ASPECTS OF THE SUPERVISORY RELATIONSHIP IN SCHOOL PSYCHOLOGY INTERNSHIPS

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ABSTRACT

ASPECTS OF THE SUPERVISORY RELATIONSHIP IN SCHOOL PSYCHOLOGY INTERNSHIPS

Julie Cooperstone

Although extensive research has investigated the role of the supervisory relationship during internship within different fields of psychology, little is known about the nature of the supervisory relationship during the yearlong school psychology internship. The current study investigated the nature of the supervisory relationship in a group of 295 school psychologists, including ratings of working alliance, satisfaction with supervision, and quality of the supervisory relationship, and determined if these constructs could predict of the outcome of willingness to serve as a school psychology supervisor in the future. This study also developed two new measures of satisfaction with supervision that are specific to the field of school psychology. Large positive correlations were found amongst all aspects of the supervisory relationship, and between the two newly developed, school psychology specific measures of supervisory satisfaction with a widely used measure of supervisory satisfaction initially developed for use in the field of clinical psychology. Supervisory satisfaction was higher when all ten domains of school psychology practice were addressed in supervision. Results also suggested a small negative relationship between aspects of the supervisory relationship and future willingness to supervise an intern. Strengths, limitations, and implications for the practice of school psychology are discussed.

Keywords: school psychology internship, supervisory relationship, supervisory satisfaction, working alliance

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Chapter I

Introduction

Clinical supervision is an essential component of the training process for psychologists in health-related fields, functioning to enhance supervisee competency, protect the wellbeing of individuals served by the supervisee through quality monitoring, and provide a gatekeeping role to ensure competent service delivery (Enlow et al., 2019). During graduate training, school psychology interns receive supervision during a year-long school psychology internship (Newman & Guiney, 2019), which has been referred to as the pinnacle of graduate training (Conoley & Sullivan, 2002). McIntosh and Phelps (2002) defined supervision in school psychology as "an interpersonal interaction between two or more individuals to share knowledge, assess professional competencies, and provide objective feedback with the terminal goals of developing new competencies, facilitating effective delivery of psychological services, and maintaining professional competencies" (p. 33-34).

Throughout the yearlong internship, school psychologists develop competencies across various areas, and the complexity of the role renders supervision critical (Ding & Swalwell, 2018; Newman et al., 2019). While research has demonstrated that receiving supervision helps school psychologists enhance their practice skills (Ding & Swalwell, 2018), little research has investigated the factors contributing to adequate supervision in school psychology (Newman & Guiney, 2019), especially when compared to supervision in clinical and counseling psychology (Conoley & Sullivan, 2002). Furthermore, it is not required for school psychology supervisors to receive training to become a supervisor, and most have never received formal training in providing supervision (Newman &

Guiney, 2019). Although psychology is governed by law and ethics, school psychologists face additional and unique laws and ethical dilemmas that complicate their practice that are specific to practicing in an educational context and working with minors (Conoley & Sullivan, 2002). Supervision in school psychology may be informed by findings from supervision in health service psychology. However, these practices might not apply to the environmental context where school psychologists practice (Newman & Guiney, 2019). It remains unclear to what extent the available research on supervision can be generalized to the field of school psychology (Newman et al., 2019).

Studies show that supervisory relationships influence both the process of supervision and its outcomes, including the supervisee's satisfaction with supervision, level of self-efficacy, and therapeutic alliance with clients (Park et al., 2019). The quality of the supervisory relationship is believed to be essential to provide effective supervision (DePue et al., 2016) and the supervisory working alliance is considered the most influential factor within the supervisor-supervisee interaction (Watkins, 2014), as it facilitates supervisee development (Crockett & Hays, 2015). The clinical psychology literature has investigated multiple aspects of the supervisory relationship, including the working alliance, quality of the relationship, and supervisee-rated satisfaction with supervision, and research demonstrates that these aspects are related to one another (Schweitzer & Witham, 2018). However, it is unclear to what extent these findings will hold true and generalize to the field of school psychology.

The present study will investigate the nature of the supervisory relationship in the field of school psychology. This study will explore ratings of working alliance, satisfaction with supervision, and quality of the supervisory relationship, investigating

how they relate to one another and if they are predictive of the outcome of willingness to serve as a school psychology supervisor in the future.

Chapter II

Literature Review

The Supervisory Process

Across a variety of occupations, receiving supervision is a method of enhancing professional development (Chafouleas et al., 2002). Clinical supervision is considered an essential component of psychologists' training process in health-related fields (Enlow et al., 2019) and for counselors-in-training (DePue et al., 2016). Bernard and Goodyear (2014) defined supervision in helping professions as a specific intervention provided by a senior member to a less senior member who is typical of the same profession. Another definition describes supervision as "an interpersonal interaction between two or more individuals to share knowledge, assess professional competencies, and provide objective feedback with the terminal goals of developing new competencies, facilitating effective delivery of psychological services, and maintaining professional competencies" (Conoley & Sullivan, 2002, p.131). The supervisory process is evaluative, hierarchical, and ongoing (Enlow et al., 2019).

The purpose of supervision is to enhance the supervisee's competency, protect the wellbeing of individuals served by the supervisee through quality monitoring, and provide a gatekeeping role to ensure competent service delivery (Enlow et al., 2019). Supervisors guide interns towards integrating content, process, and context in their work (Stoltenberg, 2009) and oversee the intern's growth and development into a professional (Park et al., 2019). Through supervision, trainees learn and refine clinical skills and participate in professional development (Enlow et al., 2019). Supervisors also ensure client welfare and offer professional guidance (DePue et al., 2016). Through the

supervisory relationship, trainees learn to manage fears and anxieties associated with navigating working relationships with clients (DePue et al., 2016). The end goal of supervision is to support the trainee's capacity to engage in competent, independent practice by the end of the training experience (Stoltenberg, 2009).

Successful Supervisors

Successful supervisors are flexible, can see multiple perspectives, and can work with diverse individuals and cultures (Flanagan & Grehan, 2011). They are broadly knowledgeable in the field and can manage their own negative emotions and those of others (Flanagan & Grehan, 2011). Further, successful supervisors are life-long learners, sensitive to the work context, able to handle power appropriately, and possess interpersonal characteristics such as patience, humor, and humility (Flanagan & Grehan, 2011). Supervisors' interpersonal characteristics, including multicultural sensitivity, mindfulness, encouragement, motivation, caring, sense of humor, and commitment to the growth of supervisees, impact the nature of the supervisory relationship (DePue et al., 2016).

Another quality of successful supervisors involves the ability to tailor supervision to the supervisee's developmental level aptly. One developmental model of supervision that has been particularly influential in the literature and practice of clinical supervision is the Integrative Developmental Model (IDM) (McNeill & Stoltenberg, 2016). The IDM is a four-stage supervision model based on the clinical and counseling literature, and emphasizes the necessity of tailoring the structure and content to the supervisee's experience and skill level throughout each stage of supervision (Stoltenberg, 2009). Both the American Psychological Association (APA) and the National Association of School

Psychologists (NASP) suggest that supervisors should adjust their methods and deliver feedback based on trainees' developmental levels (APA, 2014; NASP 2018). Lambie and Sias (2009) suggested that supervisees at "lower levels of development are more concrete and dependent, requiring increased structure, added behavioral tasks, and more direction" (p. 352). New counselors typically demonstrate lower self-efficacy and higher anxiety levels (DePue et al., 2016).

While multiple supervisory models exist in clinical psychology (Pearson, 2006), few exist in school psychology. A considerable literature exists that is dedicated to psychotherapy-based supervision models in clinical psychology which are grounded in theory, such as the psychodynamic, person-centered, experiential, cognitive-behavioral, multimodal, and solution-focused models (Pearson, 2006). These supervision approaches provide concepts for understanding human behavior and offer helpful guides for case conceptualization and choosing and implementing intervention techniques (Pearson, 2006). One of the few supervision models specifically designed for school psychologists, as developed by Simon et al. (2014), is the Developmental, Ecological, and Problem Solving (DEP) model. The DEP model represents the first comprehensive supervision model specific to school psychology and addresses the school context and the school psychologist's multifaceted roles (Newman et al., 2019). The DEP model highlights the importance of receiving supervision across all ten school psychology practice domains, as offered by NASP (2010; Simon et al., 2014).

Supervisory Working Alliance

The quality of the supervisory relationship is essential to provide effective supervision (DePue et al., 2016). Supervision involves establishing a working alliance

between the supervisor and supervisee based on their mutual commitment to work jointly towards enhancing the supervisee's clinical skillset (Conoley & Sullivan, 2002). DePue et al. (2016) described the supervisory working alliance as a "collaborative experience in which mutual agreement occurs in terms of goals, tasks, and bonds within supervision" (p. 264). The supervisory working alliance is considered "the quintessential integrative variable in psychotherapy supervision" and the most influential factor within the supervisor-supervisee interaction (Watkins, 2014, p. 151). It is hypothesized to transcend theoretical models and has been referred to as the "heart and soul" of supervision (Watkins, 2014, p. 153). The supervisory working alliance is considered a particularly important aspect of supervision in counseling psychology (Caldwell et al., 2018).

The most common conception of the working alliance is Bordin's (1979) pantheoretical model, which has withstood the test of time and is widely embraced within the psychotherapy supervision literature (Watkins, 2014). Bordin's (1979) tripartite model includes a single general factor with three components: the *bond* between the supervisor and supervisee, and their level of agreement on both the *goals* and *tasks* of supervision. The bond encompasses the level of liking, acceptance, caring, and respect within the supervisory relationship. It also involves the working interaction and level of emotional connection between the supervisor and supervisee. The goals refer to what the supervisor and supervisee determine as the supervisory interactions' function. The primary goals of supervision typically include "developing, enhancing, and refining supervisee conceptual and practical skills" and "stimulating development and crystallization of the supervisee's identity as a therapist and professional" (Watkins,

2014, p. 157). The supervision tasks include the means the supervisor and supervisee go about accomplishing supervision goals (Watkins, 2014).

A strong supervisory working alliance is considered the foundation of the supervisory process (Enlow et al., 2019) and facilitates the supervisee's development (Crockett & Hays, 2015). The efficacy of supervision seems primarily based on the strength of the working alliance (Watkins, 2014). Studies have demonstrated that the supervisory relationship impacts the supervisory process and its outcomes, including the supervisee's satisfaction with supervision, level of self-efficacy, and therapeutic alliance with clients (Park et al., 2019). Horrocks & Smaby (2006) found that the trainee-rated supervisory working alliance predicted the trainee's skill attainment and personal growth level. Positive supervisory relationships are also associated with higher levels of job satisfaction and lower levels of stress and burnout (Park et al., 2019).

Several factors might impact the quality of the working alliance between supervisor and supervisee (Callahan et al., 2020). The nature and quality of their interactions can positively or negatively impact the alliance (Enlow et al., 2019). Positive working alliances are typically described as empathetic, respectful, warm, facilitative, collaborative, flexible, affirming and encouraging, interested and engaged, constructively challenging, and provide useful feedback for the supervisee (Callahan et al., 2020). Weak working alliances are characterized by supervisors who are disengaged, intrusive, preoccupied, lack interest/commitment, insensitive, disaffirming and discouraging, use an authoritarian or laissez-faire style, demeaning, critical, judgmental, non-supportive, and unethical (Callahan et al., 2020). While a weak supervisory alliance can lead to limited effectiveness in supervision and trainee growth, a strong supervisory alliance promotes

trainee self-efficacy, clinical care, and increased trainee satisfaction with supervision (Enlow et al., 2019). Ruptures in the working alliance can limit the effectiveness of supervision (Enlow et al., 2019) and are associated with increased supervisee stress, exhaustion, burnout, greater role conflict and ambiguity within supervision, and more frequent negative events within supervision (Callahan et al., 2020).

Much evidence demonstrates the association between a positive supervisory relationship and satisfaction with supervision. Schweitzer and Witham (2018) investigated the supervisory alliance amongst clinical psychology trainees receiving supervision. They found large positive correlations between the quality of the supervisory relationship and supervisee-rated satisfaction with supervision ($r = .91$, $p < .001$), the supervisory working alliance and satisfaction with supervision ($r = .88$, $p < .001$), and the quality of the supervisory relationship and the supervisory working alliance ($r = .92$, $p < .001$). These results demonstrate that supervisees who report having a positive relationship with their supervisors demonstrate more satisfaction from their supervision (Schweitzer & Witham, 2018). The researchers also posited that these results provide evidence that the measures used to assess the quality of the supervisory relationship and working alliance tap into a similar construct.

Satisfaction with Supervision

Supervisee-rated satisfaction with supervision is a widely used outcome variable in supervision research because it is considered essential for supervisee motivation and achievement (Holloway & Wampold, 1984). Supervisee-rated supervision satisfaction has been conceptualized as the "supervisee's perception of the overall quality of supervision and the extent to which supervision met the needs and facilitated the growth"

of the supervisee (Ladany et al., 1992, p. 448). Supervision satisfaction also encompasses the trainee's reaction to their supervisor's perceived qualities and performance, perception of their behavior in supervision, and degree of comfort in vocalizing their ideas within supervision (Holloway & Wampold, 1984). Satisfied supervisees tend to accept supervisor feedback, strive to cooperate, and willingly self-disclose to the supervisor (Crockett & Hays, 2015), while dissatisfied supervisees often cite a lack of feedback and remedial activities (Conoley & Sullivan, 2002). In a survey assessing satisfaction with supervision in clinical psychology students, Britt and Gleaves (2011) found most students (90%) reported being satisfied with the supervision they had received.

Evidence has accumulated showing that higher ratings of the supervisory working alliance are associated with higher levels of supervision satisfaction (Park et al., 2019). A meta-analysis of 27 studies investigating the supervisory working alliance revealed a strong correlation (r =.81, p < .001) with supervisee-rated satisfaction with supervision (Park et al., 2019). Further, each of the three subfactors of the supervisory working alliance (i.e., bond, goals, and tasks) were significantly and strongly correlated with the satisfaction rating (r = .65-.72, p < .001).

Supervision in School Psychology

During graduate training, school psychology interns are mandated by accrediting bodies and state agencies to receive supervision during a yearlong school-based internship (Newman & Guiney, 2019). This internship, which is completed in the final training year, has been referred to as the pinnacle of graduate training and "the culmination of years of coursework, practicum experience, and research, and offers

interns the opportunity to integrate all they have learned with the ultimate purpose of refining clinical skills and promoting ethical practice" (Conoley & Sullivan, 2002, p. 138). McIntosh and Phelps (2002) defined supervision in school psychology as "an interpersonal interaction between two or more individuals to share knowledge, assess professional competencies, and provide objective feedback with the terminal goals of developing new competencies, facilitating effective delivery of psychological services, and maintaining professional competencies" (pp. 33-34).

Throughout the internship, school psychologists in training are expected to develop competencies across various functional areas. The purpose of supervision during the school psychology internship is to help interns establish skills to deliver direct services (i.e., assessment, psychotherapy, consultation, functional behavior assessment, and response to intervention), translate learned information into informed and competent practice, apply ethical guidelines to practice, and share personal and professional experiences with others (Conoley & Sullivan, 2002; Flanagan & Grehan, 2011). Other areas addressed in supervision include legal issues, clinical skills, assessment and evaluation, diagnosis, psychotherapy theories, crisis intervention, and administrative issues (Conoley & Sullivan, 2002). School psychology supervision can be delivered via individual or group format (Conoley & Sullivan, 2002).

The complexities associated with the role of the school psychologist and the requirements for competency across multiple professional agencies support the necessity of supervision. The school psychologist's role is complex and includes a wide variety of practice areas, rendering supervision critical (Ding & Swalwell, 2018; Newman et al., 2019). Research demonstrates teachers, parents, and administrators display discrepancies

in their perspectives regarding the role and potential contributions of school psychologists (Ding & Swalwell, 2018). Additionally, multiple accrediting bodies (including NASP and APA) have oversight over school psychology practice. While there is considerable overlap in their requirements, there are also differences in the necessary professional skills and competencies amongst these professional associations (Fenning et al., 2015). Further complicating the matter, school psychology competencies vary based on the program type (i.e., specialist or doctoral level) (Fenning et al., 2015). Research has demonstrated that receiving supervision helps school psychologists demonstrate enhanced confidence and ethical practice, greater skills development and resilience, increased awareness of blind spots, and experience reduced pressure to practice in areas outside of their competence (Ding & Swalwell, 2018).

There has been little research investigating the factors that contribute to effective supervision in the field of school psychology (Newman & Guiney, 2019). Far less research has been dedicated to supervision in school psychology compared to supervision in clinical and counseling psychology (Conoley & Sullivan, 2002). While research on supervision in counseling and clinical psychology has been increasing, only 19 articles on supervision in school psychology were published between 2006 and 2017 (Newman & Guiney, 2019). Much of what is known about supervision in school psychology comes from research from other related fields, such as social work, clinical psychology, and counseling psychology (Newman et al., 2019). While psychology is governed by law and ethics, school psychologists face additional laws and ethical dilemmas that complicate their practice that are specific to practicing in an educational context and working with minors (Conoley & Sullivan, 2002). Ding and Swalwell (2018) described that the model

for the provision of school psychology services is “conceptually distinct from other psychological specialisms due to its educational context” (p. 2).

While supervision in school psychology may be informed by findings from supervision in health service psychology (HSP), these practices may not be isomorphic when applied to the environmental context that school psychologists face (Newman & Guiney, 2019). It is unclear to what extent the available research on supervision in HSP can be generalized to the field of school psychology for several reasons (Newman et al., 2019). Firstly, supervision research in HSP is typically executed with doctoral-level students and this may not apply to most school psychologists, of which, about two-thirds practice at the non-doctoral level (Newman & Guiney, 2019). Additionally, supervision in HSP is primarily based on providing psychotherapy and working directly with clients. At the same time, school psychologists perform a multifaceted and diverse role beyond providing counseling services, including assessment, instructional and behavioral consultation, and systems-level program development (Newman & Guiney, 2019; Newman et al., 2019).

Further, the nature of the ecological demands within a school-based position renders the position of the school psychologist unique (Newman & Guiney, 2019). In recent years, considerable emphasis has been placed on evidence-based practice within school psychology, and supervision is an area where further research is needed to meet this demand. Because supervision is a vital component of the training of school psychologists, the absence of research supporting supervisory processes and best practices in this field is problematic (Newman et al., 2019).

While supervision has been referred to as the "pedagogical thread woven throughout the fabric of school psychology," receiving training to become a supervisor is not required, and most school psychology supervisors have never received formal training in how to provide supervision (Newman & Guiney, 2019, p. 1). School psychology supervisors serve the complex roles of mentor, teacher, and role model (Flanagan & Grehan, 2011). To provide effective supervision, the supervisor must have discipline specific-knowledge (Silva et al., 2016). However, the provision of effective supervision is considered a distinct clinical skill beyond having the skills and capacity necessary to perform the job oneself (Newman & Guiney, 2019). Supervision has been termed "a specialty in its own right, complete with established models, practices, and interventions" (Pearson, 2006, p. 241). Newman and Guiney (2019) posited, "it should not be expected that school psychologists will learn to effectively supervise without explicit training" (p. 3). The lack of a requirement mandating supervisors to receive training leads to inconsistent supervisory practices amongst supervisors. Developing a greater awareness of the qualities that foster successful supervisory relationships could help inform supervisory practices, ultimately leading to the training of more competent school psychologists and supervisors.

Little is known about supervision in the field of school psychology, as research in this area has been extremely limited. A search of peer-reviewed journal articles published within the last 20 years related to supervision in school psychology yielded only 42 articles (Nov. 1, 2020). Conoley and Sullivan (2002) suggested that supervisors consider how interns feel about the supervision process, including expectations and what interns value most and least, particularly at the onset of the supervisory relationship. Newman et

al. (2019) reviewed 37 articles on supervision in school psychology published between 2000-2017. The most common topics addressed included supervisor competence, assessment/evaluation/feedback, and the supervisory relationship. Less commonly described topics included ethical/legal/regulatory considerations, professionalism, diversity, and issues related to professional competency. Articles also described current supervision practices in schools, focusing on access, availability, and supervisee satisfaction with supervision (Newman et al., 2019). Few articles addressed the processes and outcomes of school psychology supervision approaches (Newman et al., 2019). Two articles addressed barriers in accessing school psychology supervision, including limited supervisor availability, inadequate time, and lack of proximity to the supervisory. School psychology supervision typically centered on applying a problem-solving approach to case presentations with the provision of supervisory feedback (Newman et al., 2019).

The review conducted by Newman et al. (2019) included three articles that assessed supervisee satisfaction with supervision. Results revealed mixed ratings, with concern regarding "limited supervisor modeling of new and multifaceted school psychologist roles" (Newman et al., 2019, p. 324). These articles only included working school psychologists receiving supervision in their participant pools, excluding school psychology interns as participants. Chafouleas et al. (2002) found that school psychologists were moderately satisfied with the supervision they had received (M = 2.68, SD = 1.27, based on a 5-point Likert scale). Ding and Swalwell (2018) found that about two-thirds of participants working as school psychologists endorsed being satisfied or very satisfied with their supervision. However, a third reported being neutral, dissatisfied, or very dissatisfied with their supervision. Thielking et al. (2006) found that

most participants (46%) were very unsatisfied or unsatisfied with the supervision they received, while 43% were satisfied or very satisfied. It is unclear whether school psychology interns would rate their satisfaction with supervision in a similar way.

Articles also described the limited training and support available for supervisors, and the limited access to supervision for working school psychologists (Newman et al., 2019). The authors called attention to the need for developing models of supervision, specifically for the practice of school psychology (Newman et al., 2019). Other articles attended to supervision within specific practice areas of school psychologists, including assessment, consultation, counseling, systemic change, multi-tiered service delivery, family-school interventions, and multicultural competency and diversity within supervision (Newman et al., 2019). Six articles described multicultural competence within supervision, suggesting a need for focusing on helping supervisees develop self-awareness and a mature racial identity, addressing racial microaggressions, personal biases, and blind spots, and adapting counseling techniques to supervision in a culturally sensitive way (Newman et al., 2019).

Gaining a more complete understanding of the factors that can enhance supervision quality will allow the development of more purposeful practices, ultimately eliciting better outcomes for trainees and clients (Enlow et al., 2019). Research demonstrates that supervisees who rate their relationship with their supervisor more highly also tend to rate their alliance with clients more highly (DePue et al., 2016). For example, in a study investigating the impact of the supervisory working alliance on outcomes of supervision, Park et al. (2019) found a positive correlation between

supervisee-rated satisfaction with supervision and working alliance with the client (r = .27, p < .001).

There is a call for additional research in supervision within the discipline of school psychology (Newman et al., 2019). The limited availability of research in school-psychology supervision results in a small pool of information to inform best practices in supervision in graduate training programs (Newman & Guiney, 2019). It is interesting to understand the factors contributing to effective supervision practices to enhance trainees' competency. It is unclear whether the findings regarding factors contributing to successful clinical supervisory relationships will hold true for school psychologists' supervision. Further, there is a question about the appropriateness of applying measures that assess aspects of the supervisory relationship developed for use in clinical settings to assess the supervisory relationship within the field of school psychology.

Chapter III

Hypotheses

Based on the literature reviewed, multiple hypotheses were offered concerning the nature of the supervisory relationship during the yearlong school psychology internship.

1. When administered to school psychologists, each of the three previously developed measures of the supervisory relationship (i.e., BSWAI-T, S-SRQ, and SSQ) would retain the same factor structures as when administered in clinical psychology settings (i.e., both the BSWAI-T and SSQ would retain a single factor structure and S-SRQ would retain its three-factor structure, namely safe base, reflexive education, and structure).
2. The total scores for the BSWAI-T and SSQ, and the factors which emerge on the S-SRQ will have at least adequate internal consistency (i.e., $\alpha \geq .7$).
3. When administered to a group of school psychologists, the mean total scores of working alliance (BSWAI-T), satisfaction with supervision (SSQ), and the quality of the supervisory relationship (S-SRQ) will be similar and not significantly different from the mean ratings obtained within clinical psychology settings.
4. Ratings on the three measures of supervision satisfaction would be significantly, positively, and moderately correlated (i.e., $r \geq .3$) with one another.
5. Participants whose supervisors covered each of the ten domains of school psychology (based on the NASP Practice Model) during supervision will

report being more satisfied with the supervision they received compared to participants whose supervisors did not cover each domain during supervision.

6. Participants would report being at least somewhat satisfied (i.e., a mean rating greater than or equal to 5 on a 7-point Likert scale) with the supervision they received during the school psychology internship, which will be similar to the level of satisfaction with supervision found in the literature from clinical training settings.
7. Ratings of the working alliance, quality of the supervisory relationship, and satisfaction with supervision will have large correlations (i.e., $r = .5$ or larger) with each another.
8. More positive ratings of the supervisory relationship/alliance would be positively correlated with greater willingness to serve as a school psychology supervisor in the future.

Chapter IV

Methods

Participants

Study participants included 295 school psychologists across the United States. No participants were excluded from the data set due to missing information. The results section below details participants' demographic characteristics.

Procedures

The data was collected via Qualtrics survey from November 16, 2021 through February 28, 2022. Participants were recruited electronically using two methods. Directors of school psychology training programs across the United States were contacted via email and were asked to disseminate the survey via a URL link (see Appendix A). Further, postings to solicit study participation were made on Facebook pages of groups targeted at school psychologists (see Appendix B).

Measures

School psychologists who consented to participate were invited to complete a web-based survey using the Qualtrics platform. Participants accessed the survey using a hyperlink that led them to view the study's consent form (see Appendix C), which explained the purpose of the study, requirements for participation, benefits of participation, and the voluntary and confidential nature of the study. Participants were informed that the nature of the study was to investigate aspects of the supervisory relationship during the yearlong school psychology internship. After reviewing and consenting to participation, they were prompted to complete the following questionnaires.

Participants Demographics Questionnaire A brief questionnaire of 15 items was administered to assess demographic characteristics (see Appendix D). Information gathered included age, gender, race, ethnicity, student status, willingness to supervise an intern in the future, employment status, highest degree earned, country of residence, method of recruitment for the study, and whether and how much of the participants supervision was provided via a virtual format.

Best Practices Questionnaire. A questionnaire of 15 items was administered to assess participants' satisfaction level with their supervisor at their school site where they completed their yearlong school-based internship (see Appendix E). Participants who had more than one school-based supervisor were instructed to complete the survey regarding their primary supervisor. The questions were based on the Best Practice Guidelines for School Psychology Intern Field Supervision and Mentoring developed by the National Association of School Psychologists (NASP, 2014). This document outlines nine practice guidelines for effective school psychology intern field supervisors. Participants were asked to rate their level of satisfaction with their supervisor within these areas based on a seven-point Likert scale anchored from 1 (Very Dissatisfied) to 7 (Very Satisfied). Responses were coded such that higher Likert scores reflected greater satisfaction.

NASP Practice Model Questionnaire. A 20-item questionnaire was developed to assess participants' level of satisfaction with their supervisor's adherence to the NASP Model for Comprehensive and Integrated School Psychological Services (i.e., the NASP Practice Model) (see Appendix F). This model describes the services provided by school psychologists to students, families, and schools, and all certified school psychologists must possess at least a basic level of competency in each of the ten domains of practice

(2020). Participants who had more than one school-based supervisor were instructed to complete the survey regarding their primary supervisor (the supervisor who was responsible for most of their work). Participants were asked if they received supervision in each of the ten domains of practice, and how satisfied they were with the supervision they received in each respective domain. Questions were based on a seven-point Likert scale anchored from 1 (Very Dissatisfied) to 7 (Very Satisfied). Responses were coded such that higher scores reflected higher levels of satisfaction.

Supervisor Demographics Questionnaire. A brief ten item questionnaire was administered to assess the demographic characteristics of participants' internship supervisors (see Appendix G). Information gathered included race, ethnicity, gender, highest degree obtained, number of years as a practicing school psychologist, and educational setting.

Brief Supervisory Working Alliance Inventory. The Brief Supervisory Working Alliance Inventory – Trainee (BSWAI-T) is a 5-item measure that was administered to participants to measure the quality of the supervisor-supervisee alliance within supervision (Sabella et al., 2020). The BSWAI-T was developed by Sabella et al. (2020) based on the Supervisory Working Alliance Inventory – Trainee (SWAI-T) as a more efficient option for research purposes. The BSWAI-T has demonstrated strong internal consistency ($\alpha = .92$), strong construct validity, moderate to strong associations with measures of related constructs, and is considered minimally different in terms of psychometric properties when compared to the full-scale, 19-item SWAI-T (Sabella et al., 2020). The BSWAI-T is a frequently used measure of the supervisory working relationship (Park et al., 2019). Questions were based on a 7-point Likert scale anchored

from 1 (almost never) to 7 (almost always). Total scores on this instrument can range from 5 to 35 (see Appendix H).

Supervisory Satisfaction Questionnaire. The Supervisory Satisfaction Questionnaire (SSQ) is an 8-item measure that was administered to participants to rate their satisfaction with various aspects of their supervision (see Appendix I) (Ladany et al., 1996). Its Cronbach's was $\alpha = .96$, thus it has excellent reliability. While questions were based on a 4-point Likert-scale in the study performed by Ladany et al. (1996), for the current study, the questions were adapted to a 7-point Likert scale so all measures would be based on the same scale and factor analyses could be performed. Questions were coded such that higher scores reflected greater satisfaction. For one item, the term "*counselor or therapist"* was replaced with the term "*school psychologist*" to adapt for the current study's needs.

Short Supervisory Relationship Questionnaire. The Short Supervisory Relationship Questionnaire (S-SRQ) is an 18-item questionnaire that was administered to participants to assess the quality of the supervisory relationship (see Appendix J) (Cliffe et al., 2016). Questions were based on a 7-point Likert-scale and coded such that higher scores reflected better quality supervisory relationships. Total scores on this instrument can range from 18 to 126.

The S-SRQ was developed as a shorter version of the 67-item Supervisory Relationship Questionnaire (SRQ) and is intended for supervision research. The S-SRQ has demonstrated high internal consistency ($\alpha = .96$), good convergent and divergent reliability, acceptable test-retest reliability, and good predictive validity concerning ratings of satisfaction and effectiveness in supervision (Cliffe et al., 2016). The three

subscales of the S-SRQ are safe base (α = .97), reflexive education (α = .89), and structure (α = .88).

After completing the above surveys, participants had the option to provide their email addresses to be included in a lottery to receive a $25 gift card to Amazon.com. Participants' identifying information were not linked to the survey responses they provided.

Statistical Analysis

Frequencies and descriptive statistics were calculated to analyze participants' responses on demographic questions. Pearson-product moment correlations were calculated to determine the direction and degree of association between the number of virtual supervision hours received and each aspect of the supervisory relationship. The first hypothesis was related to determining the factor structure of aspects of the supervisory relationship. This hypothesis was tested using exploratory factor analyses to determine factor loadings for each aspect of the supervisory relationship, and these results were compared to what was obtained in previous research. The second hypothesis was that the total scores for the BSWAI-T and SSQ, and the factors which emerged on the S-SRQ, would have at least adequate internal consistency, which was measured using Cronbach's Alpha. The third hypothesis asserted that, when administered measures of the supervisory relationship developed for use within clinical psychology settings (i.e., BSWAI-T, SSQ, and S-SRQ), school psychologists would obtain similar mean scores to those obtained in clinical psychology settings. This hypothesis was investigating using two-sample t-tests and descriptive statistics. For the fourth hypothesis, which investigated correlations amongst the three measures of supervision satisfaction, Pearson-product

moment correlations were calculated to determine the direction and strength of the correlations. To investigate the fifth hypothesis, which was that participants whose supervisors covered each domain of school psychology practice during supervision would report higher supervisory satisfaction when compared to participants whose supervisors did not cover each domain, linear regression and independent samples T-tests were used. The sixth hypothesis, which was related to determining the mean level of supervision satisfaction in school psychology interns, was investigated using descriptive statistics. The seventh hypothesis, which posited that ratings of working alliance, quality of the supervisory relationship, and supervision satisfaction would be largely correlated with one another, was tested using Pearson-product moment correlations. The eighth and final hypothesis asserted that more positive ratings of the supervisory relationship would be associated with greater willingness to serve as a school psychology supervisor in the future. This hypothesis was investigated using Pearson-product moment correlations.

Chapter V

Results

Participant Demographic Characteristics

Study participants included 295 individuals, with 181 identifying as cisgender female (61.4%), 107 as cisgender male (36.3%), three as transgender male (1.0%), two indicating they preferred not to indicate their gender (0.7%), and two omitted the question (0.7%). Two hundred and eighty-seven participants reported their age, which ranged from 23 to 60 with a mean age of 31.7 (*SD* = 5.7). Eight participants either did not report their age or provided an invalid response (2.7%). One hundred and fifty-seven participants identified as Hispanic/Latino/a (53.2%), 135 identified as not Hispanic/Latino/a (45.8%), and three did not respond to the question (1.0%). One hundred seventy-seven participants identified as White (60.0 %), 68 identified as Black/African-American (23.1%), 37 identified as American Indian or Alaskan Native (12.5%), two identified as South Asian (0.7%), seven identified as East Asian (2.4%), and seven identified as Native Hawaiian or Other Pacific Islander (2.4%). Most recently, in April 2022, NASP collected demographic information from its members to assess the diversity of the profession of school psychology (2022). When compared to NASP membership demographics, it is clear that the participant pool in the current study represents a highly diverse sample of school psychologists.

Two hundred and seventy-two participants identified as practicing school psychologists (92.2%), 16 identified as not presently working as a school psychologist (5.4%), and seven participants omitted the question (2.4%). Two-hundred and thirty-nine participants reported not being a student (81.0%), 55 participants reported currently being a student (18.6%), and one omitted the question (0.3%). Of those who identified as

students, 50 were doctoral-level school psychology students (Psy.D., Ph.D., or Ed.D.) (17%) and 31 were master's/specialist-level school psychology students (10.5%). Two hundred and eighty-eight participants reported living in the United States, (97.6%) with participants residing across 43 states and the District of Columbia. Three individuals reported residing in American Samoa (1.0%), and four participants did not identify their state of residence (1.4%). One-hundred and forty-seven participants reported receiving the survey via email (49.8%), 141 reported receiving the survey via social media posting (47.8%), six received it via other means (2.0%), and one participant omitted the question (0.3%).

One-hundred and forty-eight participants reported that the supervision they received was pre-pandemic (50.2%). Ninety-four participants reported that some of their supervision overlapped with the pandemic (31.9%), 45 reported that all of the supervision they received was during the pandemic (15.3%), and eight participants omitted the question (2.7%). One-hundred participants reported that they received 0-10% of their supervision hours virtually (36.9%), 37 received 11-20% of their supervision hours virtually (12.5%), 29 received 21-30% of their supervision hours virtually (9.8%), 26 received 31-40% of their supervision hours virtually (8.8%), 29 received 41-50% of their supervision hours virtually (9.8%), 23 received 51-60% of their supervision hours virtually (7.8%), 15 received 61-70% of their supervision hours virtually (5.1%), 13 received 71-80% of their supervision hours virtually (4.4%), 3 received 81-90% of their supervision hours virtually (1.0%), 5 received 91-100% of their supervision hours virtually (1.7%), and six participants omitted the question (2.0%). A complete breakdown of participants' demographic characteristics can be found below in Table 1.

To determine the degree of association between the amount of virtual supervision hours received and each aspect of the supervisory relationship, five Pearson product-moment correlations were calculated., and results can be found below in Table 2. One small, significant correlation between the amount of virtual supervision hours received and satisfaction with supervision (as measured by the SSQ total score) was found [r (288) = -.21, n = 289, p < .001]. This result indicates that individuals who received fewer virtual supervision hours reported being more satisfied with the supervision they received, as measured by the SSQ.

All other correlations between the number of virtual supervision hours received, and aspects of the supervisory relationship were not significant (p > .05). The correlation between the number of virtual supervision hours and the quality of the supervisor-supervisee relationship (as measured by the BSWAI-T total score) was not significant [r (288) = .03, n = 289, p = .589]. The correlation between amount of virtual supervision hours and the quality of the supervisor-supervisee relationship (as measured by the S-SRQ total score) was not significant [r (273) = -.04, n = 289, p = .486]. The correlation between the number of virtual supervision hours received and the level of satisfaction with the supervisor's adherence to the NASP Practice Model was also not significant [r (273) = -.11, n = 289, p = .073]. The correlation between the number of virtual supervision hours received and the level of satisfaction with the supervisor's adherence to the NASP Best Practices for Supervision and Mentoring was also not significant [r (272) = -.04, n = 289, p = .539].

Table 1

Participant Demographics

	School Psychologists (*N = 295*)	
Characteristics	*N*	%
Gender		
Cisgender Male	107	36.6%
Cisgender Female	181	61.4%
Transgender Male	3	1.0%
Prefer not to indicate/missing	4	1.4%
Ethnicity		
Hispanic/Latino/a	157	53.2%
Not Hispanic/Latino/a	135	45.8%
Missing	3	1.0%
Race		
Caucasian/White	177	60.0%
Black/African American	68	23.1%
American Indian/Alaskan Native	37	12.5%
East Asian	7	2.4%
Native Hawaiian/Other Pacific Islander	7	2.4%
South Asian	2	0.7%
Employment		
Practicing school psychologist	272	92.2%
Not practicing school psychologist	16	5.4%
Missing	7	2.4%
Student Status		
Not a student	239	81.0%
Student	355	18.6%
Missing	1	0.3%
Degree working towards		
Masters/specialist level	31	10.5%
Doctoral (Psy.D., Ed.D., Ph.D)	50	17%
Supervision overlap with pandemic		
Pre-pandemic	148	50.2%
Some overlap with pandemic	94	31.9%
All supervision was during the pandemic	45	15.3%
Missing	8	2.7%
Virtual supervision hours		
0-10% virtual supervision	109	36.9%
11-20% virtual supervision	37	12.5%
21-30% virtual supervision	29	9.8%
31-40% virtual supervision	26	8.8%

41-50% virtual supervision	29	9.8%
51-60% virtual supervision	23	7.8%
61-70% virtual supervision	15	5.1%
71-80% virtual supervision	13	4.4%
81-90% virtual supervision	3	1.0%
91-100% virtual supervision	5	1.7%
Missing	6	2.0%
Method of survey receipt		
Email	147	49.8%
Social media posting	141	47.8%
Other/missing	7	2.3%

Table 2

Correlations Between Aspects of the Supervisory Relationship and Virtual Supervision

		SSQ	Practice Model Q.	Best Practices Q.	S-SRQ	BSWAI-T
Amount of virtual supervision received	Pearson Correlation	-.205	-.109	-.037	-.042	.032
	Sig. (2-tailed)	<.001	.073	.539	.486	.589
	N	282	273	272	273	288

Hypotheses

Hypothesis 1: Factor structure of aspects of the supervisory relationship

The first hypothesis posited that each of the three previously developed measures of the supervisory relationship (i.e., BSWAI-T, S-SRQ, and SSQ) would retain their original factor structures when administered in the current study to school psychologists. This hypothesis was tested by performing three exploratory factor analyses (EFAs) with principal axis factoring using Promax rotations to determine the factor loadings for each measure. The decision criteria for determining the number of factors on the measure was an Eigenvalue greater than 1. Results from the Kaiser-Meyer-Olkin (KMO) measure of

sampling adequacy and Bartlett's Test of Sphericity for the BSWAI-T, SSQ, and S-SRQ indicated that the measures can be factor analyzed. These results can be found below in Tables 3, 4, and 5, respectively.

Table 3

KMO and Bartlett's Test for BSWAI-T

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.817**
Bartlett's Test of Sphericity	Approx. Chi-Square	1030.950
	df	10
	Sig.	**<.001**

Table 4

KMO and Bartlett's Test for SSQ

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.931**
Bartlett's Test of Sphericity	Approx. Chi-Square	2105.439
	df	28
	Sig.	**.000**

Table 5

KMO and Bartlett's Test for S-SRQ

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.945**
Bartlett's Test of Sphericity	Approx. Chi-Square	3531.913
	df	153
	Sig.	**.000**

The EFAs indicated that all items loaded onto a single factor on both the BSWAI-T and SSQ, which is consistent with the results from previous literature. Results indicate that 72.8% of the variance in the BSWAI-T total score can be explained by a single factor, and 74.5% of the variance in the total score on the SSQ can be explained by a single factor (see Tables 6 and 7, respectively). Cronbach's alpha was calculated for each measure to determine its internal consistency, and was considered excellent for both the BSWAI-T ($\alpha = .91$) and the SSQ ($\alpha = .92$). The scree plots for the BSWAI-T and SSQ can be found below in Figures 1 and 2, respectively.

Table 6

Total Variance Explained for BSWAI-T

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.641	72.815	**72.815**	3.312	66.238	66.238
2	.648	12.957	85.772			
3	.342	6.841	92.614			
4	.217	4.334	96.947			
5	.153	3.053	100.000			

Table 7

Total Variance Explained for SSQ

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.957	74.463	**74.463**	5.672	70.905	70.905
2	.538	6.721	81.184			
3	.436	5.455	86.640			
4	.289	3.607	90.247			

5	.280	3.502	93.749			
6	.194	2.422	96.171			
7	.171	2.136	98.306			
8	.136	1.694	100.000			

Figure 1

Scree Plot for BSWAI-T

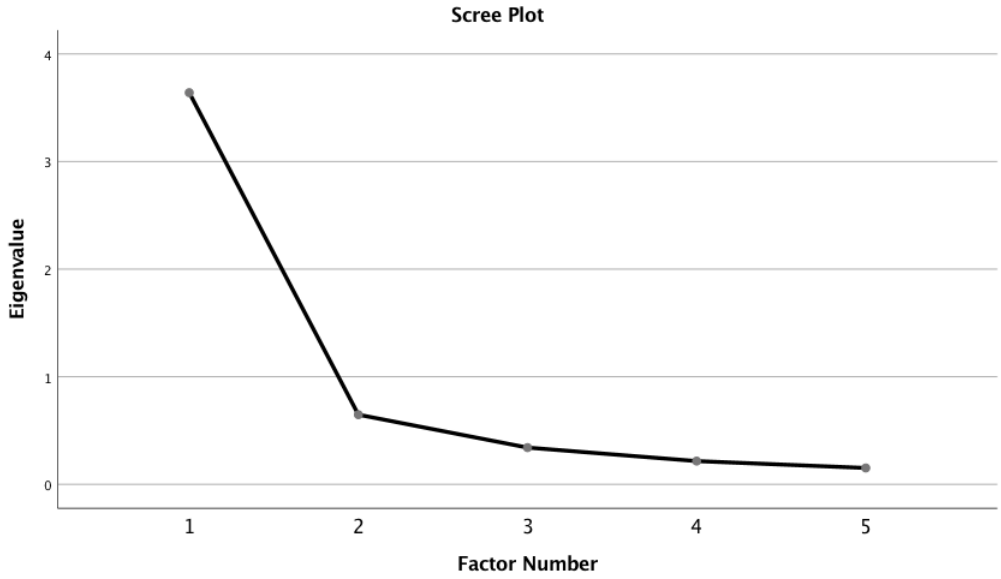
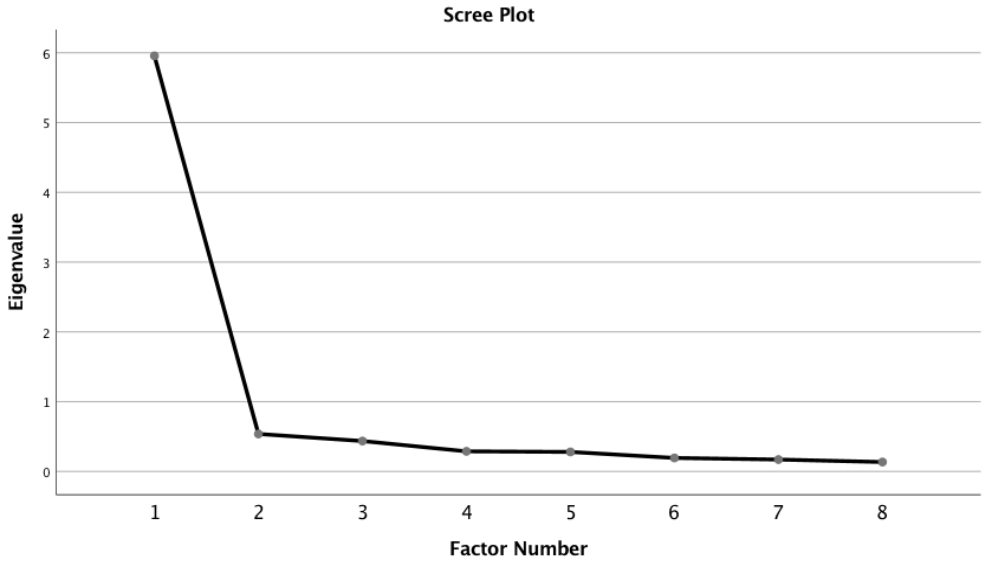


Figure 2

Scree Plot for SSQ



Results of the EFA indicated that two factors emerged on the S-SRQ, with items 1-11 loading on the first factor and items 12-18 loading on the second factor. Internal consistency for the total score (α = .94), the first factor (α = .95) and second factor (α = .85) in the current sample is considered strong. However, this factor structure differs from what was found in literature when the S-SRQ was administered in a clinical therapy setting, where three factors emerged (safe base (items 1-9), reflexive education (items 10-14), and structure (items 15-18)). Results indicate that 63.0% of the variance in the S-SRQ total score can be explained by two factors (see Table 8). The pattern matrix and scree plot for the S-SRQ can be found in Table 9 and Figure 3, respectively. Based on these results, hypothesis 1 was only partially supported.

Table 8

Total Variance Explained for S-SRQ

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	9.650	53.612	53.612	9.277	51.538	51.538	8.770
2	1.687	9.374	**62.986**	1.220	6.777	58.316	7.167
3	.843	4.683	67.669				
4	.676	3.753	71.422				
5	.654	3.631	75.053				
6	.614	3.409	78.462				
7	.605	3.360	81.822				
8	.460	2.557	84.379				
9	.455	2.525	86.905				
10	.412	2.287	89.192				
11	.339	1.882	91.074				
12	.315	1.748	92.822				
13	.295	1.638	94.459				

14	.266	1.476	95.935				
15	.231	1.285	97.220				
16	.207	1.152	98.371				
17	.164	.910	99.281				
18	.129	.719	100.000				

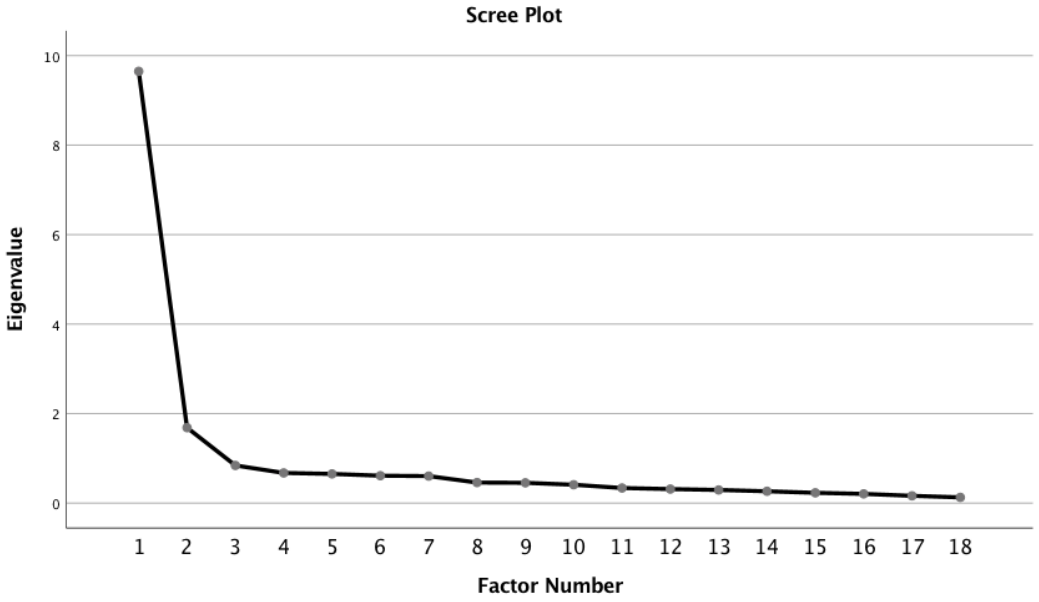
Table 9

Pattern Matrix in Factor Analysis for S-SRQ

	Factor	
Item	1	2
SSRQ_1 Supervisor was approachable	**.936**	-.048
SSRQ_2 Supervisor was respectful of my views and ideas	**.915**	-.065
SSRQ_3 Supervisor gave me feedback in a safe way	**.838**	-.018
SSRQ_4 Supervisor was enthusiastic about supervising	**.668**	.145
SSRQ_5 Could openly discuss concerns with supervisor	**.828**	.012
SSRQ_6 Supervisor was non-judgmental	**.808**	-.282
SSRQ_7 Supervisor was open-minded	**.844**	-.008
SSRQ_8 Supervisor gave me positive feedback	**.745**	.090
SSRQ_9 Supervisor had a collaborative approach in supervision	**.630**	.231
SSRQ_10 Supervisor encouraged me to reflect on my practice	**.493**	.283
SSRQ_11 Supervisor paid attention to my unspoken feelings and anxieties	**.493**	.330
SSRQ_12 Supervisor drew flexibly from a number of theoretical models	.228	**.577**
SSRQ_13 Supervisor paid close attention to supervision process	.155	**.665**
SSRQ_14 Supervisor helped me identify my own learning/training needs	.213	**.629**
SSRQ_15 Supervision sessions were focused	-.114	**.870**
SSRQ_16 Supervision sessions were structured	-.311	**.801**
SSRQ_17 Supervision sessions were disorganized	.051	**.472**
SSRQ_18 Supervisor made sure supervision sessions were free from interruptions	.075	**.517**

Figure 3

Scree Plot for S-SRQ



Hypothesis 2: Internal consistency of measures

The second hypothesis posited that the total scores for the BSWAI-T and SSQ, and the factor scores of the S-SRQ would have at least adequate internal consistency (i.e., $\alpha \geq .7$). This hypothesis was explored by calculating Cronbach's Alpha for each measure and each emerging factor on the S-SRQ. Internal consistency of the total scores for the BSWAI-T ($\alpha = .91$), SSQ ($\alpha = .92$), and S-SRQ ($\alpha = .94$) were each considered excellent. Cronbach's Alpha was also calculated for each of the two factors that emerged on the S-SRQ. Internal consistency for the first factor ($\alpha = .95$) was considered excellent, and good for the second factor ($\alpha = .85$). Therefore, this hypothesis was supported.

Hypothesis 3: Aspects of the supervisory relationship in school and clinical psychology settings

The third hypothesis posited that when administered to a group of school psychologists, mean total scores of working alliance (BSWAI-T), satisfaction with supervision (SSQ), and quality of the supervisory relationship (S-SRQ) would be similar to ratings obtained in clinical psychology settings. This hypothesis was tested using two sample t-tests and descriptive statistics.

The S-SRQ was administered to assess the overall quality of the supervisory relationship among school psychologists. The quality of the supervisory relationship total score was calculated by summing participant responses on each of the 18 items. Total quality scores obtained ranged from 24 to 126 with a mean rating of 92.5 (SD = 19.3). Cliffe et al. (2016) administered the S-SRQ to 203 clinical psychology trainees and found a mean total score of 99.49 (SD = 21.02). Results indicate that the mean total score on the S-SRQ obtained by school psychologist trainees was significantly different than the mean total score obtained by clinical psychology trainees ($t(521) = -4.29$, $p < .001$), with clinical psychology trainees rating the quality of the supervisory relationship higher than school psychology trainees.

The BSWAI-T was administered to participants to measure working alliance within the supervisory relationship amongst school psychologists. A total working alliance score was calculated by summing participant responses on each of the five items on the measure. Total working alliance scores ranged from 7 to 35, with a mean score of 24.9 (SD = 6.6). In a recent study, Sabella et al. (2020) administered the BSWAI-T to 228 rehabilitation counselors receiving supervision and found a mean total working alliance

score of 27.5 (*SD* = 7.3). Results indicate that the mean total score on the BSWAI-T obtained by school psychologists was significantly different than the mean total score obtained by rehabilitation counselors ($t(496) = -3.83$, $p < .001$), with rehabilitation counselors rating the working alliance higher than school psychologists. These results are shown below in Table 10.

Table 10

Comparison of Mean Total Scores for School and Clinical Psychologists

	BSWAI-T	S-SRQ
School psychologists' mean total score	24.9	92.5
Clinical psychologists' mean total score	27.5	99.5
T-value	-4.3	-3.8
Sig. value	<.001	<.001

The SSQ was administered to assess participants' level of satisfaction with the supervision they received. On the SSQ, a total satisfaction score was calculated by summing participant responses on each of the eight items. Total satisfaction scores obtained ranged from 10 to 56 with a mean total score of 49.4 (*SD* = 9.4) and a mean item response of 6.2 (*SD* = 1.2), which corresponds to a rating of "mostly satisfied." The SSQ was originally developed based on a 4-point Likert scale. However, in the current study, the items were adapted to a 7-point Likert scale so factor analyses could be performed. Due to differences in scaling, a t-test could not be used to compare responses between the current study and previous studies. Instead, descriptive statistics were used to interpret findings. In a recent study, Schweitzer and Witham (2018) administered the SSQ in its original form to clinical psychology trainees and found a mean total

satisfaction score of 26.0 (*SD* = 6.1), with a mean item response of 3.3, which corresponds to a rating of "mostly satisfied." While descriptive ratings between school psychology and clinical psychology trainees were similar on the SSQ, they were statistically significantly different on the S-SRQ and BSWAI-T. Therefore, hypothesis 3 was rejected.

Hypothesis 4: Correlations between previous and newly developed satisfaction measures

The fourth hypothesis posited that ratings on three measures of supervisory satisfaction (i.e., the SSQ, Best Practices Questionnaire, and Practice Model Questionnaire) would be moderately positively correlated ($r \geq .3$) with one another. Three Pearson-product moment correlations were calculated to determine the strength and direction of the correlations amongst the three measures. A *p* value of .05 was used as the cutoff for statistical significance.

Large, positive, statistically significant correlations were found amongst all three satisfaction measures (SSQ and Practice Model Questionnaire: $r = .67$, $p < .001$; Practice Model and Best Practices Questionnaires: $r = .75$, $p < .001$, and SSQ and Best Practices Questionnaire: $r = .85$, $p < .001$). The strength of the association amongst the three measures was larger than hypothesized, but the direction of the hypothesized relationship was supported. Therefore, this hypothesis was partially supported.

Hypothesis 5: Coverage of domains of school psychology and satisfaction with supervision

The fifth hypothesis was that participants whose supervisors covered each of the ten domains of school psychology (based on the NASP Practice Model) during

supervision would report more supervisory satisfaction in each respective area compared to participants whose supervisors did not have that respective covered domain during supervision. The Practice Model Questionnaire assessed if participants' supervisors covered each of the ten domains of practice of school psychology, and how satisfied they were with the supervision they received in each domain. Independent samples t-tests and linear regression and independent samples t-tests were used to investigate this hypothesis.

Ten independent samples T-tests were run determine if participants rated their satisfaction level higher when supervision covered each of the ten domains of practice. For all T-tests, the Levene's test for equality of variances was run to assess equality of variances across variables. Levene's test indicated equal variances across all analyses except for Question 8.

Two-hundred fifty-eight participants indicated that data-based decision-making (Question 1) was covered during supervision (87.5%), 15 participants reported that it was not covered during supervision (5.1%), and data were missing for 22 participants (7.5%). Participants largely reported feeling "neutral" towards the supervision they received in data-based decision making ($M = 4.84$, $SD = 1.42$). Participants whose supervisors covered data-based decision-making during supervision reported being significantly more satisfied with the supervision they received compared to those whose supervisors did not cover it during supervision ($t(271) = 6.93$, $p < .001$).

Two hundred fifty-six participants indicated that consultation and collaboration (Question 2) was covered during supervision (86.8%), 17 participants reported that it was not covered (5.8%), and data were missing for 22 participants (7.5%). Participants reported feeling "neutral" with the supervision they received in consultation and

collaboration (M = 4.98, SD = 1.44), however, this rating was very close to "somewhat satisfied." Participants whose supervisors covered consultation and collaboration during supervision reported being significantly more satisfied with the supervision they received compared to those whose supervisors did not cover it during supervision ($t(271) = 7.29$, $p < .001$).

Two hundred forty-six participants indicated that academic interventions and instructional supports (Question 3) were covered during supervision (83.4%), 28 participants reported that it was not covered (9.5%), and data were missing for 21 participants (7.1%). Participants largely reported feeling "neutral" towards the supervision they received in academic interventions and instructional supports (M = 4.79, SD = 1.48). Participants whose supervisors covered academic interventions and instructional supports during supervision reported being significantly more satisfied with supervision than those whose supervisors did not cover it ($t(272) = 10.03$, $p < .001$).

Two hundred sixty participants indicated that mental and behavioral health services and interventions (Question 4) were covered during supervision (88.1%), 13 participants reported that it was not covered (4.4%), and data were missing for 22 participants (7.5%). Participants largely reported being "somewhat satisfied" with the supervision they received in the area of mental and behavioral health services and interventions (M = 5.10, SD = 1.36). Participants whose supervisors covered mental and behavioral health services and interventions during supervision reported being significantly more satisfied with the supervision they received compare to those whose supervisors did not cover it ($t(271) = 6.56$, $p < .001$).

Two hundred forty participants indicated that schoolwide practices to promote learning (Question 5) were covered during supervision (81.4%), 32 participants reported that it was not covered (10.8%), and data were missing for 23 participants (7.8%). Participants largely reported feeling "neutral" towards the supervision they received in schoolwide practices to promote learning (M = 4.80, SD = 1.47). Participants whose supervisors covered school-wide practices to promote learning during supervision reported being significantly more satisfied with supervision than those whose supervisors did not cover it ($t(270) = 11.16$, $p < .001$).

Two hundred forty-two participants indicated that services to promote safe and supportive schools (Question 6) were covered during supervision (82.0%), 30 participants reported that it was not covered (10.2%), and data were missing for 23 participants (7.8%). Participants largely reported feeling "neutral" towards the supervision they received in services to promote safe and supportive schools (M = 4.95, SD = 1.34), however, this rating is very close to "somewhat satisfied." Participants whose supervisors covered services to promote safe and supportive schools during supervision reported being significantly more satisfied with supervision than those whose supervisors did not cover it during supervision ($t(269) = 9.48$, $p < .001$).

Two hundred fifty participants indicated that family, school, and community collaboration (Question 7) were covered during supervision (84.7%), 24 participants reported that it was not covered during supervision (8.1%), and data were missing for 21 participants (7.1%). Participants largely reported feeling "neutral" towards the supervision they received in family, school, and community collaboration (M = 4.97, SD = 1.41), however, this rating was very close to "somewhat satisfied." Participants whose

supervisors covered family, school, and community collaboration during supervision reported being significantly more satisfied with supervision than those whose supervisors did not cover it during supervision ($t(272) = 10.30$, $p < .001$).

Two hundred twenty-eight participants indicated that equitable practices for diverse student populations (Question 8) were covered during supervision (80.7%), 36 participants reported that it was not covered during supervision (12.2%), and data were missing for 21 participants (7.1%). Participants largely reported being "somewhat satisfied" with the supervision they received in equitable practices for diverse student populations ($M = 5.01$, $SD = 1.39$). Levene's F test revealed that the homogeneity of variance assumption was not met ($p = .002$). Therefore the degrees of freedom were adjusted. Participants whose supervisors covered equitable practices for diverse student populations during supervision reported being significantly more satisfied with supervision than those whose supervisors did not cover it during supervision ($t(38.88) = 4.89$, $p < .001$).

Two hundred fifty-eight participants indicated that research and evidence-based practices (Question 9) were covered during supervision (87.5%), 17 participants reported that it was not covered during supervision (5.8%), and data were missing for 230 participants (6.8%). Participants largely reported being "somewhat satisfied" with the supervision they received in research and evidence-based practices ($M = 5.01$, $SD = 1.49$). Participants whose supervisors covered research and evidence-based practices during supervision reported being significantly more satisfied with supervision than those whose supervisors did not cover it during supervision ($t(272) = 8.36$, $p < .001$).

Two hundred sixty-four participants indicated that legal, ethical, and professional practices (Question 10) were covered during supervision (89.5%), 12 participants reported that it was not covered during supervision (4.1%), and data were missing for 19 participants (6.4%). Participants largely reported being "somewhat satisfied" with the supervision they received in legal, ethical, and professional practices (M = 5.16, SD = 1.40). Participants whose supervisors covered legal, ethical, and professional practices during supervision reported being significantly more satisfied with supervision than those whose supervisors did not cover it during supervision ($t(273) = 5.55$, $p = .001$).

Linear regression with bootstrapping was used to determine if covering any of the individual domains of school psychology practice during supervision could significantly predict overall satisfaction level, as measured by the Practice Model Questionnaire. Based on the low value of the partial correlations, results indicate that no one domain being covered in supervision significantly added to the prediction of the overall satisfaction score. The results from the linear regression can be found below in Table 11.

Based on these findings, the fifth hypothesis was supported, with participants reporting greater satisfaction with supervision when their supervisors covered the ten school psychology practice domains in supervision.

Table 11

Linear Regression Coefficients for Practice Model Questionnaire

	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
(Constant)	83.827	4.128		20.305	<.001					
Data-based decision making	-4.922	3.609	-.103	-1.364	.174	-.368	**-.087**	-.074	.517	1.935
Consultation & collaboration	-1.382	3.389	-.032	-.408	.684	-.365	**-.026**	-.022	.489	2.047
Academic interventions and instructional supports	-1.558	2.738	-.045	-.569	.570	-.371	**-.036**	-.031	.477	2.098
Mental & behavioral health services & interventions	-3.837	3.656	-.072	-1.050	.295	-.325	**-.067**	-.057	.633	1.580
School wide practices to promote learning	-4.563	2.818	-.137	-1.620	.107	-.425	**-.103**	-.088	.412	2.427
Services promoting safe & supportive schools	-3.056	2.685	-.088	-1.138	.256	-.389	**-.073**	-.062	.496	2.017
Family, school, & community collaboration	-3.267	3.053	-.083	-1.070	.286	-.360	**-.068**	-.058	.496	2.017
Equitable practices for diverse populations	1.568	2.270	.048	.690	.491	-.255	**.044**	.038	.618	1.619
Research and evidence-based practices	-6.314	3.696	-.132	-1.709	.089	-.414	**-.109**	-.093	.493	2.029

Hypothesis 6: Level of satisfaction with supervision

The sixth hypothesis was based on previous research in clinical psychology, namely that school psychologists would report being at least "somewhat satisfied" (i.e., a mean satisfaction rating greater than or equal to 5 on a 7-point Likert scale) with the supervision they received during internship across the three satisfaction with supervision measures (i.e., SSQ, Best Practices Questionnaire, and Practice Model Questionnaire). This hypothesis was tested by analyzing descriptive statistics.

On the SSQ, a total satisfaction score was calculated by summing participant responses on each of the eight items. Total satisfaction scores ranged from 10 to 56 with a mean total score of 49.4 (*SD* = 9.4). The average item response was 6.2 (*SD* = 1.2), indicating that participants reported being "satisfied" with the supervision they received.

The Best Practices Questionnaire assessed participants' satisfaction with their supervisor's adherence to the nine practice guidelines for effective school psychology intern field supervisors offered by NASP. A total satisfaction score was calculated by summing participant responses on each of the 15 items, which ranged from 15 to 105, with a mean score of 80.6 (*SD* = 18.2). The average item response was 5.37 (*SD* = 1.21), indicating that participants largely reported being "satisfied" with the internship supervision they received.

The Practice Model Questionnaire assessed if supervisors addressed each of the ten domains of school psychology practice during the school psychology internship, and how satisfied participants were with the supervision they received within each domain. A total score for level of satisfaction with supervisory adherence to the NASP Practice Model was calculated by summing participant respondents on each of the 10 questions

pertaining to the level of satisfaction. Total satisfaction scores ranged from 13 to 70 with a mean score of 49.50 (*SD* = 10.97). The average item response was 4.95 (*SD* = 1.10), indicating that participants largely reported feeling "neutral" with the supervision they received, however, this rating was very close to "somewhat satisfied."

Average satisfaction levels on the SSQ and Best Practices Questionnaire were greater than 5, and was only slightly less than 5 on the Practice Model Questionnaire. Further, the average satisfaction score on the SSQ, when administered to clinical psychology populations, was similar to the average satisfaction score in the current study when administered to school psychologists. Therefore, hypothesis 6 was supported.

Hypothesis 7: Relationships amongst aspects of the supervisory relationship

The seventh hypothesis was that ratings of working alliance, quality of the supervisory relationship, and satisfaction with supervision would have large correlations (i.e., .5 or greater) with one another. To test this hypothesis, ten Pearson product-moment correlations were calculated amongst the total scores of each aspect of the supervisory relationship to determine the strength and direction of each association. A *p* value of .05 was used as the cutoff for statistical significance.

All ten correlations were large and positive, ranging from *r* = .67 (SSQ and Practice Model Questionnaire) to *r* = .90 (Factor 1 on the S-SRQ and Best Practices Questionnaire), and were significant at the level *p* <.001. Table 12, which can be found below, presents these results. These results suggest large correlations amongst the five aspects of the supervisory relationship, indicating that hypothesis 7 was supported.

Table 12

Relationships Amongst Aspects of the Supervisory Relationship

		BSWAI-T	Best Practices Q.	Practice Model Q.	SSQ	SSRQ Total Score	SSRQ Factor 1	SSRQ Factor 2
BSWAI-T	Pearson Correlation	1	**.830****	**.678****	**.805****	**.880****	**.868****	**.716****
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	<.001	<.001
	N	288	272	273	159	273	276	281
Best Practices Q.	Pearson Correlation	**.830****	1	**.746****	**.852****	**.926****	**.900****	**.780****
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	<.001	<.001
	N	272	272	268	151	261	263	269
Practice Model Q.	Pearson Correlation	**.678****	**.746****	1	**.670****	**.741****	**.675****	**.704****
	Sig. (2-tailed)	<.001	<.001		<.001	<.001	<.001	<.001
	N	273	268	273	147	261	264	269
SSQ	Pearson Correlation	**.805****	**.852****	**.670****	1	**.871****	**.855****	**.668****
	Sig. (2-tailed)	<.001	<.001	<.001		<.001	<.001	<.001
	N	159	151	147	159	152	153	156
SSRQ Total Score	Pearson Correlation	**.880****	**.926****	**.741****	**.871****	1	**.958****	**.865****
	Sig. (2-tailed)	<.001	<.001	<.001	<.001		<.001	<.001
	N	273	261	261	152	273	273	273
SSRQ Factor 1	Pearson Correlation	**.868****	**.900****	**.675****	**.855****	**.958****	1	**.685****
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001		<.001
	N	276	263	264	153	273	276	273
SSRQ Factor 2	Pearson Correlation	**.716****	**.780****	**.704****	**.668****	**.865****	**.685****	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	
	N	281	269	269	156	273	273	281

Hypothesis 8: Aspects of the supervisory relationship and willingness to supervise

The eighth hypothesis proposed that more positive ratings of aspects of the supervisory relationship would be associated with greater willingness to serve as a school psychology supervisor in the future. To test this hypothesis, five Pearson product-moment correlations were calculated between each aspect of the supervisory relationship and willingness to be a supervisor in the future.

Small, statistically significant, negative associations were found between the likelihood to supervise an intern in the future and scores on the Best Practices Questionnaire (r = -.156, p = .010), the Practice Model Questionnaire (r = -.137, p = .023) and the BSWAI-T (r = -.182, p = .002). Since responses on each measure were coded such that higher scores reflected higher satisfaction/higher quality of the supervisory relationship, these findings suggest that lower scores on each measure are associated with greater willingness to serve as a supervisor in the future. The association between willingness to supervise an intern in the future and score on the S-SRQ (another measure of the quality of the supervisory relationship) was similar in strength and direction, but bordered on statistical significance (r = -.113 p = .061). A nonsignificant relationship between willingness to supervise an intern in the future and score on the SSQ was also found (r = -.071, p = .373). Therefore, this hypothesis was rejected.

Chapter VI

Discussion

The discussion section is organized into several subsections. Each hypothesis that was tested will be discussed, including interpretation of results and implications for meaning are suggested and connected to the existing literature. Next, the strengths and limitations of the current study will be addressed. Finally, directions for future research will be offered.

The supervisory relationship is considered essential in providing effective supervision (DePue et al., 2016), with studies showing that the supervisory relationship influences both the process of supervision and its outcomes (Park et al., 2019). Multiple aspects of the supervisory relationship have been investigated in the clinical psychology literature. However, a literature review using *PsychInfo* indicates that very limited quantitative research has been conducted on the nature of the supervisory relationship specifically in the field of school psychology. It is unclear to what extent findings from the clinical psychology research will hold true and generalize to the field of school psychology. The purpose of this study was to explore the nature of the supervisory relationship during the yearlong school psychology internship, including ratings of satisfaction with supervision, the working alliance, and the quality of the supervisory relationship. Two new measures of satisfaction with supervision were developed that were specific to school psychology. Results from these new measures were compared to measures previously developed for use within clinical psychology settings. Further, this study investigated if aspects of the supervisory relationship could predict willingness to be a supervisor to school psychology interns in the future.

Discussion of Hypotheses

The first hypothesis posited that the three measures of the supervisory relationship developed for use in clinical psychology (BSWAI-T, S-SRQ, and SSQ) would retain their same factor structures when administered to school psychologists. This hypothesis was partially supported, with the SSQ and BSWAI-T retaining a single-factor structure in the current study and in previous research. This finding provides some supporting evidence that the framework for understanding the constructs of working alliance and satisfaction with supervision in the clinical psychology literature may extend to the field of school psychology.

However, the original three-factor structure of the S-SRQ (i.e., safe base [items 1-9], reflexive education [items 10-14], and structure [items 15-18]) was different when administered to a group of psychologists with only two factors emerging in the current study. In the current research, the first factor that emerged encompassed all items from the original safe base factor (1-9) and the first two items from the original reflexive education factor (10-11). The second factor that emerged in the current study encompassed the remaining items from the original reflexive education factor (12-14) and all items from the original structure factor (15-18). Upon reviewing the content of each item, the first eleven items of the measure elicit information about the nature of the relationship and interpersonal interactions between supervisor and supervisee and how the supervisor (e.g., my supervisor was approachable, my supervisor was respectful of my views and ideas). In contrast, the remaining items (12-18) are related to the overall supervisory process and structure of supervision sessions (e.g., supervision sessions were focused, structured, and kept free of interruptions). This pattern of findings suggests a

somewhat different framework for conceptualizing the quality of the supervisory relationship within the field of school psychology when compared to clinical psychology.

The second hypothesis, which posited that the total scores for the BSWAI-T and SSQ, as well as the factors that emerged from the S-SRQ, would have at least adequate internal consistency as measured by Cronbach's Alpha. This hypothesis was supported, with alpha's ranging from .85 to .95 in the current study. Further, these results are consistent to what was found in the literature when these measures were administered in clinical psychology research. When administered to trainee clinical psychologists, the internal consistency of the total score on the S-SRQ (Cliffe et al., 2016) was strong (α = .96), with alpha's ranging from .88 to .97 for the three factors that emerged. It is important to note that while only two factors emerged in the current study, internal consistency ratings for each factor were commensurate with the results from Cliffe et al. (2016). When administered to school psychologists, the internal consistency rating on the BSWAI-T (α = .91) was very similar to when it was administered to rehabilitation counselors (α = .92) (Sabella et al., 2020). Further, when administered to school psychologists, the internal consistency rating of the SSQ (α = .92), was also very similar to when it was administered to counseling and clinical psychology students (α = .96). (Ladany et al., 1996). Taken together, these results suggest that the measures appear to capture similar information when administered to school psychologists as when administered to clinical psychologists.

The third hypothesis posited that when administered to a group of school psychologists, mean total scores of working alliance, satisfaction with supervision, and quality of the supervisory relationship would be similar to ratings obtained in clinical

psychology settings. Hypothesis three was not supported, as mean total scores on the S-SRQ and BSWAI-T were significantly different amongst trainee school psychologists and clinical psychologists. Although ratings on the SSQ were descriptively similar when administered to school and clinical psychologists, due to scaling differences, a t-test could not be performed. Total mean scores on both the BSWAI-T and S-SRQ were higher when administered to trainee clinical psychologists than school psychologists. This indicates that trainee clinical psychologists rated the supervisory working alliance and quality of the relationship more highly than trainee school psychologists. This is the first study to compare ratings on aspects of the supervisory relationship between school psychologists and clinical psychologists. Additional research is needed to determine if this finding would be replicated in larger samples and if so, what factors that contribute to these differences.

The fourth hypothesis was that the ratings on the three measures of satisfaction with supervision (i.e., the SSQ, Best Practices Questionnaire, and Practice Model Questionnaire) would be moderately positively correlated ($r \geq .3$) with one another. The results of the study supported the direction of the relationship; however, the effect size was much larger than was hypothesized, with *r*'s ranging from .67 to .85. The Best Practices and Practice Model Questionnaires are new measures developed for use specifically within this study. The large positive correlations amongst the three measures of supervisory satisfaction suggest that the two new measures appear to tap into a similar construct as the SSQ, which is a measure that has been widely used in the literature on supervision in clinical psychology and is considered a good measure of supervisee-rated supervision satisfaction (Schweitzer & Witham, 2018). At the same time, these newly

developed measures are still distinct from the SSQ and one another, appearing to capture information regarding supervisory satisfaction that may be unique to the field of school psychology. While the items on the Best Practices Questionnaire were related to the overall process of supervision and the way participants worked with their supervisors, the items on Practice Model Questionnaire were related to the content of their supervision, namely their supervisor's ability to address specific competencies school psychologists need for practice. These results may provide some preliminary support for the use of the Best Practices and Practice Model Questionnaires.

The fifth hypothesis was that participants whose supervisors covered each of the ten domains of school psychology practice during supervision would report higher supervisory satisfaction than participants whose supervisors did not cover each domain. This hypothesis was supported, with results indicating that across all ten domains, school psychologists whose supervisors covered each domain in supervision were significantly more satisfied with their supervision compared to those whose supervisors did not cover each domain. This questionnaire also shed light on the five domains of school psychology practice that were less addressed (i.e., less than 85% of respondents reported covering it) during their supervision, namely the areas of academic and instructional supports, school-wide practices to promote learning, safe and supportive schools, family, school, and community collaboration, and equitable practices for diverse student populations. This information may be valuable and informative for training institutions of supervisors and training institutions for school psychology students to place greater emphasis on addressing these domains to support well-rounded practice for interns. Although NASP strongly recommends that internship supervisors receive formal training for providing

supervision, only 15-20% of school psychologists actually receive this type of training (National Association of School Psychologists, 2018). Results from the linear regression indicate that there are no individual practice domains, when covered in supervision, that contribute to the prediction of the overall satisfaction score.

The sixth hypothesis of this study was that participants would report being at least "somewhat satisfied" (i.e., a mean rating greater than or equal to 5 on a 7-point Likert scale) with the supervision they received during their internship. As measured by the Best Practices Questionnaire, participants generally reported being "somewhat satisfied" with their supervision. As measured by the Practice Model Questionnaire, participants reported feeling "neutral" towards their supervision, as the mean supervisory satisfaction rating on the Practice Model Questionnaire was 4.95, which corresponds to "neutral." However, 4.95 is nearly 5 and may not be substantively different from a rating of 5. As measured by the SSQ, participants generally reported being "satisfied" with the supervision they received (M = 6.2). The average total satisfaction score on the SSQ, when administered in clinical psychology populations, was descriptively similar to the average satisfaction score in the current study when administered to school psychologists. Therefore, hypothesis 5 was largely supported. Across measures, participants generally provided similar ratings of their supervisory satisfaction. Given that satisfaction levels across the three measures were commensurate, this suggests that the two newly developed satisfaction measures appear to capture similar information to the well-established SSQ.

The seventh hypothesis posited that aspects of the supervisory relationship (i.e., ratings of the working alliance, quality of the supervisory relationship, and satisfaction

with supervision) would have large correlations (i.e., r = .5 or larger) with each other. This hypothesis was suggested because previous research indicates that these constructs are interrelated, with the supervisory relationship considered as "a broadly conceived construct that encompasses several substantive variables," including the working alliance (i.e., bond, agreement on supervisory goals and tasks) and the relationship between supervisor and supervisee (Watkins, 2014, pp. 151-152). This hypothesis was supported, with all correlations (r's) ranging from .67 to .90 and significant at the $p < .001$ level. These results support the findings obtained by Schweitzer and Witham (2018), whose study with clinical psychology trainees found a similarly strong relationship amongst ratings of the quality of the supervisory relationship, satisfaction with supervision, and working alliance. This finding is also commensurate with results from a meta-analysis conducted by Park et al. (2019), which included 27 studies investigating the relationship between supervisory working alliance and satisfaction with supervision (r =.81, $p < .001$). These findings provide preliminary support for a similar relationship amongst the three constructs (i.e., satisfaction, alliance, and relationship quality) within the school psychology field as in the clinical psychology field. This finding adds new information to the literature about the nature of the supervisory relationship within the school psychology internship, which is an area that has not previously been studied.

The eighth hypothesis of this study, which asserted that more positive ratings of the supervisory relationship would be associated with greater willingness to serve as a school psychology supervisor in the future, was not supported. This hypothesis was based on previous research that found that individuals who reported having higher-quality

relationships with their supervisor expressed a greater willingness to mentor others in the future compared to those with lower quality supervisory relationships (Allen et al., 1997). Small, significant, negative associations were found between the likelihood to supervise an intern in the future and scores on the Best Practices Questionnaire, the Practice Model Questionnaire, and the BSWAI-T, with *r*'s ranging from -.137 to -.182. While the association between willingness to supervise an intern in the future and score on the S-SRQ was similar in strength and direction, it bordered on statistical significance (p = .061), and no significant relation was seen between the score on the SSQ and willingness to supervise in the future. Taken together, these findings suggest that lower ratings of satisfaction with supervision and a lower working alliance scores were associated with higher willingness to supervise an intern, which is the opposite relationship of what was suggested in hypothesis 8. Perhaps having experienced less satisfaction and a weaker alliance with one's supervisor leads individuals to be more motivated to provide others with a more positive internship experience than they had themselves. The presence of a negative supervisory experience may serve as a more powerful motivator to supervise than the experience of a more positive supervisory relationship.

Interestingly, a significant relationship between willingness to supervise and each of the two newly developed measures of satisfaction in supervision was evident. However, supervision satisfaction as measured by the SSQ (developed for use in clinical psychology) was not related to willingness to supervise. It is important to note that the SSQ was adopted in the current study from its original 4-point Likert scale to a 7-point Likert scale so that factor analyses could be performed. It is possible that this adaptation may have impacted the results obtained. Additionally, both the Best Practices and

Practice Models Questionnaires are specific to the field of school psychology and are longer than the eight-item SSQ, which perhaps allowed for greater and more relevant information to be captured.

Strengths and Limitations of the Current Research

The current study fulfills the call for additional research in supervision within the discipline of school psychology, as suggested by Newman et al. (2019). It provides quantitative data regarding the nature of the supervisory relationship during the yearlong school psychology internship, investigating the quality of the relationship, the working alliance, and supervisee-rated satisfaction with supervision. Despite the considerable focus on the supervisory relationship within the area of clinical psychology, there is relatively little research available in the area of supervision and mentoring in school psychology (Silva et al., 2016). This study is novel in that it represents an extension of previously executed research into a field that has been far less studied. Additionally, this research developed two new measures of satisfaction with supervision that are specific to the field of school psychology. To date, no such measures have been previously developed. These new measures each have a strong, positive, statistically significant correlation to one another and to a widely accepted and used measure of satisfaction with supervision providing some preliminary validity for future use. This research also provides insight regarding areas that are relatively less well covered in supervision, and this may inform institutional decision-making on how to foster well-rounded and competent school psychologists. A final strength the current study is that it included participants who are more diverse in terms of racial and ethnic background when compared to the profession of school psychology as a whole. As the profession strives for

greater inclusivity within the field, it is imperative that research studies include individuals from differing backgrounds.

One limitation of the current study is that participants may not have provided responses that were completely accurate for several reasons. Participants ranged in age from 23 to 60 with a mean age of 31.7, which indicates great variation existed in the length of time that had passed since completing their internship. Individuals who completed their internship more years ago may have been less able to accurately recall their true thoughts and feelings about their relationship with their supervisor, which may have skewed the data in either a more positive or negative direction. The current study did not collect information as to how many years ago participants' internships took place to see if the nature of the relationship was affected by time, which would be of interest to investigate in future research. As with any survey, participant responses may have also been impacted by the desire to provide a socially appropriate or favorable response. Although self-report measures are beneficial in that they can efficiently and inexpensively obtain information from individuals quickly across a wide geographic area, there can be disadvantages in the form of social desirability bias. Further, the quantitative nature of the current study limited participant responses through the use of forced-choice responses that did not allow participants to express personalized opinions, which may have yielded richer information.

Several limitations of this study are related to its sample. The sample size of the current study was limited to 295 individuals, which is relatively small. Secondly, participants were informed that the study pertained to the supervisory relationship during the yearlong internship. Those who chose to participate in the survey may represent a

self-selected sample of school psychologists who showed an interest in offering their perceptions on this particular topic or who had a particularly poignant positive or negative experience during their internship. As a result, the sample of participants may be biased in that regard. Further, 97.6% of participants in the sample were recruited to participate in the study via email or social media posting. This limited the participants of the current study to school psychologists who actively use email and social media, which may have impacted the results that were obtained. Although the current study attempted to disseminate the survey to school psychologists outside of the United States, the investigator was unsuccessful in gaining responses from international school psychologists.

Directions for Future Research

Although the present study is an initial attempt to fill gaps in the literature regarding the nature of the supervisory relationship during the school psychology internship, there are still additional research questions to be investigated. The strengths and limitations of the current study led to important questions that may be of value to explore in future research. Firstly, it would be of interest to execute a similar study using a larger pool of participants, as the current research was only limited to 295 individuals. It would also be interesting for future studies to include school psychologists from other countries to be able to compare responses to determine if there are regional similarities and differences in the nature of the supervisory relationship.

This study represents an attempt to extend research that has been previously executed in a related field (i.e., clinical psychology) into one that has been relatively unexplored (i.e., school psychology). However, it remains unclear if there are other

relevant factors specific to the field of school psychology and its practice within an educational environment that may be relevant in conceptualizing the supervisory relationship that does not exist in clinical psychology. Given this possibility, it would be of interest to conduct qualitative research in this area, such as in the form of a focus group or individual interviews. This would allow participants to express their experiences of supervision in a more rich and more detailed way. Allowing for increased variety in possible responses may result in new insights regarding factors related to the supervisory relationship within the field of school psychology.

The current research found small, negative relations between each of the newly developed measures of supervision satisfaction and future willingness to supervise a school psychology intern. A similar relation was also found between the rating of working alliance with the supervisor and willingness to supervise. However, based on the size of the relation that was found, it is clear that there are other relevant contributing factors impacting the willingness to supervise an intern. Given the importance of supervision in supporting learning and development (Schweitzer & Witham, 2018), with the supervisor functioning as a gatekeeper to the profession (Enlow et al., 2019), it is imperative for highly skilled school psychology supervisors to be willing to fulfill this integral role. Future research that investigates the factors which contribute toward a willingness to serve as a school psychology intern supervisor would be extremely valuable.

Chapter VII

Implications for the Practice of School Psychology

The study contributes to the field of school psychology by providing preliminary support for two new measures of satisfaction in supervision that are field specific. No such field-specific measure of supervision satisfaction has been previously developed to date, which represents a new development in school psychology. Further, the current study determined that half of the ten domains of practice for school psychologists were covered by fewer than 85% of supervisors during the yearlong internship (academic and instructional supports, school-wide practices to promote learning, safe and supportive schools, family, school, and community collaboration, and equitable practices for diverse student populations). Given the result that school psychologists whose supervisors covered each domain in supervision were significantly more satisfied with their supervision, and these are the essential domains of school psychology practice, it is important to understand which areas need greater emphasis in training institutions. School psychology graduate education and institutions offering professional development in the area of supervision may benefit from further exploration of how to incorporate all ten domains of practice more effectively during supervision throughout the internship experience. Gaining a more complete understanding of the qualities that foster successful supervisory relationships may help inform supervisory practices, ultimately leading to the training of more competent school psychologists and supervisors. Ultimately, enhancing the quality of supervision quality will promote more purposeful practices, leading to better outcomes for trainees and individuals (Enlow et al., 2019).

Appendix

Appendix A: Recruitment Email Sent to Program Directors.

Hello School Psychologists!

I would like to share an important survey regarding supervisory relationships during the school psychology internship. **I hope that you will kindly share this survey with your school psychology alumni.**

Little is known about how school psychologists rate their internship experiences and the alliances formed with their supervisors. I am Julie Cooperstone, a Psy.D. student in the St. John's University School Psychology program. I am asking for your help by participating in this study on the supervisory relationship during the school psychology internship. This study is conducted under the supervision of Raymond DiGiuseppe, Ph.D.

You are eligible to participate if you are a ***school psychologist who has completed your yearlong internship.***The study should take no longer than 20 minutes. At the end of the survey, you can enter a raffle for a **$25 Amazon gift card** by entering your email address for the drawing! Your email address will not be affiliated with your responses in any way. This research was approved by the St. John's University Institutional Review Board, protocol number IRB-FY2021-409. The survey can be found at the following link: https://stjohns.az1.qualtrics.com/jfe/form/SV_dajYDAdfEQx8194

Thank you for your time, your assistance with this study, and your contribution to this research.

Julie Cooperstone, M.S.Ed.
Doctoral Student, School Psychology
Department of Psychology
St. John's University
Queens, NY, 11439
Julie.Cooperstone19@stjohns.edu

Appendix B: Facebook Groups.

Name of Facebook Page	URL Link
The Life and Times of a School Psychologist	https://www.facebook.com/groups/458125637612383/
Sincerely, School Psychologist	https://www.facebook.com/SincerelySchoolPsychologist/
School Psychology Social Skills Resources	https://www.facebook.com/groups/145639365603303/
School Psychology Tools	https://www.facebook.com/SchoolPsychologyTools/
School Psyched, Your School Psychologist	https://www.facebook.com/YourSchoolPsychologist/
Get School Psyched Up	https://www.facebook.com/groups/1628609357448643/
Notes from the School Psychologist Blog	https://www.facebook.com/SchoolPsych/
North Carolina School Psychology Association	https://www.facebook.com/NCSchoolPsychology/
Connecticut Association of School Psychologists	https://www.facebook.com/CTSchoolPsychology/
Hawaii Association for School Psychologists	https://www.facebook.com/HASP808/
Delaware Association of	https://www.facebook.com/dasponline/

School Psychologists	
Illinois School Psychology Association	https://www.facebook.com/IllinoisSchoolPsychologistsAssociation/
California Association of School Psychologists	https://www.facebook.com/CASP-California-Association-of-School-Psychologists-503767386367612/
Colorado Society of School Psychologists	https://www.facebook.com/csspcolorado/
Nevada Association of School Psychologists	https://www.facebook.com/groups/251455861556952/about/
Oregon School Psychology Association	https://www.facebook.com/Oregonschoolpsychologists/
Montana Association of School Psychologists	https://www.facebook.com/groups/280226650881/
Tennessee Association of School Psychologists	https://www.facebook.com/Tennessee-Association-of-School-Psychologists-TASP-118771691507922/
Association of School Psychologists of Pennsylvania	https://www.facebook.com/groups/108540385831875/
Wyoming School Psychology Association	https://www.facebook.com/wyschoolpsych/
West Virginia School Psychologists Association	https://www.facebook.com/WVSPA/
Ohio School Psychologists Association	https://www.facebook.com/OSPAonline/

Indiana Association of School Psychologists	https://www.facebook.com/IASPonline/
Alabama Association of School Psychologists	https://www.facebook.com/Alabama-Association-of-School-Psychologists-AASP-229754803768584/?hc_ref=ARQWXrHBJBojRmmQ7lfke-oP_AAfoioszLgsomCqTP6phQFuegy1mZk_7BIKb90nxZg&fref=nf
Minnesota School Psychologists Association	https://www.facebook.com/MNSchoolPsych/
Iowa School Psychologists	https://www.facebook.com/Iowa-School-Psychologists-424558960965445/
Arkansas School Psychology	https://www.facebook.com/Arkansas-School-Psychology-173778452531/

Appendix C: Consent Form.

Consent Form.

You have been invited to take part in a research study to learn more about supervisory relationships during the yearlong school psychology internship. School psychologists who have completed the year-long school psychology internship are eligible to participate. ***Please complete all items.***

This study will be conducted by Julie Cooperstone, M.S.Ed., who is in the School Psychology Doctor of Psychology Program at St. John's University, as part of her doctoral dissertation. Her faculty sponsor is Raymond DiGiuseppe, PhD., St. John's College of Liberal Arts and Sciences Department of Psychology.

If you agree to be in this study, you will be asked to do the following:
1. Complete a questionnaire about your background and relevant work experiences,
2. Complete a questionnaire about your supervisor's background, and
3. Complete three short questionnaires about your relationship with your supervisor.
Participation in this study will involve approximately 20 minutes of your time. There are no known risks associated with your participation in this research beyond those of everyday life.

Although you will receive no direct benefits, this research may help the investigator understand aspects of the supervisory relationship. At the end of the survey, you will be presented with the option to enter your email address into a drawing for a $25 gift card to Amazon.com. Entering your email address will not be affiliated with your responses in any way. Any email addresses submitted for this drawing will be deleted after the gift card has been distributed. The gift card will be issued within 30 days of the end of the data collection.

Confidentiality of your research records will be strictly maintained by keeping consent forms separate from data to make sure that your name and identity will not become known or linked with any information you have provided.

Participation in this study is voluntary. You may refuse to participate or withdraw at any time without penalty. For the surveys, you have the right to skip or not answer any questions you prefer not to answer. If there is anything about the study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Julie Cooperstone at 516-581-9559, Julie.Cooperstone19@stjohns.edu or the faculty sponsor, Dr. Raymond DiGiuseppe, digiuser@stjohns.edu at 718-990-1955

For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, Dr. Raymond DiGiuseppe, Chair digiuser@stjohns.edu 718-990-1955 or Marie Nitopi, IRB Coordinator, nitopim@stjohns.edu 718-990-1440.

This letter is yours to keep. You have received a copy of this consent document to keep. Click the button marked "Continue" to begin the surveys. By continuing to the next page, you are agreeing to participate in the study.

Thank you for your time, your assistance with this study, and your contribution to this research.

Julie Cooperstone, M.S.Ed.
Doctoral Candidate, School Psychology
St. John's University
Julie.Cooperstone19@stjohns.edu

By selecting the option to continue to the survey, you affirm that you have read the above information, you are eligible to participate, and that you consent to participate in this study.

Do you accept the terms and conditions of this study?
Yes
No

Appendix D: Participants Demographics Questionnaire.

1. Are you a psychologist working in a school?
    - Yes
        a. If yes, how many years of experience do you have working as a school psychologist? _____(specify)
    - No

2. Do you presently have state certification in school psychology?
    - Yes
    - No

3. Are you currently a student?
    - Yes
        a. If yes, to what degree are you currently working towards?
            1. Master's
            2. Specialist Certificate
            3. Doctorate (Ph.D. or Psy.D.) in School Psychology
            4. Doctorate (Ph.D. or Psy.D.) in Clinical Psychology
            5. Doctorate (Ph.D. or Psy.D.) in Educational Psychology

        b. If yes, are you currently completing your yearlong, school-based internship?
            1. Yes
            2. No
    - No

4. During your school psychology training program, did you receive formal training on how to be a supervisor to a school psychology intern?
    - Yes
    - No

5. How prepared are you to be a supervisor to a school psychology intern in the future?

1	2	3	4	5	6	7
Extremely Unprepared	Unprepared	Somewhat Unprepared	Neutral	Somewhat Prepared	Prepared	Extremely Prepared

6. What is the likelihood that you would be willing to be a supervisor to a school psychology intern in the future?

1	2	3	4	5	6	7
Extremely Unlikely	Unlikely	Somewhat Unlikely	Neutral	Somewhat Likely	Likely	Extremely Likely

7. What is the highest degree you have earned?
    - Bachelor's
    - Master's
    - Specialist Certificate
    - Doctorate in School Psychology (Ph.D. or Psy.D.)
    - Doctorate in Clinical Psychology (Ph.D. or Psy.D.)
    - Doctorate in Educational Psychology (Ph.D. or Psy.D.)

8. What is your gender?
    - Cisgender male
    - Cisgender female
    - Non-binary
    - Transgender male
    - Transgender female
    - Prefer not to say
    - Prefer to self-describe _____

9. What is your sexual orientation?
    - Asexual
    - Bisexual
    - Gay
    - Straight (heterosexual)
    - Lesbian
    - Pansexual
    - An identity not listed (specify) _____
    - Prefer not to disclose

10. Age in years: (specify)_____

11. What is your race? Please check all that apply.
    - American Indian or Alaskan Native
    - South Asian
    - East Asian
    - Black or African American
    - Native Hawaiian or Other Pacific Islander
    - White

12. What is your ethnicity?
    - Hispanic/Latino/a
    - Not Hispanic/Latino/a

13. What country do you reside in?
    - Antigua and Barbuda
    - Australia

- Bahamas
- Barbados
- Belize
- Canada
- Dominica
- Fiji
- Ghana
- Grenada
- Guyana
- India
- Ireland
- Jamaica
- Kenya
- Liberia
- Malta
- New Zealand
- Nigeria
- Other (specify)_____
- Pakistan
- Papua New Guinea
- Philippines
- St. Kitts and Nevis
- St. Lucia
- St. Vincent and the Grenadines
- Sierra Leone
- Singapore
- South Africa
- Trinidad and Tobago
- United Kingdom
- United States of America
    a. If USA is chosen: what state do you reside? (specify)

14. After completing the yearlong school psychology internship, how confident were you/are you in your ability to fulfill the role of a school psychologist?

1	2	3	4	5	6	7
Extremely Unconfident	Unconfident	Somewhat Unconfident	Neutral	Somewhat Confident	Confident	Extremely Confident

15. How did you receive this survey?
    - Email
    - Social media posting
    - Other (specify) _____

Appendix E: Best Practices Questionnaire.

1. *How satisfied are you with your supervisor's level of commitment to their supervisory role?*

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

2. *How satisfied were you with your supervisor's help in obtaining the resources, support, and experiences you needed to be successful and complete internship requirements?*

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

3. *How satisfied are you with your working relationship with your supervisor?*

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

4. *How satisfied are you with how your supervisor established a working relationship with your graduate program?*

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

5. *How satisfied were you with your supervisor's ability to model best practices and ethical principles?*

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

6. *How satisfied were you with the level of encouragement you received from your supervisor to help you engage in best practices and ethical principles?*

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

7. *How satisfied were you with your supervisor's ability to model a goal-directed, problem-solving model?*

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

8. *How satisfied were you with the level of encouragement your supervisor provided you to help you engage in a goal-directed, problem-solving model?*

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

9. *How satisfied were you with your supervisor's ability to gear your **assignments** to your competency/skill level?*

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

10. How satisfied were you with your supervisor's ability to gear your ***supervision*** *to your competency/skill level?*

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

11. How satisfied were you with your supervisor's ability to assess your performance and provide you with feedback?

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

12. How satisfied were you with your supervisor's ability to communicate feedback about your performance to your graduate program?

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

13. How satisfied were you with your supervisor's ability to demonstrate appreciation for human diversity?

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

14. How satisfied were you with your supervisor's ability to address human diversity in his/her practice?

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

15. How satisfied were you with your supervisor's ability to promote your effective transition from internship to entry-level school psychology practice?

1	2	3	4	5	6	7
Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied.	Moderately Satisfied	Very Satisfied

Appendix F: NASP Practice Model Questionnaire.

1. Was data-based decision making covered in supervision during your school psychology internship?

- Yes
- No

2. How satisfied were you with the extent to which data-based decision making was covered within your supervision?

1	2	3	4	5	6	7
Extremely Unsatisfied	Unsatisfied	Somewhat Unsatisfied	Neutral.	Somewhat Satisfied	Satisfied	Extremely Satisfied

3. Were consultation and collaboration areas covered in supervision during your school psychology internship?

- Yes
- No

4. How satisfied were you with the extent to which consultation and collaboration were covered within your supervision?

1	2	3	4	5	6	7
Extremely Unsatisfied	Unsatisfied	Somewhat Unsatisfied	Neutral.	Somewhat Satisfied	Satisfied	Extremely Satisfied

5. Were academic interventions and instructional supports covered in supervision during your school psychology internship?

- Yes
- No

6. How satisfied were you with the extent to which academic interventions and instructional supports were covered within your supervision?

1	2	3	4	5	6	7
Extremely Unsatisfied	Unsatisfied	Somewhat Unsatisfied	Neutral.	Somewhat Satisfied	Satisfied	Extremely Satisfied

7. Were mental and behavioral health services and interventions covered in supervision during your school psychology internship?

- Yes
- No

8. How satisfied were you with the extent to which mental and behavioral health services and interventions were covered within your supervision?

1	2	3	4	5	6	7
Extremely Unsatisfied	Unsatisfied	Somewhat Unsatisfied	Neutral.	Somewhat Satisfied	Satisfied	Extremely Satisfied

9. Were school-wide practices to promote learning covered in supervision during your school psychology internship?

- Yes
- No

10. How satisfied were you with the extent to which school-wide practices to promote learning were covered within your supervision?

1	2	3	4	5	6	7
Extremely Unsatisfied	Unsatisfied	Somewhat Unsatisfied	Neutral.	Somewhat Satisfied	Satisfied	Extremely Satisfied

10. Were services to promote safe and supportive schools covered in supervision during your school psychology internship?

- Yes
- No

12. How satisfied were you with the extent to which services to promote safe and supportive schools were covered within your supervision?

1	2	3	4	5	6	7
Extremely Unsatisfied	Unsatisfied	Somewhat Unsatisfied	Neutral.	Somewhat Satisfied	Satisfied	Extremely Satisfied

13. Was family, school, and community collaboration covered in supervision during your school psychology internship?

- Yes
- No

14. How satisfied were you with the extent to which family, school, and community collaboration was covered within your supervision?

1	2	3	4	5	6	7
Extremely Unsatisfied	Unsatisfied	Somewhat Unsatisfied	Neutral.	Somewhat Satisfied	Satisfied	Extremely Satisfied

14. Were equitable practices for diverse student populations covered in supervision during your school psychology internship?

- Yes
- No

16. How satisfied were you with the extent to which equitable practices for diverse student populations were covered within your supervision?

1	2	3	4	5	6	7
Extremely Unsatisfied	Unsatisfied	Somewhat Unsatisfied	Neutral.	Somewhat Satisfied	Satisfied	Extremely Satisfied

17. Were research and evidence-based practices covered in supervision during your school psychology internship?

- Yes
- No

18. How satisfied were you with the extent to which research and evidence-based practices were covered within your supervision?

1	2	3	4	5	6	7
Extremely Unsatisfied	Unsatisfied	Somewhat Unsatisfied	Neutral.	Somewhat Satisfied	Satisfied	Extremely Satisfied

19. Were legal, ethical, and professional practices covered in supervision during your school psychology internship?

- Yes
- No

20. How satisfied were you with the extent to which legal, ethical, and professional practices were covered within your supervision?

1	2	3	4	5	6	7
Extremely Unsatisfied	Unsatisfied	Somewhat Unsatisfied	Neutral.	Somewhat Satisfied	Satisfied	Extremely Satisfied

Appendix G: Supervisor Demographics Questionnaire.

"Supervisor" refers to the person who supervised you at the school site where you completed your yearlong internship during your school psychology training.

If you had multiple supervisors at your school site(s), please answer the following questions about your *primary* supervisor (e.g., the one you were assigned to more days).

If you completed *multiple internships* as part of your training in school psychology, please the following questions based on your *most recent* internship supervisor.

1. The coronavirus pandemic may have influenced the supervision you received during your internship. Please select one of the following:
    - The supervision I received was pre-pandemic
    - Some of the supervision I received overlapped with the pandemic
    - All of my supervision I received was during the pandemic

2. What percentage of your supervision hours were completed virtually?
    - 0-10%
    - 11-20%
    - 21-30%
    - 31-40%
    - 41-50%
    - 51-60%
    - 61-70%
    - 71-80%
    - 81-90%
    - 91-100%

3. What is your supervisor's race? Please check all that apply.
    - American Indian or Alaskan Native
    - South Asian
    - East Asian
    - Black or African American
    - Native Hawaiian or Other Pacific Islander
    - White
    - Unknown

4. What is your supervisor's ethnicity?
    - Hispanic/Latino/a
    - Not Hispanic/Latino/a
    - Unknown

5. What is your supervisor's gender?
    - Cisgender male

- Cisgender female
- Non-binary
- Transgender male
- Transgender female
- Prefer to describe _____
- Unknown

6. What is your supervisor's sexual orientation?
    - Asexual
    - Bisexual
    - Gay
    - Straight (heterosexual)
    - Lesbian
    - Pansexual
    - An identity not listed (specify) _____
    - Prefer not to disclose
    - Unknown

7. What is the highest level of training your supervisor has obtained?
    - Master's
    - Specialist Certificate
    - Doctorate in School Psychology (Ph.D. or Psy.D.)
    - Doctorate in Clinical Psychology (Ph.D. or Psy.D.)
    - Doctorate in Educational Psychology (Ph.D. or Psy.D.)
    - Unknown

8. How many years has your supervisor been a practicing school psychologist?
    - 3-10 years
    - 11-15 years
    - 16-20 years
    - 21-25 years
    - 26-30 years
    - 30 years or more
    - Unknown

9. Has your supervisor ever received formal training in how to provide supervision to school psychology interns?
    - Yes
    - No
    - I don't know

10. What level of students did this supervision include? Check all that apply.
    - Preschool
    - Elementary school (K-5)

- Middle school (6-8)
- High school (9-12)

Appendix H: Brief Supervisory Working Alliance Inventory.

"Supervisor" refers to the person who supervised you at the school site where you completed your yearlong internship during your school psychology training.

If you had multiple supervisors at your school site(s), please answer the following questions about your *primary* supervisor (e.g., the one you were assigned to more days).

If you completed *multiple internships* as part of your training in school psychology, please the following questions based on your *most recent* internship supervisor.

Instructions. Please indicate the frequency with which the behavior described in each of the following items seems characteristic of your work with your supervisor. After each item, choose a number corresponding to the appropriate point of the 7-point scale from (1) *almost never* to (7) *almost always*.

1. I feel comfortable working with my supervisor.

1	2	3	4	5	6	7
Almost Never	Rarely	Occasionally	About Half the Time	Frequently	Very Frequently	Almost Always

2. My supervisor welcomes my explanations about the client's behavior.

1	2	3	4	5	6	7
Almost Never	Rarely	Occasionally	About Half the Time	Frequently	Very Frequently	Almost Always

3. My supervisor treats me like a colleague in our supervisory sessions.

1	2	3	4	5	6	7
Almost Never	Rarely	Occasionally	About Half the Time	Frequently	Very Frequently	Almost Always

4. I work with my supervisor on specific goals in the supervisory session.

1	2	3	4	5	6	7
Almost Never	Rarely	Occasionally	About Half the Time	Frequently	Very Frequently	Almost Always

5. My supervisor's style is to carefully and systematically consider the material I bring to supervision.

1	2	3	4	5	6	7
Almost Never	Rarely	Occasionally	About Half the Time	Frequently	Very Frequently	Almost Always

Appendix I: Supervisory Satisfaction Questionnaire.

Please respond to each of the items below regarding your experience with your supervisor **(the SAME SUPERVISOR you referred to when answering questions in previous sections)** over the entire course of your work together. Indicate your responses by selecting the appropriate response.

"Supervisor" refers to the person who supervised you at the school site where you completed your yearlong internship during your school psychology training.

If you had multiple supervisors at your school site(s), please answer the following questions about your *primary* supervisor (e.g., the one you were assigned to more days).

If you completed *multiple internships* as part of your training in school psychology, please answer the following questions based on your *most recent* internship supervisor.

1. How would you rate the quality of the supervision you have received?

1	2	3	4	5	6	7
Excellent	Very Good	Good	Satisfactory	Fair	Somewhat Poor	Poor

2. Did you get the kind of supervision you wanted?

1	2	3	4	5	6	7
No, Definitely Did Not	Mostly Did Not	Somewhat Did Not	Neither Did nor Did Not	Somewhat Did	Mostly Did	Yes, Definitely Did

3. To what extent has this supervision fit your needs?

1	2	3	4	5	6	7
Almost all Needs Met	Most Needs Met	Many Needs Met	Half Met, Half Unmet.	Many Needs Not Met	Most Needs Not Met	None Met

4. If a friend were in need of supervision, would you recommend this supervision to him/her?

1	2	3	4	5	6	7
No, Definitely Would Not	Most Likely. Would Not	Possibly Would Not	Neither Would or Would Not	Possibly Would.	Most Likely Would	Yes, Definitely Would

5. How satisfied are you with the amount of supervision you have received?

1	2	3	4	5	6	7
Extremely Dissatisfied	Mostly Dissatisfied	Slightly Dissatisfied	Neither Satisfied. Nor Dissatisfied	Slightly Satisfied	Mostly Satisfied	Extremely Satisfied

6. Has the supervision you received helped you to deal more effectively in your role as a school psychologist?

1	2	3	4	5	6	7
No, Definitely Not	Most Likely Did Not	Probably Not	Unsure	Probably Yes	Most Likely Yes	Yes, Definitely Did

7. In an overall, general sense, how satisfied are you with the supervision you have received?

1	2	3	4	5	6	7
Extremely Satisfied	Mostly Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied.	Mostly Dissatisfied	Extremely Dissatisfied

8. If you were to seek supervision again, would you come back to this supervisor?

1	2	3	4	5	6	7
No, Definitely Not	Most Likely Not	Probably Not	Unsure	Probably Yes	Most Likely Yes	Yes, Definitely Would

Appendix J: Short Supervisory Relationship Questionnaire.

Please respond to each of the items below regarding your experience with your supervisor **(the SAME SUPERVISOR you referred to when answering questions in previous sections)** over the entire course of your work together.

"Supervisor" refers to the person who supervised you at the school site where you completed your yearlong internship during your school psychology training.

If you had multiple supervisors at your school site(s), please answer the following questions about your *primary* supervisor (e.g., the one you were assigned to more days).

If you completed *multiple internships* as part of your training in school psychology, please the following questions based on your *most recent* internship supervisor.

The following statements describe some of the ways a person may feel about his/her supervisor. To what extent do you agree or disagree with each of the following statements about your relationship with your supervisor?

1. My supervisor was approachable.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

2. My supervisor was respectful of my views and ideas.

1	2	3	4	5	6	7
Strongly Disagree	Disagree Agree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

3. My supervisor gave me feedback in a way that felt safe.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

4. My supervisor was enthusiastic about supervising me.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

5. I was able to openly discuss my concerns with my supervisor.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

6. My supervisor was non-judgmental in supervision.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

7. My supervisor was open-minded in supervision.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

8. My supervisor gave me positive feedback on my performance.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

9. My supervisor had a collaborative approach in supervision.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

10. My supervisor encouraged me to reflect on my practice.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

11. My supervisor paid attention to my unspoken feelings and anxieties.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

12. My supervisor drew flexibly from a number of theoretical models.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

13. My supervisor paid close attention to the process of supervision.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

14. My supervisor helped me identify my own learning/training needs.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

15. Supervision sessions were focused.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

16. Supervision sessions were structured.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

17. My supervision sessions were disorganized

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

18. My supervisor made sure that our supervision sessions were kept free from interruptions.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

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