices, and minimized focus on process issues, where the intern could reflect on the client or supervisory relationship.

Supervision process is bi-directional (Bernard & Goodyear, 2004), or similarly, has complementarity between the supervisor and intern (Chen & Bernstein, 2000). "Supervision as a process is concerned with the interaction of supervision participants, who reciprocally negotiate, shape, and define the nature of their relationship" (Chen & Bernstein, p. 485).

An interesting proverb is helpful in understanding process-focused variables: "Fish are the last ones to discover water" (Heidegger, as cited in Bernard & Goodyear, 2004, p. 139). Heidegger's philosophy of 'being' (Merleau-Ponty, 1945) parallels the need for the internship supervision session focus to allow for reflection and knowledge of these process variables in order to understand both self and client. Process focus is especially important in exploring transference and countertransference in both supervision and counseling sessions.

Processes occur at multiple levels during supervision (Kaufman & Schwartz, 2003). For example, a cognitively-focused supervisor attempts to have the interns bring their cognitive processes into awareness (Pearson, 2006). This process focus is also common within group

supervision, as the dynamics within and between interns and supervisor are similar to Yalom's (2005) therapeutic factor 'recapitulation of the primary family group.'

Disclosure omissions in a supervision session are also process variables. In a study of 108 interns, Ladany, Hill, Corbett, and Nutt (1996) studied non-disclosures, which were typically negative reactions or issues of perceived unimportance. They found that non-disclosures were significantly impacted by process variables such as evaluation, interpersonal and intrapersonal variables between intern and supervisor, as well as by the supervisor's style, which is discussed in the following section.

Supervisory style. Some supervisors may focus on the effect that his or her style has on the intern. Supervisory style refers to "the interactional process between supervisor and supervisee" (Fernando & Hulse-Killacky, 2005, p. 293). Friedlander and Ward (1984) designated three main supervisory style categories: attractive, interpersonally sensitive, and task-oriented. Attractive supervisory style indicates a collegial approach on the part of the supervisor, while interpersonally sensitive style suggests a relationship orientation to supervision. Finally, task oriented style denotes a content-based focus in supervision (Friedlander & Ward).

Researchers studied the impact of supervisory style on internship supervision outcomes. Steward, Breland, and Neil (2001) found a significant correlation between trainee perception of supervisory style and accurate self-evaluation. Additionally, Stoltenberg, McNeill, and Delworth (1998) determined that supervisees who perceived their supervisor to have an attractive style may have perceived these supervisors to be more highly skilled and knowledgeable, and thus had the tendency to view themselves as less skilled in order to defer to the supervisor's perceived authority. Several studies also found supervisees' perceptions of supervisory style to have a

direct impact on the strength of the supervisor-supervisee alliance, supervision outcomes, and intern self-efficacy (Bernard & Goodyear, 2004; Chen & Bernstein, 2000; Ladany et al., 2001).

Critical incident supervision focus. Several aspects of the supervisory and client relationship may become a critical incident in supervision. Typically, counseling interns work with high-need, low-resource clients, with high frequencies of chaos, addiction, and violence in their lives (Figley, 1995). Agencies and schools may be underfunded, schedules difficult, with little control over the day to day occupational variables that impact the counselor (Figley; Maslach, 1982). These issues impact the intern, and the university and site supervisors who work with the intern.

Personal issues also arise during supervision (Chen & Bernstein, 2000), such as death, divorce, or other crises. However, to comply with ethical codes, personal issues should only be explored during supervision as they relate to the client (ACES, 1993; Bernard & Goodyear, 2004). Otherwise, interns should be referred for personal counseling.

Dynamics between the intern and supervisor can also result in critical issues during supervision. In a study of 11 counselor educators who were asked to reflect on a “worst case scenario” (p. 193) in supervision, Magnuson, Black, and Norem (2000) identified several principles of “lousy” (p. 1) supervision. These qualities include being inflexible, critical, apathetic, providing vague feedback, imposing own theory onto intern, and displaying unprofessional and unethical role-modeling (2000). Other incidents can also provoke a positive critical incident within the relationship, such as supervision interventions, and developmentally appropriate validation and support for the intern (DeStefano et al., 2007; Strozier, et al., 2000). Finally, a critical incident can result when an intern experiences any of these relationship

dynamics within the context of having two, concurrent supervisors (Lee & Cashwell, 2001; Wilcoxon & Magnuson, 2002), which is discussed in the following section.

Concurrent Supervision

Concurrent supervision describes the triad in which the university and site supervisor simultaneously provide supervision for the counseling intern. In addition to this simultaneous supervision, the intern interacts with other players in the supervision process, including the clients at the internship site, and group supervision peers, potentially at both the university site and at the internship site (see Figure 1.). Counseling interns in CACREP-accredited programs are required to have concurrent clinical supervision through their internship sites and at their university (CACREP, 2009). Even though interns rely on this supervision model to complete their CACREP-required internships (2009), it is a largely ignored concept in the counselor education literature. Little is known about the extent of the differences and similarities between university and site counseling supervisors.

In a study of school psychologists, Ward (2001) found significant differences in the supervisory interventions of each, where site supervisors focused more on the intern's skills and the client, and university supervisors focused more on the intern's technical competence and professional development. She also noted discrepancies in the formal training of university and site supervisors (Ward). Also in the psychology field, Murphy (1981) found a significant difference in supervision practices, as site supervisors focused on service provision while university supervision focused on training, knowledge, and skills acquisition by the student.

In a study of 209 social workers, Itzhaky (2001) found that supervisees perceived external supervisors (supervisors employed outside the agency) as more confrontative and as possessing more expertise than internal supervisors (those employed within the same

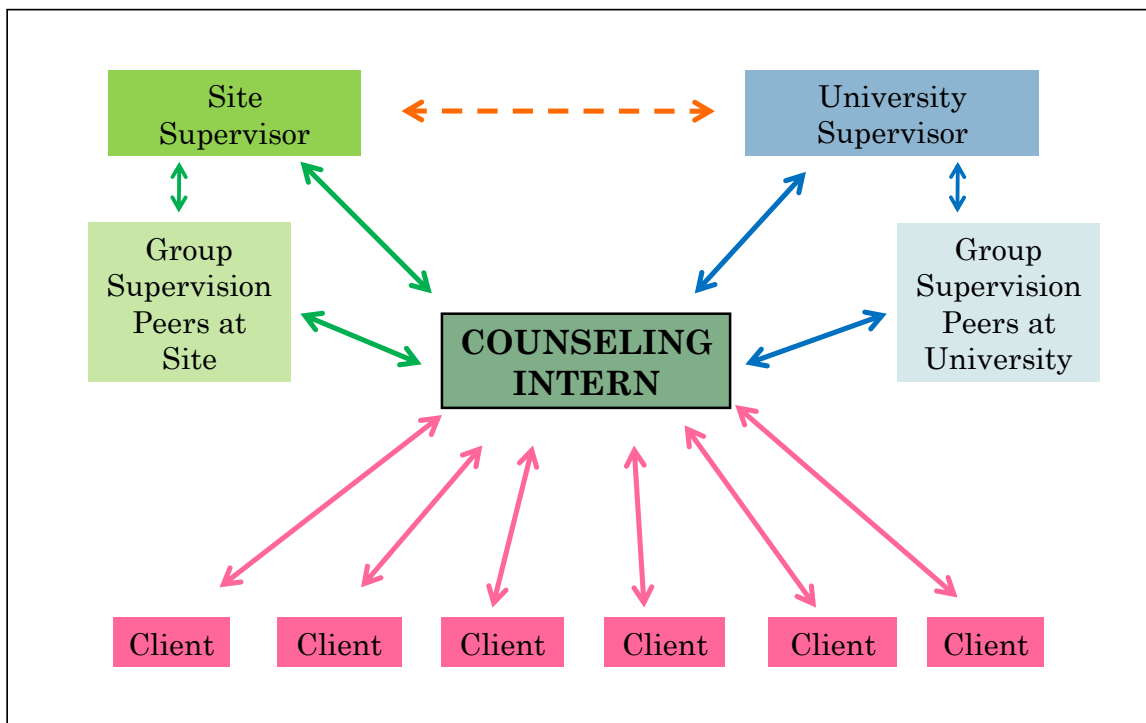


Figure 1. Counseling interns' position in relation to concurrent supervisors, clients, and group supervision peers.

organization as the supervisee). Also in social work, in a study of 129 field instructors (the equivalent of a counseling site supervisor), Rogers and McDonald (1995) found that supervisors focused more on supervision efficiency, than on intern development.

Only one study, however, directly compared university and site supervisors of counseling interns. Lee and Cashwell (2001) compared how site and university supervisors differed on their interpretation of ethical dilemmas. They found significant differences between the two groups, as university supervisors' responses were more conservative on issues of dual relationships, competence, and informed consent, while site supervisors were more conservative on issues of due process (Lee & Cashwell). They noted that the differences could be partially the result of the perspectives of each of the supervisors, given that site supervisors provide direct client service more frequently than do university supervisors. Their results also highlighted the importance of taking into account the participants' perspectives when drawing conclusions about research findings, which connects to the current research study.

Significant differences have been demonstrated between university-based supervisors and site-based supervisors in counseling (Lee & Cashwell, 2001), psychology (Ward, 2001), and in social work (Itzhaky, 2001; Rogers & McDonald, 1995). Researchers have also noted the potential for "powerful conflictual loyalties" (Wilcoxon & Magnuson, 2002, p. 59) between university and site supervisors for the intern (Lee & Cashwell).

Currently, 537 CACREP-accredited master's degree counseling programs exist, each with the requirement that students complete a 600 hour internship under the supervision of both a university supervisor and a site supervisor (CACREP, 2008b, 2009). Considering that supervision practices vary depending on the requirements, preferences, and resources of the counselor training program, the internship site, and the university and site supervisors (Haynes,

Corey, & Moulton, 2003), the potential for extreme variability exists in interns' experiences within counseling internships (Akos & Scarborough, 2004). This variability can occur within any of the infinite constructs that characterize counseling internship supervision, such as the intern-supervisor relationship, the various roles and functions of supervision, and the supervision methods used by the supervisors (e.g., Akos & Scarborough; Chen & Bernstein, 2000; Clingerman & Bernard, 2004; Ellis, 1991; Estrada, 2005; Fall & Sutton, 2003; Fernando & Hulse-Killacky, 2005; Fitch, Gillam, & Baltimore, 2004; Freeman & McHenry, 1996; Goodyear & Bernard, 1998; Hart & Nance, 2003; Hoffman, Hill, Holmes, & Freitas, 2005; Jordan, 2002; Kaufman & Schwartz, 2003; Ladany, Walker, & Melincoff, 2001; Lee & Cashwell, 2001; Nelson & Johnson, 1999; Pearson, 2006; Prieto, 1998; Romans, Boswell, Carlozzi, & Ferguson, 1995; Scott, Ingram, Vitanza, & Smith, 2000; Veach, 2001; Vonk & Thyer, 1997; Worthen & McNeill, 1996).

CACREP necessitates that both academic faculty and clinical site supervisors are responsible for the trainees' professional counselor identity via supervision (2001, 2007a). *CACREP Standards* have been revised (2007a, 2009), and are shifting more supervision responsibility onto the internship site supervisors, as evidenced by the decreased group supervision ratio requirements in university supervision, and by the increased focus on university supervisors' requirements to orient and train site supervisors.

Pitts et al. (1990) suggests that counseling programs increase awareness of the multiple roles that both university and site supervisors occupy, as well as improve the administrative management and coordination between these concurrent supervisors. Fernando and Hulse-Killacky (2005) also suggested that "the influence of individuals other than the supervisees' university supervisors" be assessed (p. 302), as they contribute to the counseling development of

interns. These independent results suggest the importance intern perceptions during concurrent supervision, which is the focus of this current study.

Chapter Two Summary

There is little research on concurrent supervision. As described in the previous chapter, research has been conducted on several relationship variables in supervision, roles and functions of supervision, and modes of supervision, however, these studies were conducted based mostly on the supervisory dyad (e.g., studying counseling interns and either the university or the site supervisors).

Given the importance of clinical supervision during the counseling internship and the dearth of information regarding similarities and differences of concurrent clinical supervisors, interns' perceived needs are one key aspect of supervision that can explain the outcomes of effective supervision. The purpose of this study is to explore the perceptions of counseling interns regarding their perceived needs during concurrent supervision. Unlike previous studies, this researcher will realize this purpose through studying supervision needs within the concurrent supervision context as opposed to studying university-based or site-based supervision individually. Chapter Three will explain the methodology used in this investigation.

CHAPTER THREE

Method

In Chapter Three, there is an overview of the research design, a description of the participants and instrumentation, and specific information about the procedures and data analysis used in this study. This methodology furthered the purpose of the study, which was to explore interns' perceptions of their supervision needs when receiving concurrent (university-based and site-based) supervision.

Research Design

The study design was a cross-sectional survey. The rationale for this methodology was consistent with the purpose for survey research as described by Creswell (2008) when a study serves to learn about a population and describe opinions. The dependent variable in this study was Intern's Perceived Needs in Supervision, which was composed of three factors: Supervisor Receptivity, Supervisory Functions and Roles, and Mode of Supervision. The independent variable in this study was supervision context, which had two levels: University Supervision (US) and Site Supervision (SS).

Participants

Participants were 28 masters-level counseling students enrolled in a CACREP-accredited school counseling or mental health counseling internship course at southeastern United States universities. Participants were in the second half of their internship, defined as having completed at least 300 hours of the minimum 600 required internship hours. Participants were recruited via in-class announcement and e-mail by instructors in the counselor education internship classes at their respective universities (see Appendix A). Counselor education internship class instructors were solicited through personal phone and e-mail contact, and provided signed permission that

indicated their intention to announce the study in their respective classes, and to send a pre-constructed e-mail with a web survey link to the students in the internship classes (see Appendix B).

The criteria for inclusion in the study were masters-level students of a CACREP-accredited counseling program, who were currently enrolled in a school counseling or mental health counseling internship, and who had completed at least 300 of the 600 required hours for internship. The rationale for the selection of the particular schools and sample was related to the researcher's proximity and access to these CACREP-accredited institutions via professional affiliations within state and regional counseling organizations, and personal knowledge of internship course instructors. Additionally, because the interns were completing their final required hours under supervision, interns had a better understanding of personal and professional developmental issues, and were more autonomous than those who were beginning this experience. This assumption is supported by Stoltenberg's Integrated Development Model (1981).

Instrumentation

The structured questionnaires utilized in this study consisted of a demographic survey developed by the researcher, and the *Supervisees' Perceived Needs in Supervision Questionnaire-Revised*, developed by Portrie-Bethke and Hill (2008) (see Appendix C). The questionnaires were selected based on their value in answering the research questions and on their psychometric properties.

Demographic survey. To ensure the sample parameters delimited in this study, a demographics survey was developed that required the participant's endorsement of four items prior to continued participation in the survey: the participant was required to validate current

enrollment in a masters-level counseling program, the program must be CACREP-accredited, the participant must be currently completing an internship in school or mental health counseling, and the participant must have completed at least 300 hours of the internship. Other questions related to general demographics and counseling program variables such as age, gender, race/ethnicity, type of internship setting, experience level of supervisors, type of supervision (e.g., individual, group, or triadic supervision) in each context, and part-time or full-time student enrollment status. These variables were selected based on factors affecting supervision outcomes and counseling trainee development as identified in the supervision literature (Bernard & Goodyear, 2004; Borders, 2005; CACREP, 2007a; Jungersen, 2008; Ladany, Ellis, & Friedlander, 1999).

Supervisees' Perceived Needs in Supervision Questionnaire-Revised (SPNSQ-R). The *SPNSQ-R* is one of the few validated instruments developed to provide a comprehensive exploration of supervisees' perceived needs and expectations from supervision (Hill, Portrie-Bethke, & Hanks, 2008). Additionally, the instrument is designed to enhance communication within the supervision process, and to foster a supportive supervision environment (Hill, et al.). The *SPNSQ-R* was developed based on supervision constructs frequently found in the supervision literature. These constructs include: supervision models, supervisory relationships, supervisor self-disclosure, self-efficacy, supervisor attractiveness, supervisory working alliance, and social and cultural factors in supervision (Portrie-Bethke, 2007). The items within the questionnaire were created based on these constructs and on the *Integrated Developmental Model* of supervision and Bernard's *Discrimination Model* of supervision (Bernard & Goodyear, 2004; Portrie-Bethke; Stoltenberg, 1981).

The *SPNSQ-R* lists 30 supervisee perceived needs in supervision (e.g. "I prefer to view videotapes of several different clients with my supervisor," "I expect my supervisor to inform me

of all possible assessments of my counseling,” etc.) (Portrie-Bethke & Hill, 2008, p. 1). Participants rated their perceptions of the helpfulness and importance of their supervision on a Likert-type scale (i.e. 1 = ‘Strongly Disagree’, and 5 = ‘Strongly Agree’) on each of the 30 needs. A higher score on the *SPNSQ-R* signified “greater perceived needs for collaborative relationships with supervisors, clearly articulated expectations by supervisors, and nonjudgmental encounters with supervisees” (Portrie-Bethke, 2007, p. 84). These perceived needs were categorized related to supervisory styles, working alliances, supervisor self-disclosure, competence development, skills assessed, and supervisors’ understanding of social and cultural factors as presented in supervision (Portrie-Bethke).

A factor analysis established three final subscales for the *SPNSQ-R*. These were Supervisor Receptivity (SR), Supervisory Functions and Roles (SFR), and Mode of Supervision (MS). ‘Supervisor Receptivity’ refers to 13 items in the instrument, and is defined as supervisees’ desire for “supervisors who are empathic to their counseling experiences, collaborative in discussing goals and expectations, nonjudgmental toward their counseling performance, and open to personal exploration and examination of self” (Portrie-Bethke, 2007, p. 108). Secondly, ‘Supervisory Functions and Roles’ is defined as supervisees’ desire for “supervisors who are open to exploring the supervisees’ personal reactions to their counseling experiences, open to self-disclosing personal reactions and counseling experiences, open to exploring social and cultural competencies, and open to providing feedback that is constructive to the supervisees’ learning style (Portrie-Bethke, p. 108). SFR comprises 14 items in the *SPNSQ-R*. Finally, ‘Mode of Supervision’ refers to three items in the instrument, and is defined as supervisees’ desire for “supervision sessions where they are encouraged to share their work

via videotape of multiple counseling sessions”, and where supervision emphasized “one client across multiple supervision sessions” (Portrie-Bethke, p. 108).

The *SPNSQ-R* was validated through both a pilot study and a follow-up study using practicum and internship counseling supervisees, as well as post-graduate counseling supervisees (Hill, et. al, 2008; Portrie-Bethke, 2007). The pilot study (N=107) resulted in three subscales that emerged: Supervisor Receptivity (SR), Supervisory Functions and Roles (SFR), and Mode of Supervision (MS), which were then confirmed through a follow-up study (N=202). The follow-up study also confirmed the validity and reliability of the *SPNSQ-R* when used with counseling supervisees of varying developmental level (Portrie-Bethke). The Cronbach’s alpha reliability coefficients for these factors were .805 (Supervisor Receptivity), .815 (Supervisory Functions and Roles), and .646 (Mode of Supervision), which are acceptable for retaining these factors.

After obtaining permission from the author (see Appendix C), the *SPNSQ-R* versions used in this study were adapted by the researcher to differentiate between university supervision and site supervision. Using the original *SPNSQ-R*, the words ‘supervisor’ and ‘supervision’ were changed to ‘university supervisor’ and ‘university supervision’ in the *SPNSQ-R-University Supervision Version*. Additionally, the words ‘supervisor’ and ‘supervision’ were changed to ‘site supervisor’ and ‘site supervision’ in the *SPNSQ-R-Site Supervision Version* (see Appendix C).

Procedure

A description of the study, an explanation of informed consent, and a request for participation was e-mailed to participants via their course instructor, and contained an Internet link to the web-based instruments. The opportunity to win a \$25 gift card was included in the e-mail request as an incentive to participate, in addition to course extra credit provided to students

by some instructors. Ethical considerations of privacy, confidentiality, and participant awareness of the purpose of the study were addressed via informed consent and University of Tennessee at Knoxville Institutional Review Board Human Subjects' Research approval. Completion of the survey also indicated consent.

Prior to data collection, the researcher contacted counselor education internship course instructors at CACREP-accredited universities via phone and e-mail to solicit signed permission and intent to announce the study in their respective classes, and to send an e-mail with a web survey link to the students in the internship classes (see Appendix B). After signatures were received, the researcher e-mailed instructions to the instructors (see Appendix A). The instructions asked instructors to forward an e-mail request for study participation to students in their internship courses, and to make a follow-up in-class announcement to encourage their participation. Instructors were also asked to consider allowing course extra credit in exchange for student participation in the study. Participants were informed that there were no consequences for non-participation in the study.

Data collection was conducted via a web-based survey that was deployed through the University of Tennessee Statistical Consulting Center (SCC) using *mrInterview*, part of the *Dimensions* family of SPSS products. Interested participants were directed to a web survey that assigned unique, random identifiers to each participant. Participants were invited to enter their contact information for an opportunity to be included in the random drawing for a gift card, and also to receive a copy of the research results, once completed. Anonymity was maintained through disguising participant identifying information in the computer database at the SCC. Any identifying information was immediately separated prior to data analysis.

Interested counseling intern participants were directed to a description of the study, where they endorsed informed consent, including their understanding of the risks and benefits of the study, and conditions of confidentiality and anonymity prior to beginning the survey. Participants then completed the demographic survey, the *SPNSQ-R*-University Supervision Version, and the *SPNSQ-R*-Site Supervision Version (see Appendix C). The order of the two *SPNSQ-R* versions was randomly determined by the survey program in order to minimize the threat of testing effect to the study's internal validity. The surveys were completed within one session, as participants did not have the option to return and resume the surveys at a later time. The estimated time of completion for all three surveys was 15-20 minutes per participant. The survey remained active until completion. After one week, an e-mail reminder for study completion was e-mailed to potential participants. At the conclusion of the three-week data collection period, the *mrInterview* program randomly selected a participant for the \$25 gift card, at which time this single participant's name and e-mail address or phone number was accessed and utilized by the researcher to obtain an address to which the gift card was mailed.

Data Analysis

The results from the surveys were imported into *Statistical Package for the Social Sciences (SPSS)* version 17.0. Data collection began once signed letters to instructors were received, and spanned a three-week window during the university spring semester. Any school names or identifying e-mail domains were separated from the data and replaced by a code. Descriptive and inferential statistics were compiled in order to estimate the mean difference between site supervision and university supervision. The *Student's t-distribution* was obtained, with a *post-hoc* Bonferonni adjustment to adjust for the tests on the three subscales. Using a 0.05 alpha level with three *SPNSQ-R* factors (Supervisor Receptivity, Supervisory Functions and

Roles, and Mode of Supervision), the adjusted p-value for significant correlations was 0.0166. This analysis identified which variables, if any, were statistically significant for differences in perceived needs of university and site supervision. Additionally, a multivariate analysis of variance (MANOVA) was run between the university supervision category and supervisor status of faculty member or doctoral student supervisor, to test for between-subjects effects (Vogt, 2005). Other MANOVAs were run on factors of full-time/part-time intern status and differences in site supervision, and on school/mental health agency internship site and differences in site supervision. Finally, a correlation coefficient was obtained to compare the degree to which site supervision and time spent in site supervision were related.

Chapter Three Summary

In conclusion, the differences in interns' perceived needs during concurrent supervision were examined. A demographic questionnaire and supervision context-specific instruments were used to assess counseling interns' perceptions of concurrent supervision needs. Data analysis was conducted via descriptive statistics, independent groups t-tests with a Bonferonni adjustment, MANOVAs, and correlational analyses. Results of this data analysis are reported in Chapter Four.

CHAPTER FOUR

Results

Chapter Four provides the results of the statistical analyses used to evaluate the hypothesis of this dissertation and to answer the research questions posed during the course of the present investigation.

Sample Demographics

The estimated population size was 250 students. The return rate was 37 participants. Of these, the sample consisted of 28 master's students in CACREP-accredited school and mental health counseling programs in the southeastern United States. Two participants did not consent to the study, while seven did not qualify for the study. There were no missing data in this study due to the construction of the web-based survey requiring forced completion prior to survey progression. Twenty three of the participants were female, five were male. All participants were adults, aged 18 years or older ($M = 28.86$, $SD = 7.97$) and were currently enrolled in graduate-level counseling internship courses at one of 21 universities. Table 2 provides the demographic frequencies and percentage values for participants' sex, ethnicity, school status, internship status, internship locale, internship setting, internship chronology, and amount of time at the internship setting.

Table 2

Participant General Sample Characteristics (N=28)

Variable	Frequency	Percentage
Gender		
Male	5	17.9
Female	23	82.1
Ethnicity		
Caucasian/white	27	96.4
African American/black	1	3.6
School status		
Full-time student (≥ 9 hours)	15	53.6
Part-time student (< 9 hours)	13	46.4
Internship status		
Full-time intern (40 hours/week)	13	46.4
Part-time intern (< 40 hours/week)	15	53.6
Internship locale		
Urban	13	46.4
Suburban	15	53.6
Internship setting		
School	17	60.7
Mental Health	11	39.3

(table continues)

Variable	Frequency	Percentage
Internship chronology		
First internship placement	13	46.4
Second or more internship placement	15	53.6
Time at internship		
5-8 weeks	12	42.9
8-12 weeks	8	28.6
12-15 weeks	2	7.1
20+ weeks	6	21.4

Note. N=28, with no missing data

The characteristics of the participants' university and site supervision are also included in the demographic information. Table 3 includes the demographic frequencies and percentage values for participants' supervisor status, supervisor experience, supervision modalities, supervision methods, and time spent in supervision for both university and site supervision.

Table 3

General Sample Characteristics for University Supervision and Site Supervision (N=28)

Variable	University Supervision	Site Supervision
	N (%)	N (%)
Participants' supervisor status		
Faculty member	20 (71.4)	N/A
Doctoral student	8 (28.6)	N/A
Licensed Counselor	N/A	19 (67.9)
Unlicensed Counselor	N/A	3 (10.7)
Psychologist/Social Worker	N/A	6 (21.4)
Participants' supervisor experience		
0-5 years	7 (25.0)	8 (28.6)
5-10 years	5 (17.9)	8 (28.6)
10+ years	16 (57.1)	12 (42.9)
Participants' supervision modalities		
Individual	16 (57.1)	26 (92.9)
Group	26 (92.9)	8 (28.6)
Triadic	2 (7.1)	3 (10.7)

(table continues)

Variable	University	Site
	Supervision	Supervision
	N (%)	N (%)
Participants' supervision methods		
Videotape	14 (50.0)	7 (25.0)
Audiotape	22 (78.6)	8 (28.6)
Self-report	28 (100.0)	28 (100.0)
Role-play	9 (32.1)	2 (7.1)
Documentation review	21 (75.0)	19 (67.9)
Other: Live supervision	0	2 (7.1)
Participants' time in supervision		
0-1 ½ hours	10 (35.7)	17 (60.7)
1 ½ - 2 hours	5 (17.9)	3 (10.7)
2 – 2 ½ hours	5 (17.9)	3 (10.7)
2 ½ - 3 hours	5 (17.9)	1 (3.6)
> 3 hours	3 (10.7)	4 (14.3)

Note. N=28

Statistical Analyses

Instrumentation. The *SPNSQ-R* was developed by Portrie-Bethke (2007) to explore supervisees' perceived needs in supervision. Respondents are asked to rate the importance and

helpfulness of various aspects of supervision in the instrument. The *SPNSQ-R* consists of 30 items rated on a 5-point Likert Scale that included: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree. The *SPNSQ-R* has three subscales: Supervisor Receptivity (SR), Supervisory Functions and Roles (SFR), and Mode of Supervision (MS). A higher subscale score indicates interns' greater perceived needs (as labeled important and helpful) for relationships within supervision ('who'), effective content within supervision ('what'), and effective methods of supervision ('how').

The *SPNSQ-R* possesses high content validity, as evidenced by positive subscale correlations between SR and SFR ($r = .545, p = .000$), between SR and MS ($r = .256, p = .008$), and between MS and SFR ($r = .221, p = .022$) (Portrie-Bethke, 2007). The *SPNSQ-R* was established as reliable within the current study based on the calculation of the reliability coefficient. The Cronbach's alpha coefficient for total scores was .795, indicating a high response pattern within the sample.

Analysis of Research Question One. To answer the first research question, "What are interns' perceived needs in university supervision?", descriptive statistics were compiled on the three factors of the *SPNSQ-R* within university supervision. The descriptive statistics for University Supervision can be seen in Table 4.

Table 4

Descriptive Statistics for University Supervision (N=28)

University Supervision	Mean	SD	Minimum	Maximum
Supervisor Receptivity	4.39	.4184	3.38	5.00
Supervisory Functions and Roles	4.45	.3291	3.57	5.00
Mode of Supervision	3.63	.7912	2.33	5.00

Using the 1-5 Likert Scale values, the descriptive statistics for factors within university supervision show that interns perceive Supervisor Receptivity and Supervisory Functions and Roles as important ($M = 4.39$ and $M = 4.45$, respectively), and Mode of Supervision as neutral, yet approaching agreement ($M = 3.63$).

The researcher also tested the following exploratory analyses of university supervision that stemmed from observations of the sample characteristics during data collection. These analyses expanded the study related to specific CACREP *Standards* revisions in 2009. To examine differences in university supervision based on interns' full-time or part-time student status, a multivariate analysis of variance (MANOVA) was conducted (Vogt, 2005). The results of the MANOVA statistical procedure were $F(3, 23) = 1.219$, $p = .325$, which does not reflect a significant difference in university supervision based on interns' full-time or part-time student status.

The researcher also examined differences in university supervision based on interns' university supervisor status as a faculty member or doctoral student. The results of the MANOVA were $F(3, 23) = 3.842$, $p = .023$, which does reflect a difference in university supervision based on the supervisor status as a faculty member or doctoral student.

Results of individual analyses of variance (ANOVAs) and means are in Table 5. No differences were detected, however, possibly due to the small sample size and low power. The factor of Supervisor Receptivity is marginally approaching significance ($p = .191$) for faculty member versus doctoral student supervisor status in university supervision.

Table 5

Multivariate Analysis of Variance Tests of Between-Subjects Effects for University Supervision based on Supervisor Status (N=28)

Variable	Faculty	Doctoral	<i>df</i>	<i>F</i>	<i>p</i>
	Members	Students			
	Mean	Mean			
Supervisor Receptivity	4.320	4.558	1, 25	1.809	.191
Supervisory Functions and Roles	4.474	4.402	1, 25	.254	.619
Mode of Supervision	3.719	3.417	1, 25	.805	.378

The researcher also examined differences in university supervision based on the time interns spent in university supervision. A Pearson product-moment coefficient was computed to determine the degree to which university supervision factors and time spent in university supervision were related (Vogt, 2005). Results indicate a marginal relationship ($r = .361$, $p = .059$) between university mode of supervision and interns' time spent in university supervision.

Analysis of Research Question Two. To answer the second research question, "What are interns' perceived needs in site supervision?", descriptive statistics were compiled on the three factors of the *SPNSQ-R*. The descriptive statistics for Site Supervision can be seen in Table 6.

Table 6

Descriptive Statistics for Site Supervision (N=28)

Site Supervision	Mean	SD	Minimum	Maximum
Supervisor Receptivity	4.38	.3732	3.38	5.00
Supervisory Functions and Roles	4.42	.4078	3.71	5.00
Mode of Supervision	3.05	.9204	1.00	5.00

Using the 1-5 Likert Scale values, the descriptive statistics for factors within site supervision show that interns perceive Supervisor Receptivity and Supervisory Functions and Roles as important ($M = 4.38$ and $M = 4.42$, respectively), and Mode of Supervision as neutral ($M = 3.05$).

The researcher also tested the following exploratory analyses of site supervision that stemmed from observations of the sample characteristics during data collection. To examine differences in site supervision based on interns' full-time or part-time intern status, a MANOVA was conducted (Vogt, 2005). The results of the MANOVA statistical procedure were $F(3, 23) = 1.223, p = .324$, which does not reflect a significant difference in site supervision based on interns' full-time or part-time intern status.

The researcher also examined differences in site supervision based on interns' internship site setting as either a school or mental health agency. The results of the MANOVA were $F(3, 22) = 1.664, p = .204$, which does not reflect a significant difference in site supervision based on interns' internship being completed in a school or mental health agency setting.

The researcher also examined differences in site supervision based on the time interns spent in site supervision. Pearson product-moment coefficients were computed to determine the

degree to which site supervision and time spent in site supervision are related (Vogt, 2005).

Results indicate a significant relationship between hours per week spent in site supervision and supervisor roles and functions in site supervision ($r = .423, p = .025$), and between hours per week spent in site supervision and mode of supervision in site supervision ($r = .410, p = .030$).

Analysis of Research Question Three. To answer the third research question, “How are interns’ perceived needs in university supervision and site supervision similar and different?”, paired samples *t*-tests with a Bonferonni correction ($.05/3 = .0167$) were run on both the total scores (university supervision and site supervision), and on each of the three factors (Supervisor Receptivity, Supervisory Functions and Roles, and Mode of Supervision). The Bonferroni correction is a *post-hoc* test used to test statistical significance when multiple comparisons are used (Vogt, 2005). This test was added to prevent the occurrence of a Type I error across the multiple comparisons of factors within the *SPNSQ-R*. The results of the paired samples *t*-tests are seen in Table 7.

Table 7

Paired Samples t-tests Comparing University Supervision and Site Supervision (N=28)

Variable	University	Site	<i>t</i>	<i>df</i>	<i>p</i> (two-tailed) ^a
	Supervision	Supervision			
	Mean	Mean			
Supervisor Receptivity	4.39	4.38	.377	27	.709
Supervisory Functions and Roles	4.45	4.42	.727	27	.473
Mode of Supervision	3.63	3.05	4.735	27	<.001*

Note. * $p < .016$

a Bonferroni adjusted alpha of .016 was used.

The paired sample *t*-tests showed a significance difference between university and site supervision with regards to mode of supervision [M (University Supervision) = 3.63, M (Site Supervision) = 3.05, $p \leq .01$]. Therefore, Mode of Supervision were less important for Site Supervision than for University Supervision.

Analysis of Research Hypothesis. Paired samples *t*-tests were conducted to evaluate the null hypothesis that interns' perceived needs in university supervision did not differ from interns' perceived needs in site supervision. The results of the *t*-tests were significant for mode of supervision ($t(27) = 4.735, p < .01$), but not for Supervisor Receptivity or Supervisory Functions and Roles.

In sum, the null hypothesis of significant difference between interns' perceived needs in university and site supervision was not supported on the factor of mode of supervision, but was supported on the factors of Supervisor Receptivity and on Supervisory Functions and Roles. The

obtained results indicate that we can reject the null hypothesis that there are no significant differences between university and site supervision and conclude that university and site supervision differ on the factor of mode of supervision.

Chapter Four Summary

In conclusion, for this sample of masters-level school and mental health counseling interns, interns perceived differences between university and site supervision in the methods used in supervision, but not in receptivity needs or roles and functions of supervisors. In both university supervision and in site supervision, interns perceived supervisor receptivity and the roles and functions of supervision as helpful and important. In university supervision, there is a difference in supervisor receptivity based on the status of the supervisor as a faculty member or doctoral student. Although this difference is not statistically significant, Supervisor Receptivity may be approaching significance in this comparison of faculty members and doctoral students as university supervisors. There is not a difference in site supervision based on the interns' setting at a school or mental health agency. There is not a difference in university supervision based on the interns' status as a full or part-time student, nor is there a difference in site supervision based on the interns' status as a full or part-time intern. There is a significant correlation between university mode of supervision and time spent in supervision. There is also a significant correlation between site mode of supervision and time spent in supervision and between site supervisor roles and functions and time spent in supervision. The meaning and import of these results will be described in Chapter Five.

CHAPTER FIVE

Discussion

Chapter Five provides a discussion of the results from the statistical analyses used to evaluate the hypothesis and research questions of this study. Limitations of the study, potential theoretical and practical implications for application, and directions for additional research are also discussed.

Purpose of the Study

The purpose of this study was to explore counseling interns' perceptions of their supervision needs when receiving concurrent (university-based and site-based) supervision. To measure intern needs, the perception of helpfulness and importance of counseling internship supervision was measured. Counseling internship supervision at both the university and the internship site is crucial to counselor development, client outcomes, and program accreditation. Internship supervision requires specific supervisory skill and knowledge. Internship supervision is also an understudied factor in counselor development, particularly from a constructivist philosophical basis. Therefore, the primary hypothesis for this study was deduced that there would be a significant difference in intern needs between university-based and site-based internship supervision based on interns' perceptions.

Summary and Discussion of Findings

A web-based demographics questionnaire and Likert survey of supervision needs was distributed to identified counseling interns at CACREP-accredited counselor education programs in the southeastern United States. Twenty-eight school and mental health counseling interns answered questions with regards to perceived helpful and important needs in three factors of relationship variables (Supervisor Receptivity), functions of supervision (Supervisory Functions

and Roles), and methods used in supervision (Mode of Supervision). Data were analyzed using descriptive and inferential statistics.

Participants were asked to indicate their needs in university and site supervision. Because interns' needs and preferences vary due to different levels of counselor development and competence (Bernard & Goodyear, 2004; Fernando & Hulse-Killacky, 2005), interns who had already completed at least 300 hours of internship were the target participants. This group was chosen based on the assumption that the participants had achieved higher levels of counselor development and cognitive complexity due to the experiences that had already been attained (Stoltenberg, 1981).

Interpretation of Results

The results are being interpreted to identify essential intern needs during supervision as those factors rated helpful and important based on the *Supervisees' Perceived Needs in Supervision Questionnaire – Revised (SPNSQ-R)* (Portrie-Bethke & Hill, 2008). To assist the reader, the following abbreviations may be used to interpret the results: (a) SR (Supervisor Receptivity), (b) SFR (Supervisory Functions and Roles), and (c) MS (Mode of Supervision).

Major Findings

The following results represent the major findings of the study. These findings will be discussed in greater detail in the subsequent paragraphs.

Finding 1. Interns perceived Supervisor Receptivity and Supervisory Functions and Roles needs as helpful and important, but were neutral on perceived needs within Mode of Supervision in both university-based and site-based supervision, with university Mode of Supervision approaching agreement.

Finding 2. Overall, a difference was detected between SR and faculty or doctoral students as university supervisors.

Finding 3. In university supervision, there was not a difference in SR, SFR, or MS based on whether interns were full-time or part-time counseling students.

Finding 4. In site supervision, there was not a difference in SR, SFR, or MS based on whether interns completed internships at school or mental health agency settings.

Finding 5. In site supervision, there was not a difference in SR, SFR, or MS based on whether interns were completing internships on a full-time or part-time basis.

Finding 6. There was a significant correlation between time spent in site supervision and SFR and MS, and a marginally significant correlation between time spent in university supervision and MS.

Finding 7. There were differences between university and site supervision in the self-reported methods used during the internship supervision.

Finding 8: Interns perceived differences between university and site supervision in the methods used in supervision (MS), but not in relationship needs (SR) or roles and functions (SFR) of supervisors.

From the study results, in both university-based and site-based supervision, interns perceived Supervisor Receptivity and Supervisory Functions and Roles needs as helpful and important, but were neutral on needs within Mode of Supervision, with university supervision approaching agreement in Mode of Supervision. Due to interns perceiving these supervision factors as helpful and important, it could be concluded that interns need Receptivity and Functions/Roles at both the university and site. This finding indicates that interns need relationship and practical supervision functions at both the university and site internship sites.

Additionally, interns in this sample neither agreed nor disagreed that Mode of Supervision was needed in both university and site supervision, though interns needed Mode more at the university than they did at the site. This finding indicates that interns perceive the modalities of supervision as neither helpful and important nor unhelpful or unimportant during site supervision, and as slightly more helpful and important during university supervision.

These findings support the premise that both university supervision and site supervision are helpful and important components of counseling internship supervision. If interns find university supervision and site supervision receptivity and functions important, it may be assumed that they would classify these aspects as essential needs during supervision. These findings are notable in that interns perceive current university supervision and site supervision practices as helpful and important, and, therefore, need university supervision and site supervision. Interns were neutral on their perceived needs regarding MS in both university supervision and site supervision, which primarily encompass videotape and audiotape of counseling sessions, as measured by the *SPNSQ-R*. These findings could also be interpreted that interns do not perceive audio and video tape review at internship sites as important, but that it is more important at the university than at the internship site.

The first exploratory analysis, which compared faculty and doctoral student supervisors, stemmed from the *CACREP Standards* revisions in 2009 that adjust the ratios of supervisors to students. Overall, a difference was detected between faculty and doctoral students as university supervisors, although when further explored, a significant difference could not be detected. However, when means are considered [M (faculty) = 4.320, M (doctoral) = 4.558], it could be that interns found doctoral students more important and helpful in Supervisor Receptivity than they found faculty members. This finding could result from the requirement that doctoral

students acting as university supervisors are required to receive supervision of their supervision while supervising interns.

The second exploratory analysis, which compared university supervision based on the full-time or part-time student status of the participants, stemmed from the CACREP *Standards* revisions in 2009 that outline the full time equivalency ratios of faculty to students. In university supervision, there was not a difference in the three supervision variables based on whether interns were full-time or part-time counseling students. This finding could be explained by the supposition that university supervision is not conducted differently based on interns' student status, and/or that interns have the same basic needs regardless of their enrollment status. The findings illustrate that the supervision factors remain helpful and important in university supervision regardless of whether the intern is a full-time or part-time student.

The next exploratory analysis developed from the current professional counselor identity discussion equating multiple counselor identities under one counseling umbrella. Based on the assumption that counselor educators share an inclusive counselor identity, the researcher analyzed potential differences in supervision needs at the internship sites. In site supervision, there was not a difference in supervision factors based on whether interns completed internships at school or mental health agency settings. This finding could be explained by the supposition that site supervision is not conducted differently between school internship sites or at mental health agency internship sites. In addition, findings illustrate that the supervision factors remain helpful and important in site supervision regardless of whether completed in a school or mental health counseling internship site.

Another exploratory analysis, which compared site supervision based on the full-time or part-time intern status of the participants, stemmed from the assumption that time spent in

supervision could impact relationship and modalities of supervision. In site supervision, there was not a difference in the three supervision variables based on whether interns were completing internships on a full-time or part-time basis. This finding could be explained by the supposition that the site supervision is not conducted differently based on the amount of time per week that the intern is at the site. The findings illustrate that the supervision factors remain helpful and important in site supervision regardless of whether the intern is a full-time or part-time intern.

Based on the assumption that more time spent in supervision could impact relationship and modalities of supervision, the exploratory comparison of time spent in supervision was conducted. In site supervision, there was a significant correlation ($r = .423, p = .025$) between Mode of Supervision and time spent in site supervision and between site Supervisor Roles and Functions and time spent in supervision. This finding is supported by the descriptive statistics of the sample. Fifty-four percent of respondents used some form of audio or video tape of sessions during site supervision, while 75% spent two hours or less in site supervision each week. Therefore, the more time interns spend in site supervision, the more important SFR and MS are.

In university supervision, there was a marginally significant correlation ($r = .361, p = .059$) between Mode of Supervision and time spent in university supervision. This finding is supported by the descriptive statistics of the sample. Seventy-nine percent of respondents used some form of audio or video tape of sessions during supervision, while 46% spent two hours or more in university supervision each week. This finding could be indicative of the time necessary to review tapes in supervision. Additionally, when compared to university supervision, the site supervision mean scores [$M (SR) = 4.37, M (SFR) = 4.41, M (MS) = 3.02$] could indicate that the need for Mode of Supervision increase as the time spent in supervision increases.

There were also differences between university and site supervision in the self-reported methods used during the internship supervision. Although 78.6% of university supervision included video or audio tape methods, only 28.6% of site supervision included these methods. Additionally, while 100% of interns used self-report at both the university and the site, 75% of interns used document review in university supervision, whereas 67.9% used this method in site supervision. These results could imply that university supervision uses more structured supervision methods than does site supervision.

The results suggest that for this sample of masters-level school and mental health counseling interns, interns perceived differences between university and site supervision in the methods used in supervision (MS), but not in relationship needs (SR) or roles and functions (SFR) of supervisors. The significant difference found between university-based and site-based supervision on the Mode of Supervision factor is supported by the results of the paired-samples *t*-test ($t(27) = 4.735, p < .01$), and is indicative of a clear difference in interns' needs in university supervision when compared to site supervision.

While no significant differences exist between university and site supervision on relationship (SR) and role/function factors (SFR), the results may indicate that interns perceived similar needs in both areas of concurrent supervision as evidenced by means greater than four (M (university supervision) = 4.39, 4.45, M (site supervision) = 4.38, 4.42) in both university and site supervision. Therefore, it can be concluded that interns perceive these factors as both helpful and important, based on the scores of the *SPNSQ-R*.

Review of Research Question One

Research question one asked participants to identify their needs in university supervision. Based on the results of this study, interns perceived Supervisor Receptivity and Supervisory

Functions and Roles as helpful and important needs in University Supervision, and were neutral, yet approaching agreement, on the need for Mode of Supervision.

Review of Research Question Two

Research question two was in reference to participants' needs in site supervision. Based on the results of this study, interns perceived Supervisor Receptivity and Supervisory Functions and Roles as helpful and important needs in Site Supervision, and were neutral on the need for Mode of Supervision.

Review of Research Question Three

Research question three pertained to similarities and differences in participants' needs in university-based and site-based (concurrent) supervision. Based on the results of this study, interns perceived differences in University and Site Supervision in the Mode of Supervision, but not in Supervisor Receptivity or Supervisory Functions and Roles.

Review of Research Hypothesis

The research hypothesis, presented in the null format, was that there would not be a significant difference ($p \geq .05$) between interns' perceived needs in university supervision and interns' perceived needs in site supervision. The results show that the null hypothesis was not supported on the factor of Mode of Supervision, but was supported on the factors of Supervisor Receptivity and on Supervisory Functions and Roles. After rejecting the null, the researcher concludes that, based on this study, university and site supervision differ on the factor of Mode of Supervision.

Implications for Application of Findings

Interns perceive the current practice of concurrent (university and site-based) internship supervision as helpful and important, and, therefore, need university supervision and site

supervision. The implications of this finding could endorse the continuation of university supervision and site supervision practices in their present structure at CACREP-accredited counseling programs.

Interns were neutral, yet approaching agreement, on their perceived needs regarding Mode of Supervision in both university supervision and site supervision. The implications of this finding could endorse the observation by Moskowitz and Rupert (1983) that interns generally fear being perceived as incompetent. As MS includes using video and audio tapes of interns in counseling sessions, the fear of evaluation of perceived incompetence could be exacerbated with the taped session. These findings also align with counselor development models describing intern anxiety regarding competence, and fear of evaluation in supervision (Moskowitz & Rupert).

Overall, a difference was detected between faculty and doctoral students as university supervisors. Based on these results, there could be a difference in the levels of collaboration, tolerance of differences, and willingness to self-evaluate based on faculty or doctoral student status as the university supervisor. This finding could result from the requirement that doctoral students acting as university supervisors are required to receive supervision of their supervision while supervising interns. This conclusion may be due to doctoral students' supervision affecting the doctoral students' relational variables in supervision constructively or, potentially, negatively, which would be an important source of practical information for doctoral programs in counselor education (Nelson, Oliver, & Capps, 2006).

Other findings illustrate that supervision factors remain helpful and important in university supervision regardless of whether the intern is a full-time or part-time student.

Implications of this finding are significant in regards to counseling programs' considerations to offer part-time opportunities for students to complete their counseling degree.

The correlations between Mode of Supervision and time spent in university supervision and site supervision has several implications. This finding has implications for the number of staff required to complete supervision, the amount of technological equipment required for supervision, and considerations for the calculation of teaching loads for faculty who are university supervisors. This finding also confirms the consideration of the time necessary to review tapes in supervision, as this method of supervision is not utilized as frequently in site supervision as it is in university supervision for this sample of interns. Finally, this finding has implications for the roles and functions of site supervision if concurrent supervision was ever eliminated as a practice within counselor preparation programs, as a helpful and important intern need could potentially be curtailed, or requirements for site supervision might, instead, expand to meet this need.

The lack of statistically significant differences between school and mental health counseling internships presents an interesting implication related to professional counseling identity. Implications of this finding are significant in regards to the current professional identity crisis within the counseling profession. The unity of all counselors under the professional counseling umbrella, regardless of specialty (e.g., school counselor, mental health counselor, career counselor, addictions counselor) is a current goal of the American Counseling Association (ACA) governing body (ACA, 2008). This finding could indicate a unified counseling identity within this sample of interns due to the lack of differences in supervision needs of the school and mental health counseling interns. Additional implications could support program consolidations of school and mental health counseling internship classes within counseling programs'

curriculum, rather than mandating separate courses for interns in school and mental health counseling.

The findings illustrate that the supervision factors remain helpful and important in site supervision regardless of whether the intern is a full-time or part-time intern. Implications of this finding are significant in regards to counseling programs' considerations to continue to offer part-time opportunities for students to complete their counseling internships. If there are no differences, programs could explore more part-time program options for counseling students.

In this sample, interns perceived differences between university and site supervision in the methods used in supervision (MS), but not in relationship needs (SR) or roles and functions (SFR) of supervisors. This finding, along with the frequencies of particular supervision methods, could imply that university supervision is filling a gap in the interns' supervision experience through use of the methods of video and audio review. If confirmed by future research, this finding has implications for the continuation of concurrent supervision as a viable practice in counseling internships. These results could also imply that university supervision uses more structured supervision methods than does site supervision. If this were the case, site supervisor orientation could include more information on structuring supervision.

Finally, the findings of this study could be applied in conjunction with Bernard's Discrimination Model during supervision sessions. The three factors of Receptivity, Functions and Roles, and Mode could be included in the matrix with the roles and foci of the Discrimination Model (see Figure 2.). If interns perceive a certain need as helpful and important, the supervisor could then adjust the appropriate focus and role based on this need.

<i>Bernard's Discrimination Model</i>		
Supervisor Role	Supervision Focus	Interns' Perceived Need
Counselor	Personalization	Supervisor Receptivity
Teacher	Intervention	Supervisory Functions and Roles
Consultant	Conceptualization	Mode of Supervision

Figure 2. Application of Bernard's Discrimination Model to Interns' Perceived Needs

Implication of Findings in Published Literature

When viewed in the context of previous research, the results of this study have significant implications for supervision theory. This study confirms the results found in studies by Lee and Cashwell (2001) and Ward (2001) in which significant differences in methods and practices used in university and site supervision were revealed.

In a separate study, Dodds (1986) asserts that university and site supervision are inherently different, stating that site supervision has a client focus, whereas university supervision has an educational and counselor-development focus. However, this traditional assertion within counseling supervision has never been empirically confirmed. A major finding of the current study can be extrapolated by noting that if differences are present in methods used in concurrent supervision, but not in relationship and roles/functions factors in concurrent supervision, then it could be concluded that university and site supervision complement each other in relationship and roles/functions factors. Therefore, university and site supervisors could occupy separate and distinct roles, which confirm the perceived usefulness of concurrent supervision in fulfilling a need for counseling interns.

Given the lack of empirical research on concurrent supervision, counseling internships, and supervision theory, and the specific supervision requirements for CACREP-accredited programs, results of this study may also contribute to the development of a model of concurrent supervision to be used during counselor preparation. This model could be developed based on the three factors from the *SPNSQ-R*, and could utilize the *SPNSQ-R* instrument itself within concurrent supervision to orient interns and supervisors to the needs of internship supervision, and to evaluate interns' progress in the internship.

Limitations and Implications for Future Studies

Application of the current study's results may be reduced by the limitations. Primarily, this investigation was restricted by the limited number of participants, which resulted in decreased power for detecting significant differences. This limitation was further compounded by use of the Bonferroni adjustment, which yields a conservative p value for each of the analyses. While this adjustment reduced the likelihood of a Type I error, it increased the possibility of a Type II error. Increasing the sample size would resolve this limitation.

The present study benefitted from a mixed-gender sample composition, from the diversity of two counseling specialties (e.g., school and mental health counseling), and from the multiple universities from which participants were selected. However, ethnic diversity was minimal, as was the restricted age range of participants. Future studies would benefit from a broader sample across gender, age, cultural variables, and counseling specialties.

Additionally, the sample was obtained using a recruitment incentive, the effects of which on the sample are unknown. Future studies could assess the socio-economic status of participants to assess the impact on study participation, or could consider not offering an incentive for

participation to resolve this limitation. Future studies could also increase the incentive award to increase the sample size.

Another limitation in this study was that the research design did not allow for the examination of redundancy within concurrent supervision. This study does not specify if SR, SFR, and MS are being duplicated for interns through the current practice of simultaneous supervision at both universities and sites. Future studies could assess interns' needs through a forced choice selection of either university or site supervision being perceived as more helpful and important on each of the factors.

Future Research Recommendations

Future areas of inquiry might include the examination of redundancy of roles, functions, and services within concurrent supervision as it pertains to methods used in supervision, and the specific roles and functions of university and site supervisors. Other studies could explore concurrent supervision from the perspectives of both the university-based and site-based supervisors. For example, university supervisors' attitudes, values, and expectations may be divergent from those of site supervisors, which could create intern uncertainty in performance, allegiance, and professional identity. Yet another study could compare concurrent supervision in CACREP and non-CACREP-accredited counseling programs to determine if SR, SFR, and MS are different. Finally, future studies could explore differences in site supervision based on the professional affiliation (e.g., counselor, psychologist, social worker) of the site supervisor.

Other future studies could further explore implications from the current study. The effects of doctoral students as university internship supervisors could seek to identify the effect (whether positive or negative) of this dyad on the relational variables in internship supervision.

Additionally, future studies could explore any issues of duplicate services in concurrent

supervision, which might impact the structure of internship supervision. Further studies could explore counselor identity within internship to explore the needs for separate or combined internship courses for school and mental health counseling interns.

Conclusion

In conclusion, this preliminary study attempted to investigate intern needs between university and site supervision within CACREP-accredited counselor education programs based on Supervisor Receptivity, Supervisory Functions and Roles, and Mode of Supervision. The results suggest that university and site supervision differ on methods of supervision, but not in receptivity and role functions. Interns reported that receptivity and role functions were important and helpful in both university and site supervision. Implications for redundancy within concurrent supervision were identified, though future research is needed.

Overall, findings from this study suggest that there may be differences in university and site supervision, particularly in supervision methods. Additionally, interns find both types of supervision helpful and important. By having access to this information, counseling interns, internship supervisors, and counseling program coordinators can structure counseling internships that will maximize counselor development and efficiency for the ultimate protection and welfare of clients.

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APPENDICES

Appendix A

Instructions for Instructors' Solicitation of Participants

INSTRUCTIONS FOR INTERNSHIP INSTRUCTORS

Phase One:

Please make the following announcement at the beginning of your next counseling internship class meeting:

“I am assisting in recruiting participants for a research study exploring interns’ perceived needs in concurrent supervision. I will be e-mailing you a link to a web-based survey within the next week. Your participation in this research study is not mandatory for this course requirement, but it is appreciated. Your answers will provide a greater understanding of supervisory needs so that future interns’ needs can be better addressed.”

Phase Two:

Please forward this message and survey link to your counseling internship class students:

Dear School and Mental Health Counseling Interns,

My name is Tara Jungersen and I am a doctoral student at the University of Tennessee. I am conducting a research study, under the supervision of my dissertation chair, on counseling interns’ perceived needs during university and site supervision. To do this, I will need masters-level counseling interns who have completed at least 300 hours of their internship to complete a demographic form and two questionnaires about their university-based supervision and site-based supervision. This study has been approved by the University of Tennessee Institutional Review Board.

The survey should take no more than 15-20 minutes to complete. You may access the survey at
<http://survey.utk.edu/mrIWeb/mrIWeb.dll?I.Project=JUNGERSENDISSERT>

If you have any questions, you may contact me by email at [tjungers @ utk.edu](mailto:tjungers@utk.edu). Thank you very much for your time and consideration.

Tara S. Jungersen M.Ed., LPC-MHSP, NCC
Doctoral Candidate
University of Tennessee at Knoxville
1122 Volunteer Boulevard
421 Claxton Education Building
Knoxville, TN 37996-3452
Phone: (865) 974-8864

Appendix B

Letter to Instructors Requesting Assistance with Participant Solicitation

January 9, 2009

Dr. _____
Assistant Professor; University of _____

Dear Dr. _____:

I am writing to request your assistance and permission for dissemination of a web-based survey link to your students in your counselor education internship course who have completed at least 300 hours of internship. The collected data will be used for a study comparing counseling interns' perceived needs of university-based and site-based supervision, and is approved by the University of Tennessee at Knoxville Institutional Review Board.

Students' participation would entail completion of a demographics survey, and completion of two versions of the *Supervisees' Perceived Needs in Supervision Questionnaire-Revised (SPNSQ-R)*, developed by Portrie-Bethke and Hill (2008). The *SPNSQ-R* is a 30 item Likert-style instrument that assesses interns' supervision needs in the areas of receptivity, roles, functions, and methods of supervision. The demographic survey consists of general questions regarding the intern's personal, programmatic, and internship characteristics. Participants will be directed to a web-based survey through an e-mailed link. Participation is anonymous, and neither the researcher, nor the course instructor will have any access to participants' names or school identity.

Your role in this study would be to make an announcement to your students during internship class that they will be receiving an e-mailed request for research participation from you, and then to forward the e-mailed link to your students. All information and electronic links would be provided to you prior to data collection.

If you are willing to assist in this study, you may indicate your agreement on the bottom of this letter, by signing and dating it. Please keep a copy for your files and return the original to the address below. If you have any questions about this request, please contact me by phone at (865) 974-8864, by e-mail at tjungers@utk.edu, or at the address below.

Thank you for your consideration of this request.

Sincerely,

Tara S. Jungersen
Department of Educational Psychology and Counseling
A525 Claxton Complex; University of Tennessee
Knoxville, TN 37996-3452

Permission Granted:

Signature _____ Date: _____

Appendix C
Instrumentation

DEMOGRAPHICS QUESTIONNAIRE

1. Are you a currently enrolled Master's student in a counselor education program? Yes No
2. Is your program CACREP-accredited? Yes No
3. Are you currently completing an internship in school or mental health counseling? Yes No
4. Have you completed at least 300 hours of your internship? Yes No

**If you answered YES to Question 1, 2, 3, AND 4,
please complete the remainder of the survey.**

TELL ME ABOUT YOURSELF AND YOUR COUNSELING INTERNSHIP

1. What is your age? _____
2. What is your gender?
 M F
3. What is your race/ethnicity?
 Caucasian/White
 African American/Black
 Asian
 Hispanic/Latino
 Native American
 Other (please specify) _____
4. Are you currently enrolled in graduate school on a full-time or part-time basis?
 Full-time student (at least 9 semester hours)
 Part-time student (less than 9 semester hours)
5. Are you completing your internship on a full-time or part-time basis?
 Full-time internship (40 hours per week)
 Part-time internship (less than 40 hours per week)
6. Please indicate the best description of your internship setting.
 Urban
 Rural
 Suburban

7. Which of the following best describes your primary internship setting? (check one)
- Public school
 - Private school
 - Mental health agency
 - College or University
 - Other (please specify)_____
8. Is this your first counseling internship? Yes No
- If No, is it your:
- 2nd internship?
 - 3rd internship?
 - 4th or more internship?
9. How long have you been at your current Internship Site in your role as intern? (choose one):
- 1 week or less
 - 2-4 weeks
 - 5-8 weeks
 - 8-12 weeks
 - 12-15 weeks
 - 15-20 weeks
 - 20+ weeks

The Following Questions pertain to your UNIVERSITY Supervisor:

10. Is your current University Supervisor a (choose one):
- Full time faculty member
 - Part time or Adjunct faculty member
 - Doctoral Student
 - Other _____
11. How many years of supervision experience do you estimate your current University Supervisor possesses?
- 0-2 years
 - 2-5 years
 - 5-10 years
 - 10 + years
12. What type(s) of supervision is used in your current University Supervision? Please check all that apply.
- Individual Supervision (1 intern, 1 supervisor)
 - Group Supervision (3 or more interns, 1 supervisor)
 - Triadic Supervision (2 interns, 1 supervisor)
 - Other (please specify): _____

13. What method(s) of supervision is used in your current University Supervision? Please check all that apply.
- Video Tape Review
 - Audio Tape Review
 - Self-report
 - Role-play
 - Progress Note and/or Treatment Plan Review
 - Other (please specify): _____
14. How many hours per week (on average) do you spend in face to face supervision (individual, triadic, and group) with your University Supervisor?
- Less than 1 hour
 - 1 – 1 ½ hours
 - > 1 ½ - 2 hours
 - > 2 - 2 ½ hours
 - > 2 ½ - 3 hours
 - > 3 hours
 - Other (please specify): _____

The Following Questions pertain to your SITE Supervisor:

15. Is your current Site Supervisor a (choose one):
- Licensed Counselor
 - Unlicensed Counselor
 - Psychologist
 - Social Worker
 - Other _____
16. How many years of supervision experience do you estimate your current Site Supervisor possesses?
- 0-2 years
 - 2-5 years
 - 5-10 years
 - 10 + years
17. What type(s) of supervision is used in your current Site Supervision? Please check all that apply.
- Individual Supervision (1 intern, 1 supervisor)
 - Group Supervision (3 or more interns, 1 supervisor)
 - Triadic Supervision (2 interns, 1 supervisor)
 - Other (please specify): _____

18. What method(s) of supervision is used in your current Site Supervision? Please check all that apply.
- Video Tape Review
 - Audio Tape Review
 - Self-report
 - Role-play
 - Progress Note and/or Treatment Plan Review
 - Other (please specify): _____
19. How many hours per week (on average) do you spend in face to face supervision (individual, triadic, and group) with your Site Supervisor?
- Less than 1 hour
 - 1 – 1 ½ hours
 - > 1 ½ - 2 hours
 - > 2 - 2 ½ hours
 - > 2 ½ - 3 hours
 - > 3 hours
 - Other (please specify): _____

UNIVERSITY SUPERVISION Version
Supervisees' Perceived Needs in Supervision Questionnaire – Revised (SPNSO-R)
 Portrie-Bethke & Hill (2008)

Please select the response that best fits what you believe is helpful and important in UNIVERSITY supervision. If you are completing more than one internship, please describe the university supervision from what you consider to be your primary internship setting.

1. I expect my university supervisor to demonstrate empathy toward my position when counseling difficult clients.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

2. I prefer to view videotapes (or hear audiotapes, if applicable) of several different clients with my university supervisor.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

3. I prefer the feedback from my university supervisor to be based on my counseling theory, not the counseling theory my university supervisor subscribes to as a counselor.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

4. In university supervision, it is important to explore my social and cultural competency related to providing counseling for diverse clients.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

5. I prefer to have an equal role in structuring my university supervision experience.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

6. I request that my university supervisor address my personal reactions and responses to clients that I may not be aware of during supervision.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

7. I believe it is important for me to choose my counseling theory I implement when working with clients rather than my university supervisor selecting my theoretical orientation.

Strongly Disagree Disagree Neutral Agree Strongly Agree

8. I expect my university supervisor to inform me of all possible assessments of my counseling.

Strongly Disagree Disagree Neutral Agree Strongly Agree

9. I want to discuss with my university supervisor my thoughts, feelings, and experiences when counseling clients without fear of being judged as inadequate as a counselor.

Strongly Disagree Disagree Neutral Agree Strongly Agree

10. I prefer my university supervisor to have more counseling experiences than I do.

Strongly Disagree Disagree Neutral Agree Strongly Agree

11. It is more important for me to collaboratively develop counseling goals with my clients than to do that with my university supervisor.

Strongly Disagree Disagree Neutral Agree Strongly Agree

12. I feel supported when my university supervisor implements feedback related to my learning style.

Strongly Disagree Disagree Neutral Agree Strongly Agree

13. I prefer my university supervisor to consult with me on appropriate interventions and skills rather than dictating interventions to be used with clients.

Strongly Disagree Disagree Neutral Agree Strongly Agree

14. I feel supported by my university supervisor when she or he explores my emotional responses toward clients during the supervision process.

Strongly Disagree Disagree Neutral Agree Strongly Agree

15. I prefer my university supervisor to be open to examining his or her own assumptions during the supervision process.

Strongly Disagree Disagree Neutral Agree Strongly Agree

16. It is important for my university supervisor to discuss his or her expectation of me during the supervision process.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

17. I prefer a relationship with my university supervisor in which I discuss various concerns.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

18. I expect to view multiple videotapes (or listen to multiple audiotapes, if applicable) of the same client with my university supervisor.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

19. I feel safe to discuss my thoughts when my university supervisor provides me with feedback that I do not understand.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

20. I want university supervision to be an experience in which I may express my weaknesses and not fear judgment by my supervisor.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

21. I prefer my university supervisor to share his or her counseling experiences with me.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

22. When my university supervisor creates opportunities for me to express opinions of my supervision experiences, I perceive our relationship to be more equal.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

23. I feel supported when my university supervisor expresses similar reactions as mine toward my clients.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

24. I expect to self-evaluate my counseling sessions via video (or audio, if applicable) during university supervision.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

25. When challenged by a client, I expect my university supervisor to support me in discussing my challenges and how these impact me.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

26. My university supervisor needs to give me feedback about whether my self-evaluations are consistent with his or her evaluation of my counseling.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

27. I want university supervision to be an experience in which I may express my weaknesses and not fear being viewed as incompetent by my supervisor.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

28. I feel supported when my university supervisor provides feedback appropriate to my level of counseling development.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

29. I feel more supported when my university supervisor creates a judgment-free environment for exploring my concerns about my counseling.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

30. I expect my university supervisor to provide feedback regarding counseling techniques that are considerate of my clients' worldviews.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

Comments:

SITE SUPERVISION Version
Supervisees' Perceived Needs in Supervision Questionnaire – Revised (SPNSQ-R)
 Portrie-Bethke & Hill (2008)

Please select the response that best fits what you believe is helpful and important in SITE supervision. If you are completing more than one internship, please describe the site supervision from what you consider to be your primary internship setting.

1. I expect my site supervisor to demonstrate empathy toward my position when counseling difficult clients.

Strongly Disagree Disagree Neutral Agree Strongly Agree

2. I prefer to view videotapes (or hear audiotapes, if applicable) of several different clients with my site supervisor.

Strongly Disagree Disagree Neutral Agree Strongly Agree

3. I prefer the feedback from my site supervisor to be based on my counseling theory, not the counseling theory my site supervisor subscribes to as a counselor.

Strongly Disagree Disagree Neutral Agree Strongly Agree

4. In site supervision, it is important to explore my social and cultural competency related to providing counseling for diverse clients.

Strongly Disagree Disagree Neutral Agree Strongly Agree

5. I prefer to have an equal role in structuring my site supervision experience.

Strongly Disagree Disagree Neutral Agree Strongly Agree

6. I request that my site supervisor address my personal reactions and responses to clients that I may not be aware of during supervision.

Strongly Disagree Disagree Neutral Agree Strongly Agree

7. I believe it is important for me to choose my counseling theory I implement when working with clients rather than my site supervisor selecting my theoretical orientation.

Strongly Disagree Disagree Neutral Agree Strongly Agree

8. I expect my site supervisor to inform me of all possible assessments of my counseling.

Strongly Disagree Disagree Neutral Agree Strongly Agree

9. I want to discuss with my site supervisor my thoughts, feelings, and experiences when counseling clients without fear of being judged as inadequate as a counselor.

Strongly Disagree Disagree Neutral Agree Strongly Agree

10. I prefer my site supervisor to have more counseling experiences than I do.

Strongly Disagree Disagree Neutral Agree Strongly Agree

11. It is more important for me to collaboratively develop counseling goals with my clients than to do that with my site supervisor.

Strongly Disagree Disagree Neutral Agree Strongly Agree

12. I feel supported when my site supervisor implements feedback related to my learning style.

Strongly Disagree Disagree Neutral Agree Strongly Agree

13. I prefer my site supervisor to consult with me on appropriate interventions and skills rather than dictating interventions to be used with clients.

Strongly Disagree Disagree Neutral Agree Strongly Agree

14. I feel supported by my site supervisor when she or he explores my emotional responses toward clients during the supervision process.

Strongly Disagree Disagree Neutral Agree Strongly Agree

15. I prefer my site supervisor to be open to examining his or her own assumptions during the supervision process.

Strongly Disagree Disagree Neutral Agree Strongly Agree

16. It is important for my site supervisor to discuss his or her expectation of me during the supervision process.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

17. I prefer a relationship with my site supervisor in which I discuss various concerns.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

18. I expect to view multiple videotapes (or listen to multiple audiotapes, if applicable) of the same client with my site supervisor.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

19. I feel safe to discuss my thoughts when my site supervisor provides me with feedback that I do not understand.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

20. I want site supervision to be an experience in which I may express my weaknesses and not fear judgment by my supervisor.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

21. I prefer my site supervisor to share his or her counseling experiences with me.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

22. When my site supervisor creates opportunities for me to express opinions of my supervision experiences, I perceive our relationship to be more equal.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

23. I feel supported when my site supervisor expresses similar reactions as mine toward my clients.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

24. I expect to self-evaluate my counseling sessions via video (or audio, if applicable) during site supervision.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

25. When challenged by a client, I expect my site supervisor to support me in discussing my challenges and how these impact me.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

26. My site supervisor needs to give me feedback about whether my self-evaluations are consistent with his or her evaluation of my counseling.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

27. I want site supervision to be an experience in which I may express my weaknesses and not fear being viewed as incompetent by my supervisor.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

28. I feel supported when my site supervisor provides feedback appropriate to my level of counseling development.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

29. I feel more supported when my site supervisor creates a judgment-free environment for exploring my concerns about my counseling.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

30. I expect my site supervisor to provide feedback regarding counseling techniques that are considerate of my clients' worldviews.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

Comments:

Scoring Key:***Supervisees' Perceived Needs in Supervision Questionnaire – Revised (SPNSQ-R)***

Portrie-Bethke & Hill (2008)

Scoring Instructions: SPNSQ-R

<u>Supervisor Receptivity:</u>	<u>Supervisory Functions and Roles:</u>	<u>Mode of Supervision:</u>
<u>Item #</u>	<u>Item #</u>	<u>Item #</u>
1	4	2
3	6	18
5	8	24
7	10	
9	12	
11	14	
13	16	
15	17	
20	19	
22	21	
25	23	
27	26	
29	28	
	30	



THE UNIVERSITY of TENNESSEE

College of Education, Health & Human Sciences
Educational Psychology & Counseling

525 Jane and David Bailey Education Complex
1122 Volunteer Blvd
Knoxville, TN 37996-3452
Phone: (865) 974-8145
Fax: (865) 974-0135

November 5, 2008

Dr. Torey L. Portrie-Bethke
Assistant Professor
University of North Texas
P. O. Box 310829
Denton, TX 76203-0829

Dear Dr. Portrie-Bethke:

I am writing to request permission for use and minor revision of the *Supervisees' Perceived Needs in Supervision-Revised Questionnaire* (SPNSQ-R) that you featured at the recent SACES conference in Houston, Texas. The instrument would be used for a study comparing counseling interns' perceived needs of university-based supervision and site-based supervision, and would be approved by the University of Tennessee at Knoxville Institutional Review Board.

The instrument revision would entail changing the wording of "supervisors" in each item, to either "site supervisor" and "university supervisor" in two separate instruments. Appropriate credit will be given in the study's acknowledgments.

If you are the copyright holder, or if additional permission is needed for rights from another source, please so indicate. You may indicate your agreement on the bottom of this letter, by signing and dating it. Please keep a copy for your files and return the original to the address below. If you have any questions about this request, please contact me by phone at (865) 974-8864, by e-mail at tjungers@utk.edu, or at the address below.

Thank you for your consideration of this request.

Sincerely,

Tara S. Jungersen
Department of Educational Psychology and Counseling
A525 Claxton Complex
University of Tennessee
Knoxville, TN 37996-3452

Permission Granted:

Signature

Date: 11.13.08

Appendix D
IRB Application



Institutional Review Board
Office of Research
1534 White Avenue
Knoxville, TN 37996-1529
Phone: 865.974.3466
865.974.7400

January 23, 2009

IRB#: 7810 B

TITLE: Perceived Needs of Counseling Interns in Concurrent Supervision

Jungersen, Tara
Educational Psychology & Counseling
A 525 Claxton Complex
Campus - 3452

Studer, Jeannine
Educational Psychology & Counseling
444 Claxton Complex
Campus - 3452

Your project listed above was reviewed and has been granted IRB approval under Expedited review.

This approval is for a period ending one year from the date of this letter. Please make timely submission of renewal or prompt notification of project termination (see item #3 below).

Responsibilities of the investigator during the conduct of this project include the following:

1. To obtain prior approval from the Committee before instituting any changes in the project.
2. If signed consent forms are being obtained from subjects, they must be stored for at least three years following completion of the project
3. To submit a Form D to report changes in the project or to report termination at 12-month or less intervals.

The Committee wishes you every success in your research endeavor. This office will send you a renewal notice (Form R) on the anniversary of your approval date.

Sincerely,

A handwritten signature in black ink that reads "Brenda Lawson".

Brenda Lawson
Compliances

Appendix E

Participant Informed Consent Statement

INFORMED CONSENT STATEMENT

Perceived Needs of Counseling Interns in Concurrent Supervision

INTRODUCTION

You are cordially invited to participate in a research study that seeks to identify interns' perceptions of their needs during concurrent (university-based and site-based) internship supervision. The purpose of this study is to explore interns' perceptions of their supervision needs when receiving concurrent supervision. More specifically, this study will investigate counseling interns' perceived needs in university and site supervision in the areas of supervisor receptivity, supervisory functions and roles, and mode of supervision.

INFORMATION ABOUT PARTICIPANTS' INVOLVEMENT IN THE STUDY

Your requirement for participation in this project is limited to completing a demographic information sheet about yourself and your work setting, and completing two questionnaires about your perceptions of the supervision needs from your university supervision, and the supervision needs from your site supervision. Completion of the three forms should take approximately 15-20 minutes.

By signing this form, you give your consent to participate in this research project. Efforts will be made to protect your identity, such as non-disclosure of name or any other identifying information, through assignment of a unique numerical identifier. Information connecting you to your responses will be electronically disguised prior to data analysis.

RISKS

Expected risks associated with this study are unlikely or minimal.

BENEFITS

Participants in this study may benefit from the awareness of concurrent supervision during internship and may enjoy knowing that their participation will contribute to the larger body of knowledge and effective counselor preparation.

CONFIDENTIALITY

Consent forms, information sheets, and questionnaire data will be kept confidential. All will be stored securely in a locked file cabinet in Dr. Jeannine Studer's (faculty advisor) office, Claxton Complex 444, and will be made available only to the primary investigator and faculty advisor, unless participants specifically give permission in writing to do otherwise. No reference will be made in oral or written reports which could link participants in the study by name. The information will be stored for at least three years, at which time, these materials will be destroyed, according to the University of Tennessee at Knoxville Institutional Review Board policies.

CONTACT INFORMATION

If you have questions at any time about the study or procedures, (or you experience adverse effects as a result of participating in this study), you may contact the researcher, Tara Jungersen, at 1122 Volunteer Boulevard, 421 Claxton Education Building, Knoxville, TN 37996-3452, (865) 974-8864, or her faculty advisor, Dr. Studer, at 865-974-0693. If you have

questions about your rights as a participant, contact the Office of Research Compliance Officer at (865) 974-3466.

PARTICIPATION

Your participation in this study is voluntary; you may decline to participate or withdraw from participation at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed, your data will be destroyed.

CONSENT

I have read the above information. I have received a copy of this form. I agree to participate in this study, and to the results being presented publicly.

Participant's name (printed): _____

Participant's signature: _____ Date: _____

Investigator's signature: _____ Date: _____

If you would like a copy of the results of this study, please provide your address: (check one)

NO THANKS, I am not interested in a copy of the results of this study.

YES, Please e-mail me a copy of the results of this study.

My e-mail address is _____ @ _____ . _____

YES, Please mail me a copy of the results of this study.

My mailing address is: _____

Vita

Tara Jungersen was born Tara Kimberly Sloan in Ft. Campbell, Kentucky, on August 16, 1972. She grew up in Chattanooga, Tennessee, where she graduated from Girls' Preparatory School. She credits this experience at GPS for her academic, social, and intellectual development which launched her inquisitiveness and enthusiasm for learning.

After beginning her undergraduate degree at Vanderbilt University in Nashville, Tennessee, Tara completed her Bachelor of Arts degree at the University of Georgia in Athens Georgia, with a major in Psychology. After marriage, she moved to Virginia where she worked as a mental health technician at Bridges, a children's residential treatment center for abused and at-risk children and adolescents. Two years later, she began her Master of Education degree at the University of Virginia at Charlottesville, with a concentration in Community Agency Counseling.

During her master's degree, Tara worked in various roles for Region Ten Community Services Board, including mental health technician in the mental retardation division, child-aide in the therapeutic big brother/big sister program, and as a counseling intern in the in-home counseling program for the Child and Family Team.

After completion of her master's degree in 1997, she and her husband moved to Albuquerque, New Mexico, where Tara worked as a therapist at Valencia Counseling Services in Moriarty and Estancia. Upon completion of the National Clinical Mental Health Counseling Exam in 1999, Tara became a Licensed Professional Clinical Counselor in New Mexico, and was promoted to director of her clinic, and also performed contract supervision for the local domestic violence shelter.

Relocation to Phoenix, Arizona, allowed Tara to continue her clinical work at Meta Urgent Care Central, a psychiatric emergency room in downtown Phoenix. She later worked as a therapist and utilization review coordinator for Desert Springs Professionals in Phoenix and Scottsdale, Arizona. Afterwards, she embarked on her first business venture by opening a private practice in Phoenix, while simultaneously doing quality management at Terros, Inc., a community mental health and substance abuse agency.

Returning home to Chattanooga, Tennessee, provided an abundance of diverse professional experiences. Tara resumed independent private practice as a Licensed Professional Counselor in Chattanooga, and began work as a Respond counselor in the admissions office at Parkridge Valley Hospital. In October, 2005, and again in February, 2006, Tara travelled to Hurricanes Katrina and Rita-affected areas in Louisiana to assist with crisis intervention and disaster mental health services.

In June, 2006, Tara began the doctoral program in Counselor Education at the University of Tennessee at Knoxville, where she is currently a doctoral candidate and will graduate in May, 2009. During this program, she has completed a cognate in Psychology, and a specialization in Higher Education Administration, and has actively pursued various teaching and scholarship opportunities. In addition to several professional presentations including topics of Compassion Fatigue, Clinical Supervision, Licensure, and Private Practice, she has taught or co-taught several courses at the undergraduate and graduate level related to counseling and mental health. She has worked as an Adjunct Faculty at the University of Tennessee at Chattanooga, and is a graduate teaching associate with the Chancellor's Honors Program at the University of Tennessee at Knoxville.

Tara has been inducted into the Chi Sigma Iota Counseling Honor Society, and the Phi Kappa Phi Academic Honor Society. She is a Nationally Certified Counselor, and is certified as a Tennessee Independent Mandatory Pre-Screening Agent. She is also active in several professional counseling organizations.