AN ABSTRACT OF THE DISSERTATION OF

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Title: Training Needs of School Counseling Site Supervisors in the Pacific Northwest: An Exploration via the Construct of Self-Efficacy

Abstract approved:

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School counseling site supervisors provide a critical contribution to the professional development of master's program school counseling interns; however, their training needs remain unidentified in the literature. To that end, the purpose of this quantitative study was to explore the training needs of site supervisors of master's program school counseling interns in the Pacific Northwest via the construct of self-efficacy. To initiate this exploration, the Site Supervisor Self-Efficacy Survey (S4) was developed. This 28 item web-based survey investigated respondents' ($N = 147$) perceived self-efficacy in relation to supervision as well as hours of supervision training received. Results (82% return rate) indicate that many site supervisors have little or no supervision training, and that supervisor self-efficacy appears relatively strong—consistently so for those with over 40 hours of training. A partial correlation indicates a slightly positive relationship ($r = .202, p < .009$, one-tailed) between the hours of supervision training received and perceived self-efficacy regarding supervision. Implications regarding site supervisor training and suggestions for future research are offered.

Training Needs of School Counseling Site Supervisors in the Pacific Northwest:
An Exploration via the Construct of Self-Efficacy

by
Lorraine DeKruyf

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I understand that my dissertation will become part of the permanent collection of Oregon State University libraries. My signature below authorized release of my dissertation to any reader upon request.

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Lorraine DeKruyf, Author

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Chapter 1: Introduction

Professional school counselors demonstrate an array of responsibilities within the school environment (American Counseling Association, 2005b). According to the American School Counselor Association (ASCA, 2004b), these duties include the following: (a) facilitating all students' academic, personal/social, and career development; (b) promoting equity and access to rigorous educational opportunities for all students; (c) collaborating with stakeholders to provide developmentally appropriate prevention and intervention programs; and (d) using data to systematically evaluate outcomes of the school counseling program's services. Another important responsibility often overlooked, is that they provide site supervision to master's program school counseling interns.

A review of the literature suggests that many school counselors receive little or no formal training in the area of supervision (Dollarhide & Miller, 2006; Drapela & Drapela, 1986; Herlihy, Gray, & McCollum, 2002; Kahn, 1999; Miller & Dollarhide, 2006; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; W. B. Roberts, Morotti, Herrick, & Tilbury, 2001; Stickel, 1995; Studer, 2005). This lack of training may influence school counseling site supervisors' self-efficacy in relation to various aspects of supervising master's program school counseling interns. These aspects range from coordinating effective internship experiences that enable interns to meet state certification or licensing standards, to evaluating the work and progress of interns both formatively

and summatively (Borders & Brown, 2005; Supervision Interest Network of the Association for Counselor Education and Supervision, 1990). When added to the multiple roles filled by professional school counselors, there seems to be, as Kahn (1999) suggested, a need for training and supervision that extends beyond the typical clinical focus on one-on-one counseling commonly used in mental health settings. W. B. Roberts et al. (2001) also contended that "site supervisors of professional school counseling interns face situations peculiar to other forms of supervision within the field of professional counseling" (p. 210). These peculiarities may point to the need for a broader preparation for the school counseling site supervisors providing this supervision.

To that end, W. B. Roberts et al. (2001) and Studer (2005, 2006) suggested practical supervision guidelines for school counseling site supervisors. W.B. Roberts et al. (2001) cited the Standards for Counseling Supervisors developed by the Supervision Interest Network of the Association for Counselor Education and Supervision (SINACES, 1990), as having perhaps "the most widespread applicability to site supervisors of school counseling interns" (p. 209). Building on these, they provided seven guidelines aimed at assisting school counseling site supervisors in "providing optimal supervision opportunities for their interns" (p. 210). These included (a) knowing what is expected of them as site supervisors, (b) receiving supervision training, (c) sharing their expertise through modeling, (d) knowing relevant ethical and legal guidelines, (e) communicating regularly with university supervisors, (f) communicating concerns, (g) and spending ample reflection and process time with interns. In their

concluding remarks, the authors suggested an eighth guideline, (h) operating out of some kind of a supervision framework.

Studer (2005) led school counseling site supervisors through the beginning, middle, and later stages of the supervision process, attending to the various roles taken on by site supervisors in relation to interns' need for structure, support, and challenge. She also delineated between clinical, developmental, and administrative supervision functions, and provided supervisory activities for each of the components of the ASCA National Model. These include a delivery system, accountability, foundation, and management.

In a recently published manual for school counseling site supervisors, Studer (2006) offered chapters covering (a) the supervisory process and the importance of the supervisory relationship; (b) various models of supervision; (c) integrating the ASCA National Model into supervision; (d) various supervisory issues such as multicultural supervision, working with difficult interns, using technology, and ethical and legal considerations; and (e) the evaluation process.

All of these contributions to the literature provide assistance to site supervisors in carrying out the complex task of supervising school counseling interns. These contributions also provide an indication as to what aspects of supervision are deemed important in the profession, and as such may provide direction in determining the training needs of school counseling site supervisors. Missing, however, are any contributions to the literature which specifically examine the supervision training needs of school counseling site supervisors of master's program school counseling interns.

In order to address this gap in the school counseling site supervision literature, this study explores the training of school counseling site supervisors in the states of Oregon and Washington, or as these states are collectively known, the Pacific Northwest. In order to assess potential site supervisor training needs, this study examines the perceived self-efficacy of school counseling site supervisors in relation to various aspects of supervision, and examines the relationship between their supervision training and self-efficacy. It is hoped that the results will contribute to clarifying the specific supervision training needs of school counseling site supervisors working in the Pacific Northwest.

This chapter explores the (a) purpose of the study, (b) rationale for the study, (c) scope of the study, (d) rationale for the methodology, (e) and the research questions, and provides (f) a glossary of terms, and includes (g) an overview of upcoming chapters within this dissertation.

Purpose of the Study

The purpose of this study is to initiate an exploration of the supervision training needs of site supervisors of master's program school counseling interns in the Pacific Northwest. To that end, this study examines the hours of supervision training current site supervisors of master's program school counseling interns in the Pacific Northwest have received, as well as their perceived self-efficacy in relation to the site supervision of master's program school counseling interns in the Pacific Northwest. Furthermore, this study asks whether there is a positive relationship between their reported self-efficacy levels regarding supervision ability and hours of supervision training received. This study is critical because there is no empirical research to date known by this researcher which

explores these specific issues. This study provides insights into supervision training needs for school counseling site supervisors. In addition, it is hoped that the implications suggested by this research will prompt further exploration as well as action in regard to supervision training for site supervisors of school counseling interns.

Rationale for the Study

A review of the literature related to the site supervision of school counseling interns noted that site supervisors are largely untrained (Dollarhide & Miller, 2006; Drapela & Drapela, 1986; Herlihy et al., 2002; Kahn, 1999; Miller & Dollarhide, 2006; Nelson & Johnson, 1999; W. B. Roberts et al., 2001; Stickel, 1995; Studer, 2005). This is of concern for a number of reasons, which taken together provide a rationale for this study.

First of all, supervision has been recognized in the literature as a unique endeavor (Dye & Borders, 1990) with skills that are "distinctly different than those required to be effective as a counselor" (Magnuson, Norem, & Bradley, 2001, p. 213; Bernard & Goodyear, 2004). Borders and Brown (2005) offered three ways supervision is distinct. First of all, supervisors may well use counseling and teaching knowledge and skills, but supervisors are not their supervisees' counselor, and furthermore, teaching occurs in a "specialized, nonclassroom setting, within an ongoing relationship" (p. 2). Secondly, a supervision framework is called for to help organize one's knowledge and skills in order to decide when and how to appropriately implement them. Finally, "there are some interventions, learning processes, and ethical and legal considerations unique to supervision" (p. 2). Given the distinctive knowledge and skills called for in providing

supervision, there is a need for supervisors to be trained (Herlihy et al., 2002; Kahn,

1999; Nelson & Johnson, 1999; W. B. Roberts et al., 2001).

Secondly, it has been suggested that those supervising without training are in non-

compliance with their ethical code(s) (Magnuson, Black, & Norem, 2004; Nelson &

Johnson, 1999). The combined message of the *ACA Code of Ethics* (American

Counseling Association, 2005a), the *Ethical Guidelines for Counseling Supervisors*

(Association for Counselor Education and Supervision, 1995), and the *Ethical Standards*

for School Counselors (ASCA, 2004a), indicated that supervisors should have received

training in supervision prior to offering supervision. Accepting employment for work in

areas for which one is not qualified "by education, training, supervised experience, state

and national professional credentials and appropriate professional experience" (ASCA,

2004a, Section D.1.e.) is tantamount to practicing outside ethical boundaries.

A third reason that a lack of trained school counseling site supervisors is

concerning is that school counselors work in a unique supervision context (Kahn, 1999).

As Magnuson et al. (2004) contended:

> Competent school counselors recognize and meet the multiple and diverse
> needs of children. They respond to crises. They design curriculum and
> facilitate career development. They are skillful consultants and advocates.
> They plan and implement comprehensive counseling programs. They
> assess the efficacy of those programs. They manage multiple roles and
> respond to diverse constituents…. School counselors' responsibilities are
> often broader in scope than those of their counterparts in community
> agencies. (p. 5)

Akos and Scarborough (2004) speculated whether "the unique and diverse context

in school counseling (relative to other areas of counseling) requires an expanded or

reconstructed view of what 'clinical' training is for school counselors" (p. 106). If so, this calls for training in supervision that is specific to school counseling.

Fourth, site supervision contributes to the shaping of professional identity (Borders, 2002; Brott & Myers, 1999; Culbreth, Scarborough, Banks-Johnson, & Solomon, 2005; Miller & Dollarhide, 2006; Paisley & McMahon, 2001). Given the ongoing role conflict and ambiguity cited in the literature (Culbreth et al., 2005), there is a need for strong professional identity development in school counseling (Myrick, 2003; Paisley & McMahon, 2001). Supervisors are in key positions to nurture "sound school counseling practices" (Magnuson et al., 2001, p. 214).

And fifth, in spite of repeated calls in the literature that supervisors be trained, the literature indicated that many clinical supervisors lack training in supervision (Henderson, 1994; Henderson & Lampe, 1992; Herlihy et al., 2002; Jackson et al., 2002; Kahn, 1999; Magnuson et al., 2001; Nolan, 1998; Spence, Wilson, Kavanagh, Strong, & Worrall, 2001; Studer, 2005). When combined with indicators that trained supervisors provide better supervision (Borders, Cashwell, & Rotter, 1995; Kahn, 1999; Spence et al., 2001), the need for research exploring training needs in relation to school counseling site supervisors becomes apparent.

In summary, (a) supervision is a unique undertaking calling for uniquely applied knowledge and skills which call for supervision training, (b) those supervising without training specific to supervision may be in non-compliance with their ethical codes, (c) school counselors work in a specialized context which calls for a broader array of skills than in other professional counseling settings, which in turn calls for specialized

supervision, (d) supervision contributes to the professional identity development of school counseling interns, and (e) there is a lack of school counseling site supervisors with training in supervision.

Together these points provide a rationale for the exploration of the training needs of school counseling site supervisors. To date no study has been found by this researcher that specifically seeks to determine the training needs of site supervisors of master's program school counseling interns. Identifying and attending to the supervision training needs of site supervisors could augment the preparation of the next generation of school counselors and also foster "a consistent professional identity, improved service delivery consistent with the ASCA National Model, and a transformed profession" (Dollarhide & Miller, 2006, p. 243).

Rationale for the Methodology

Arising out of the need for a more informed sense of the supervision training needs of site supervisors of school counseling interns, this study used both descriptive and inferential statistics. Descriptive measures were used to determine the supervision training hours of current site supervisors of master's program school counseling interns in the Pacific Northwest, as well as their perceived self-efficacy regarding their ability to engage in various aspects of site supervision.

In order to determine whether there was a positive relationship between supervision training and site supervisors' self-efficacy regarding supervision, inferential statistics were used. Namely, a second-order partial correlation, controlling for the covariates of school counselor experience and supervisor experience were employed.

Research Questions

In order to fill the gap which exists in the literature regarding school counseling site supervisors' training needs, this study explores the research questions outlined in Table 1.

Table 1

Research Questions with Attendant Variables

Research question	Variable
Descriptive	*Independent variable*
How many hours of supervision training have current site supervisors of master's program school counseling interns in the Pacific Northwest received?	Supervision training
Descriptive	*Independent variable*
What is the perceived self-efficacy regarding supervision ability held by current site supervisors of master's program school counseling interns?	Perceived self-efficacy regarding supervision ability
Inferential	*Dependent variable*
Is there a positive relationship between perceived self-efficacy regarding supervision ability for site supervisors of master's program school counseling in the Pacific Northwest and hours of supervision training received?	Degree of perceived self-efficacy regarding supervision ability
	Independent variable
	Supervision training

Glossary of Terms

An alphabetic glossary of terms is provided below in order to clarify language used in this study which may be open to multiple interpretations.

- *Pacific Northwest* The states of Oregon and Washington.

- *School counseling intern* A master's program school counseling student "being supervised for entry into the [school counseling] profession. The intern is at an advanced state in [the] program of study, usually in the final year of meeting program, licensure, or degree requirements (W. B. Roberts et al., 2001, p. 209), and spends considerable time at the designated site(s).

- *Self-efficacy* "The degree to which individuals consider themselves capable of performing a particular activity" (Larson & Daniels, 1998, p. 180), as measured with the S4 via a 6-point Likert-type scale, ranging from strongly disagree to strongly agree.

- *Site supervision* "The direct, day-to-day observation and contact between the site supervisor and the intern during the duration of the internship" (W. B. Roberts et al., 2001, p. 209).

- *Supervision training* "A sequence of didactic and experiential instruction" (Borders et al., 1991, p. 61) related to supervision.

Overview of Upcoming Chapters

Chapter 2 of this dissertation provides a review of the literature relating to the site supervision of school counseling interns. Specifically, a history of school counseling is included to contextualize supervision within a school setting. This is followed by a segment on clinical supervision, which is then followed by supervision in the school setting, and then more specifically, site supervision within the school setting. This chapter closes with a brief look at the lack of trained school counseling site supervisors, as well as an examination of self-efficacy in relation to supervision. Chapter 3 provides the methodology proposed for this study including an overview of the study, research design, survey population, instrumentation, variables, research procedures, and data analyses. Chapter 4 provides the results of this study. Outlined are demographic data, data regarding school counseling and site supervisor experience, site supervisor training hours, and site supervisor self-efficacy, as well as the data resulting from a second-order partial correlation among these variables. Chapter 5 offers a discussion of the results and their implications, specifically those related to site supervisor training hours, site supervisor self-efficacy, and the relationship between these variables. Limitations of this study are also laid out, and recommendations for future research are suggested.

Chapter 2: Literature Review of School Counseling Site Supervision

This chapter reviews the literature relevant to the site supervision of school counseling interns. (a) An overview of the evolution of school counseling is provided as a context to the examination of site supervision in schools. (b) Key definitions of clinical supervision are provided, as well as an overview of the development of the supervision competencies endorsed by the American Association for Counseling and Development, now the American Counseling Association. (c) Supervision specific to schools is briefly addressed, as is (d) site supervision in schools. (e) The training needs of school counseling site supervisors are addressed, and (f) the construct of self-efficacy is introduced as a potential means of exploring supervisor training needs.

The Evolution of School Counseling: Past, Present, and Future

Over the past century, the school counseling profession has evolved from an early focus on career development (Aubrey, 1991) into "today's comprehensive, developmental, and collaborative school counseling programs" (Paisley & McMahon, 2001, p. 106). Numerous forces have contributed to its evolution over the last century, including "the social, political, economic, and psychological issues facing schools, communities, families, children, and adolescents" (p. 106). This segment of the literature review highlights key developments in the evolution of the professional school counseling profession from its inception up to the present, and offers some conjecture about its future.

School Counseling Past

    Vocational guidance. School counseling began just over 100 years ago, initially shaped by people like Jesse B. Davis, Frank Parsons, and social reformers of the Progressive Education Movement who sought to change negative social conditions associated with the massive changes to society brought on by the Industrial Revolution (Gysbers & Henderson, 2001). Their work focused on vocational guidance, or "the transition from school to work, emphasizing an appropriate client-occupational match" (Lambie & Williamson, 2004, pp. 124, 125).

    In general, vocational guidance was not seen as contributing to the ongoing development of individuals, nor was it integrated into the education process (Aubrey, 1991, p. 8). The individuals providing vocational guidance were primarily teachers, who in addition to their regular teaching duties also had a list of vocational guidance duties. These individuals had neither formal counseling training nor a formal position within any organizational structure in the school (Gysbers, 2001; Gysbers & Henderson, 2001).

    Educational guidance. A logical extension of vocational guidance emerged in the early 1900s with the development of educational guidance, which in addition to attending to school-to-work transitions also addressed pupil distribution, or scheduling, as it is known today, and personal adjustment difficulties (Aubrey, 1991). This initial view of educational guidance was broadened in the 1930s by educator John Brewer to see "much, if not all, of education as guidance" (Gysbers, 2001, p. 99). Brewer's expanded definition "opened up the entire spectrum of education and human development to guidance" (Aubrey, 1991, p. 10).

These two views of educational guidance opened the door that began a segmenting of the profession, evidenced in the many and sometimes conflicting roles fulfilled by professional school counselors today. These roles range from scheduling— the old pupil distribution—to being an inseparable and essential part of the total process of education as put forth by the American School Counselor Association's (2003) National Model.

Further segmentation of the guidance profession was prompted by several influences, including a growing enchantment with psychometrics, the growing interest in developmental studies of children, and the introduction of cumulative educational records (Gysbers, 2001).

Another was the major influence of E.G. Williamson's (1939) trait and factor theory, which spread with the publication of his book, *How to Counsel Students*. Williamson propounded a counselor-centered directive approach to school counseling, in which the counselor was the director of the counseling process. As an adult, the counselor took "responsibility for leading the student in areas and directions most helpful to the student" (Aubrey, 1991, p. 15).

All of these various influences broadened the definition of guidance, so that "by the beginning of the 1930s the terms *counseling, testing, information, placement,* and *follow-up* were being used widely to describe the [various] components of guidance" (Gysbers & Henderson, 2000, p. 10). These services, as they came to be called, were essentially a list of duties carried out by counselors. Counseling was but one component of guidance (Aubrey, 1991).

Guidance counseling. In the 1940s Carl Rogers (1942) greatly influenced the burgeoning guidance movement with the publication of his book *Counseling and Psychotherapy*. His work shifted the counseling field to a non-directive, client-centered approach, where the client led the counseling process. Guidance became one of the components of counseling, instead of the other way around (Aubrey, 1991; Lambie & Williamson, 2004). According to Aubrey (1991), this shift further segmented "an already disjointed profession" (p. 16). One outcome of this segmentation is the role conflict and ambiguity that still plague the profession today (Culbreth et al., 2005).

The Sputnik spacecraft's launch by Russian scientists in 1957, along with the passage of the National Defense Education Act in 1958 boosted the importance of guidance in schools (Baker, 2001; Herr, 2001; Romano & Kachgal, 2004). "The Act essentially gave impetus to the creation of K-12 guidance programs and to school counselors being seen as vital professionals in discharging the changing missions of school" (p. 238). However, the shift from a teacher with a list of guidance duties to a program tied to the mission of the school did not happen overnight.

By the end of the 1960s and into the 1970s and 1980s there were still no comprehensive guidance programs. Varied opinions were voiced about the role of school counselors and about how best to deliver services. The predominant pattern for service delivery continued to be the position orientation with school guidance counselors offering mainly supportive remedial services behind closed doors, such as individual counseling, group work, testing, scheduling, and dispensing educational and occupational information

on the basis of individual need. Little attention, if any, was paid to outcomes of the

guidance process (Gysbers & Henderson, 2001; Herr, 2001).

Comprehensive Developmental School Guidance Counseling Programs. By the

1970s, "it was increasingly apparent that…it was time to consider an organizational

structure that could focus on the career, personal/social, and academic development of

students" (Gysbers & Henderson, 2001, p. 100). Influenced by several key contributors,

the comprehensive developmental school counseling program approach began to emerge.

Dinkmeyer and Caldwell (1970) called for comprehensive programs "based on

the understanding of human development" (p. 53). Beginning in the 1970s, Gysbers and

Moore (1981) laid out an organizational program structure which was refined over the

years by Gysbers and Henderson (2006). In the 1980s, Myrick (1997) emphasized a

program for all students that was organized, planned, sequential yet flexible, and

integrated with the work of all school personnel. Also in the 1980s, Johnson and Johnson

(2003) called for organized results-based programs. The goal was a "reconceptualization

of guidance from an ancillary, crisis-oriented service to a comprehensive program firmly

grounded on principles of human growth and development…a program that is an integral

part of the education process with a content base of its own" (Gysbers & Henderson,

1988, p. viii).

Implementation was another matter. By 1998, approximately half of the states had

designed comprehensive programs according to Sink and MacDonald's (1998)

nationwide survey. This does not, however, indicate that every school in these states had

implemented a comprehensive developmental counseling program. There remains great

variation from state to state, from district to district, and from school to school (Whiston, 2002).

Implementation challenges are many and they persist into the present (Gysbers, 2005; Sink & Yillik-Downer, 2001). One of the difficulties discussed in the literature is the role conflict and ambiguity experienced by school counselors (Anderson & Perryman, 2006; Bauman et al., 2003; Culbreth et al., 2005; Lambie & Williamson, 2004; Tejada, 2006; Whiston, 2002). Addressing this and other challenges are leaders in the profession, who in response to national policy and educational reform (The Education Trust, 1997; U.S. Department of Education, 2002), along with pressing social needs are continuing the work of molding the profession of school counseling (Whiston, 2002).

School Counseling Present

Three major forces are at work today providing structures for and prompting dialogue about the ongoing shape of school counseling training and practice (Alexander, Kruczek, Zagelbaum, & Ramirez, 2003; Dollarhide & Lemberger, 2006; Lambie & Williamson, 2004; McGannon, Carey, & Dimmitt, 2005, May; Sears & Haag, 2002; Sink, 2002; Whiston, 2002). They are (a) the Transforming School Counseling Initiative (The Education Trust, 1997), (b) the American School Counselor Association's National Standards (Campbell & Dahir, 1997) and (c) the American School Counselor Association's National Model (ASCA, 2003).

Transforming School Counseling Initiative. In 1996, the Education Trust, a Washington, DC-based nonprofit organization, launched its national multi-staged Transforming School Counseling Initiative (TSCI) to assist school counselors in moving

beyond their traditional role of helper-responder towards the role of proactive leader

and advocate (House & Sears, 2002; Martin, 2002; Paisley & Hayes, 2003). The impetus

behind the work of the Education Trust rose out of the standards-based education reform

of the No Child Left Behind (NCLB) Act of 2001 (U.S. Department of Education, 2002).

The aim of NCLB was to "make schools accountable for student learning and to ensure

that at-risk youth were not 'left behind' academically" (Dollarhide & Lemberger, 2006,

p. 295; also see Sclafani, 2005).

Conspicuously absent from NCLB's call for increased accountability and

academic achievement for all students was the integral role school counselors play in

bringing about student success (Dahir, 2001; House & Hayes, 2002; Sclafani, 2005). The

Education Trust, via the TSCI aimed to change this by transforming the role of the school

counselor by focusing on their graduate training.

Their vision of the transformed school counseling role is one that focuses on

"educational equity, access, and academic success, with a concentration on interventions

that will close the achievement gap between poor and minority children and their more

advantaged peers" (Pérusse & Goodnough, 2001, p. 102). In order to bring this vision to

fruition there are five domains in which transformed school counselors need to be

proficient and therefore addressed by school counseling training programs (Jackson et al.,

2002; Pérusse & Goodnough, 2001). They are: (a) leadership that is school-wide (b)

advocacy for rigorous preparation for all students, (c) teaming and collaboration with

school staff, (d) counseling and coordination with community services, and (e)

assessment and use of data, which entails assessing and interpreting student needs, goals,

and barriers to learning for school-wide use in planning for change (Pérusse &

Goodnough, 2001; Sears, 1999). These five domains all serve a primary academic focus

(Jackson et al., 2002; Sears, 1999).

The ASCA National Standards. While the focus of the TSCI is on the training of

pre-service school counselors, the focus of the ASCA National Standards (Campbell &

Dahir, 1997) is on advancing existing school counseling programs by attending to student

development.

The ASCA National Standards echo today's voices of educational reform calling

for academic success for all students (The Education Trust, 1997; U.S. Department of

Education, 2002). Therefore, "the heart of the National Standards is the following

formula: STUDENT SUCCESS equals Academic Development plus Career

Development plus Personal/Social Development" (Dahir, Sheldon, & Valiga, 1998, p. 3).

These three core areas of student development are each supported by three standards. The

nine resulting standards are then supported by extensive lists of suggested student

competencies representing student attitudes, knowledge, and skills (see Dahir et al., 1998,

for a complete listing of all standards and competencies). The suggested competency lists

may assist districts and schools in formulating local competencies based on each school's

mission and needs. These student competencies then provide specific, local, and

measurable content to the nine national standards (Dahir, 2001).

The ASCA National Model. The ASCA National Model (2003) grew out of the

National Standards, and has four components which make up a template for school

counseling programs: the foundation, the delivery system, the management system, and accountability (Hatch & Bowers, 2002).

The foundation of the National Model is grounded in each school's mission and local priorities, and is comprised of program beliefs, philosophy, and mission statement, as well as the ASCA National Standards. The delivery system descriptively categorizes school counselor activities into the following: comprehensive and developmental school guidance curriculum, student planning, responsive services, and systems support. The management system refers to the organizational supports within a school, "including administrative support, data-driven decision making, and the appropriate use of school counselor time" (Romano & Kachgal, 2004, pp. 192, 193). Accountability includes program evaluation, and the "demonstration of the school counseling program's effectiveness" (p. 193) in relation to students' success (ASCA, 2003).

A school counseling program in alignment with the National Standards is "comprehensive in scope, preventative in design, and developmental in nature" (ASCA, 2003, p. 13). It is also an "integral part of the total educational program" with an intentionally designed delivery system that is "implemented by a state-credentialed school counselor [and] conducted in collaboration" with all stakeholders. It "monitors student progress, [is] driven by data, seeks improvement, [and] shares successes" (ASCA, 2003, pp. 15, 16).

The National Standards and the National Model were designed to "aid school counselors—in their roles as counselors, consultants, collaborators, leaders, and advocates—in becoming accountable for the success of all students" (Pérusse,

Goodnough, & Noël, 2001, p. 50). They were also designed to answer the question, "How have students benefited because of what school counselors do?" (Schwallie-Giddis, ter Maat, & Park, 2004, p. 173).

One Vision, One Voice, or Role Conflict and Ambiguity? Creating "one vision and one voice for school counseling programs" (ASCA, 2003, p. 8) is a goal of the TSCI and Standards informed ASCA National Model. A review of the literature revealed that not everyone is in agreement about what this single vision should look like or what this solo voice should be singing (Akos & Galassi, 2004; Alexander et al., 2003; Lockhart & Keys, 1998; Magnuson et al., 2001). The literature documents longstanding and continuing role conflict and ambiguity among school counselors and among counselor educators (Akos & Galassi, 2004; Anderson & Perryman, 2006; Baker & Gerler, 2001; Borders, 2002; Lambie & Williamson, 2004; Tejada, 2006; Whiston, 2002).

Paisley and McMahon (2001) speculated, that "the most significant challenge for school counselors rests in the ongoing debate over role definition" (p. 107). Baker and Gerler (2001) playfully labeled this debate as one of "identity vs. role confusion" (p. 289). In reviewing the literature, it appears as though the challenge of role definition has at least three sources. One is the longstanding ambiguity between school counselors' role as educators and their role as mental health counselors (Gysbers, 2001). The second is role expansion (Lambie & Williamson, 2004). The third source is the conflict "between what is advocated and the actual duties most professional school counselors are performing" (Lambie & Williamson, 2004, p. 124). Each of these will be addressed in turn.

The first source of role conflict and ambiguity for school counselors may stem from the longstanding ambiguity between school counselors' role as educators and/or mental health counselors. Understandable, given the history of the school counseling profession, which has moved from vocational guidance to educational guidance to guidance counseling to finally being labeled by ASCA in 1990 as "school counseling" (Lambie & Williamson, 2004, p. 126). The seemingly neat progression of these labels might mislead. In reality, since the 1920s there has been what Whiston (2002) called a "chasm between vocational education and a clinical or mental health approach to guidance…, [and] school counselors today are still pulled in these two directions" (p. 150). On one side of the discussion, school counselors are viewed primarily as educators who also provide mental health counseling (Tejada, 2006); on the other side they are viewed as mental health counselors who work in educational settings (Anderson & Perryman, 2006).

Despite the hierarchical or either/or rhetoric, ideal school counselors are equally and at the same time educators and mental health counselors (Akos & Galassi, 2004). This hybrid school counselor "reject[s] false dichotomies in which attending to academic development means abandonment of personal/social. Or caring about personal issues means ignoring systemic issues" (Paisley & McMahon, 2001, p. 113). In defining the role of school counselors relative to educator or mental health provider, a "both/and" view is more suitable than an "either/or" view (Akos & Galassi, 2004; Anderson & Perryman, 2006; Paisley & McMahon, 2001; Tejada, 2006).

This very diversification, however, may contribute to a second source of role conflict and ambiguity for school counselors; namely, role expansion. Concisely put, "school counselors' roles expanded with every decade" (Lambie & Williamson, 2004, p. 126; Johnson & Johnson, 2003), yet the hours in a day have not. It is often stated by practicing school counselors that there is simply not enough time to accomplish everything they are asked to do (B. Falconer, personal communication, June 30, 2006; Morgan, 2006; Sink & Yillik-Downer, 2001).

The third source of role conflict for school counselors stems from incongruities between theory (the training one receives), and praxis (the actual work done by school counselors) (Brott & Myers, 1999; Culbreth et al., 2005; Lambie & Williamson, 2004; Sink & Yillik-Downer, 2001). Depending on the school site where school counseling students are fulfilling their practicum or internship experiences, and depending on their university training programs, students may wonder if there is a disconnect between the university and the school house (Borders, 2002; Brott & Myers, 1999; Culbreth et al., 2005). This disconnect may stem in part from the longstanding ambiguity between the educator and mental health provider roles school counselors fulfill (Magnuson et al., 2001).

Where does today's challenge of ongoing role conflict and ambiguity leave the field of school counseling? Myrick (2003) reminded us that "history shows that unless the role of a school counselor is clearly established, the whims of the times can threaten the very existence of counselor positions (p. 6).

School Counseling Future

In the future will comprehensive, developmental, and collaborative school counseling programs become clearly established in all the schools of our nation? Gysbers (2001) charged the profession to "use the wisdom of the past to further strengthen the work of school counselors…for today and tomorrow" (p. 104). Reviewing the literature on the past and present of school counseling revealed that school counselors and counselor educators have talked and written about comprehensive developmental school counseling programs since the 1970s (Dinkmeyer & Caldwell, 1970; Gysbers & Henderson, 2006; Gysbers & Moore, 1981; Myrick, 2003). While there are "pockets of excellence" (Myrick, 2003, p. 7) with such programs in place, there are still many schools where crisis management and scheduling are the bulk of what school counselors do. What will move the profession forward?

Pérusse, Goodnough, Donegan, and Jones (2004) contended that it is "reasonable that a certain amount of agreement between the National Standards, TSCI, what school counselors do…, and what counselor educators are teaching…[was] necessary in order for the profession to move forward" (p. 160). And what will bring this certain amount of agreement about? Will it take national and state legislation as Gysbers (2001) conjectured? Or a charismatic leader to stir up schools and communities at the grass roots level as Baker (2001) contemplated?

The literature suggests there is frustration about the lengthy change process, and it also articulates admiration for the hard work of our predecessors (Aubrey, 1991; Baker, 2001; Feingold, 1991; Gysbers & Henderson, 2001; Johnson & Johnson, 2003; Lambie &

Williamson, 2004; Sink, 2002). The challenge for the profession is to build on the work of our predecessors and continue their labor into the future.

Supervision

One avenue for moving the profession forward that has not yet been addressed in this chapter is the role supervision can play in fostering professional identity development (Borders, 2002; Paisley & McMahon, 2001)—for individual school counselors and also for the profession of school counseling (Brott & Myers, 1999; Culbreth et al., 2005; Miller & Dollarhide, 2006).

According to Brott and Myers (1999), "it is through the [supervised] internship experience that a bridge between the training and the practice of school counseling can be provided; in other words, this is where students learn about the reality of school counseling" (p. 347). Furthermore, Liddle, Breunlin, and Schwartz (1988) contended that one of the major avenues for the development of a profession is via supervision, and Miller and Dollarhide (2006), highlighted the "crucial connection between supervision, professional identity, and professional viability for school counselors" (p. 243).

Given the critical role supervised internships play (Magnuson et al., 2001; Miller & Dollarhide, 2006; Wood & Rayle, 2006), it behooves the school counseling profession to attend to the needs of site supervisors who provide vital leadership during this internship period (Kahn, 1999; Magnuson et al., 2001).

The remainder of this chapter reviews the literature relevant to the site supervision of school counseling interns. It begins by briefly reviewing selected definitions of supervision for mental health providers as well as the Standards for Counseling

Supervisors (SINACES, 1990) and then narrows to review supervision in the context

of school counseling. The focus then narrows further to review literature relevant to the

site supervision of school counseling interns. The lack of trained school counseling site

supervisors is briefly addressed, followed by an examination of the literature regarding

self-efficacy in relation to school counseling site supervisors.

Supervision Definitions

In order to understand the site supervision of school counseling interns, one must

first define supervision in general. Supervision has been recognized as "a distinct field of

preparation and practice" (Dye & Borders, 1990, p. 32), with skills that are "distinctly

different than those required to be effective as a counselor" (Magnuson et al., 2001, p.

213; Bernard & Goodyear, 2004).

In 1969, the Committee on Counselor Effectiveness offered a three-part definition

that described "[a] who a supervisor is, [b] what supervision seeks to achieve, and [c] the

activities that constitute this professional activity" (Bradley & Kottler, 2001, p. 4).

Bradley and Kottler's summary of the committee's definition viewed counselor

supervision as:

> (a) being performed by experienced, successful counselors (supervisors)
> who have been prepared in the methodology of supervision; (b) facilitating
> the counselor's personal and professional development, promoting
> counselor competencies, and promoting accountable counseling and
> guidance services and programs; and (c) providing the purposeful function
> of overseeing the work of counselor trainees or practicing counselors
> (supervisees) through a set of supervisory activities that include
> consultation, counseling training and instruction, and evaluation. (pp. 4, 5)

This early definition of supervision provides a useful categorization of the various

pieces of supervision—who does it, its purpose or goals, and its activities or tasks.

Bernard and Goodyear (1992, 2004) offered their somewhat more succinct and

now widely used definition:

> Supervision is an intervention provided by a more senior member of a
> profession to a more junior member or members of that same profession.
> This relationship is evaluative, extends over time, and has the
> simultaneous purposes of enhancing the professional functioning of the
> more junior person(s), monitoring the quality of professional services
> offered to the clients that she, he, or they see, and serving as a gatekeeper
> for those who are to enter the particular profession. (Bernard & Goodyear,
> 2004, p. 8)

Together these definitions of supervision span over 3 decades and encapsulate

many other references to supervision in the literature (Borders & Leddick, 1987;

Clairborn, Etringer, & Hillerbrand, 1995; Cohen, 2004; Leddick & Bernard, 1980;

Loganbill, Hardy, & Delworth, 1982; Watkins, 1997). The commonality among these

general definitions of supervision is the organized oversight of a more junior counselor

by a practiced professional in order to facilitate the growth of the counselor-in-training.

Supervision Competencies

In the early 1980s, the Supervision Interest Network of the Association for

Counselor Education and Supervision (SINACES) began the process of identifying the

supervision competencies expected of counseling supervisors (Dye & Borders, 1990).

Out of their review of the literature and via the results of a Delphi survey an initial list of

competencies was compiled, which was then ranked by ACES members in order of

relative importance. A draft on behalf of the committee was written by Dye and Borders,

circulated for input to various groups which included supervisors from "school, agency,

and university settings along with researchers and supervisor educators" (p. 28), then

revised to produce "11 core areas of knowledge, competencies, and personal traits that

characterize effective supervisors" (p. 28). "The Standards were…designed to promote standards for supervisors of all counselors affiliated with the American Association for Counseling and Development (AACD) [now the American Counseling Association]…, [and to] describe supervision skills, traits, and knowledge that are 'generic' to the supervision process" (p. 28).

The Standards closed with recommendations regarding training. Prominent among these are two recommendations regarding training in supervision, which first of all call for "graduate training in counseling supervision including didactic courses, seminars, laboratory courses, and supervision practica; [and secondly for] continuing educational experiences specific to supervision theory and practice (e.g. conferences, workshops, self-study)" (SINACES, 1990, p. 32).

Supervision Curriculum Guidelines

Despite these recommendations regarding training in the Standards, a number of factors prohibited their implementation (Borders et al., 1991). Among them was the lack of curriculum guidelines. In response, an ad hoc committee of "educators, practitioners, and researchers in the field of supervision, who had supervision experience in several work settings" (p. 60) including schools, was convened to formulate curriculum guidelines for the training of counseling supervisors. Based on a careful scrutiny of the Standards, a review of the supervision literature from their various work settings, and a review of materials from their various settings, they determined to meet the Standards for Counseling Supervisors (Borders et al., 1991).

They found three curricular threads emphasized in the Standards, namely: (a) self-awareness, (b) theoretical and conceptual knowledge, and (c) skills and techniques" (p. 60). They also extracted seven core curricular areas from the 11 Standards. These core areas are "[a] Models of Supervision, [b] Counselor Development, [c] Supervision Methods and Techniques, [d] Supervisory Relationship, [e] Ethical, Legal, and Professional Regulatory Issues, [f] Evaluation, and [g] Executive or Administrative Skills" (Borders et al., 1991, p. 60). Major topics within each of these core areas were also identified, and "for each core area, specific learning objectives in the three curriculum threads noted previously were written" (p. 60).

For example, a major topic in the content area of Counselor Development is "stages of development" (p. 64). The curricular thread of self-awareness for this core area calls for, among other things, "comfort with creating anxiety in supervisees" (p. 64). The theoretical and conceptual knowledge thread calls for supervisors to describe the "sequential, ongoing nature of counselor development" (p. 64), and the skills and techniques thread calls for the ability to use "challenging interventions that create or enable change" (p. 65).

For a complete listing of all the core areas along with the identified major topics and curricular threads, see Borders and Brown's (2005) *The New Handbook of Counseling Supervision*, or the curriculum guide developed by Borders et al. (1991). The intention was that these supervision curriculum guidelines be applicable for training opportunities in various settings and for various target populations, with the specific

content areas and learning objectives flexing in emphasis to meet particular needs depending on setting and population (Borders et al., 1991).

A number of uses for the curriculum guidelines were offered by Borders et al. (1991), including their use in the training of internship site supervisors, as well as their use by current supervisors in identifying areas for further individual professional development.

While intentionally flexible, the focus of the above definitions of supervision, the Standards for Counseling Supervision, and the curriculum guidelines, is predominately on clinical supervision. While supervisory attention to clinical work is important in all settings, the literature indicates that in schools there is a need for a broader focus than that offered in the proffered definitions, the Standards, and the ensuing curriculum guidelines (Akos & Scarborough, 2004; Kahn, 1999; Miller & Dollarhide, 2006; E. B. Roberts & Borders, 1994; W. B. Roberts et al., 2001; Wood & Rayle, 2006).

Supervision in Schools

The preceding definitions of supervision, supervision competencies, and curriculum guidelines are applicable to school counseling (Henderson & Lampe, 1992; W. B. Roberts et al., 2001; VanZandt & Hayslip, 2001); however, Kahn (1999) noted that their fit for professional school counselors was insufficient, as the school counseling setting calls for a focus that extends beyond the one-on-one focus typical in many mental health settings. Akos and Scarborough (2004) also contended that the multiple roles filled by professional school counselors required "an expanded or reconstructed view of what 'clinical' training is for school counselors" (p. 106).

Supervision Fit: Categories of School Counseling Supervision

One response to this issue of fit is that of Barret and Schmidt (1986), who raised

this question:

> Should [school] counselor supervision be categorized as a threefold
> process: [a] administrative (performed by principals with a focus on
> employee attendance, punctuality, staff relations, outreach to parents); [b]
> clinical (performed by properly trained and certified counseling
> supervisors with a focus on direct service delivery); and [c] developmental
> [or program] (performed by program coordinators with a focus on
> program development, in-service training, and other system-wide
> concerns)? (p. 53)

These three categories of supervision, administrative, program, and clinical, have

been repeated in the literature (Dollarhide & Miller, 2006; Gruman & Nelson, in press;

Gysbers & Henderson, 2006; Henderson, 1994; Henderson & Gysbers, 1998; Henderson

& Lampe, 1992; Nolan, 1998; E. B. Roberts & Borders, 1994; Studer, 2005), and provide

a useful way to delineate among the various kinds of supervision actually taking place in

schools. They can also provide a means to measure the sorts of supervision that school

counselors would prefer (E. B. Roberts & Borders, 1994). Each of these categories are

briefly described in terms of its purpose(s), who its providers may be, and its actual and

preferred prevalence among school counselors as reported in the literature.

Administrative supervision. Administrative supervision, as its name implies, is

often carried out by a building principal or other school administrator (Herlihy et al.,

2002). Its basic purpose is to assure that "counselors have worthy work habits, comply

with laws and policies, relate well with other school staff and parents, and otherwise

work effectively within the school system" (Henderson, 1994, p. 3 of 6).

Administrative supervision is the type of supervision practicing school counselors are most likely to receive (Herlihy et al., 2002; E. B. Roberts & Borders, 1994). In a North Carolina survey of practicing school counselors done by E. B. Roberts and Borders (1994), 85% of the respondents indicated they were receiving administrative supervision—usually from a building principal. Fewer respondents (59%) indicated wanting this type of supervision.

Program supervision. Developmental or program supervision, as it is often referred to, has been defined two ways in the literature. Barret and Schmidt's (1986) definition focused on "program development, in-service training, and other system-wide concerns" (p. 53; also see Gruman & Nelson, in press; Henderson, 1994; Nolan, 1998; E. B. Roberts & Borders, 1994). Its purpose is the "improvement of the guidance and counseling program and counselors' pursuit of professional development" (Henderson, 1994, p. 3 of 6), and may best be provided by a skilled school counselor within the same building or district as the supervisee rather than by an administrator (Henderson, 1994; E. B. Roberts & Borders, 1994). A second less programmatic and more personal perspective on program or developmental supervision was offered by Gysbers and Henderson (2006) and Studer (2005). They described its purpose as being the counselor's affective and cognitive development which called for strategies such as case consultation and the monitoring of progress toward professional goals. Henceforth in this dissertation, Barret and Schmidt's more program focused definition will be used. To avoid confusion with the second more individual and developmentally focused definition, the term *program supervision* will be used.

In this day of implementing comprehensive developmental school counseling programs that are aligned with the TSCI, the National Standards, and the National Model, knowledgeable supervision is important (Jackson et al., 2002), and indeed E. B. Roberts and Borders (1994) found that while 70% of the school counselors they surveyed received program supervision, 86% were desirous of receiving it.

Clinical Supervision. Clinical or counseling supervision, as it is sometimes referred to, has been more consistently defined in the literature. Its purpose is viewed as addressing the work done by school counselors relative to working with clients (Gysbers & Henderson, 2006; Herlihy et al., 2002; E. B. Roberts & Borders, 1994; Studer, 2005; Sutton & Page, 1994). This work may include individual and group counseling, consultation with teachers and parents (E. B. Roberts & Borders, 1994), assessment (Gysbers & Henderson, 2006), and referral (Studer, 2005). There is also a consistent call for its providers to be trained "counselors who are competent in school counselor functions and in supervision practices" (Henderson, 1994, p. 3 of 6).

Although the preponderance of the literature addressed clinical supervision, it seems to be the most neglected of the three types of supervision in actual school settings (Page, Pietrzak, & Sutton, 2001; E. B. Roberts & Borders, 1994). It certainly seems to be the most problematic—both in terms of school counselors receiving it, and in terms of providers being appropriately prepared (Borders & Usher, 1992; Herlihy et al., 2002; Page et al., 2001; E. B. Roberts & Borders, 1994). Only 37% of the respondents to E. B. Roberts and Borders' (1994) North Carolina survey received any sort of clinical supervision. This is in stark contrast to the 79% who desired it. In a Maine survey of

practicing school counselors, Sutton and Page (1994) found that 20% of their respondents received individual or group clinical supervision, while 63% desired it. In a more recent national survey of ASCA members who were practicing school counselors, Page, Pietrzak, and Sutton (2001) found similar results. Only 23% of respondents reported receiving individual or group clinical supervision; 67% desired it.

That a high number of school counselors seem to desire ongoing clinical supervision is encouraging, yet the low number who actually receives it is discouraging—particular in light of the literature's emphasis on the critical need for supervision (Paisley & McMahon, 2001). It would seem that Boyd and Walter's (1975) comparison of school counseling to an undernourished cactus remains apt. In an environment that is challenging, practicing school counselors continue to receive little in the way of the support that can be available through ongoing supervision (McMahon & Patton, 2000).

Supervisor Training

Also disconcerting is the low number of supervisors with training relevant to the task—both in terms of school counseling knowledge and skills and in terms of supervision knowledge and skills (Borders & Usher, 1992; Herlihy et al., 2002). When school administrators with no school counseling knowledge and skills supervise school counselors, the focus is more likely to center on administrative issues and may avoid clinical issues (Nelson & Johnson, 1999). One result of this can be the fostering of supervisees' administrative skills at the expense of their clinical skills (Herlihy et al., 2002; Jackson et al., 2002; Nelson & Johnson, 1999). Given that appropriate supervision

can reinforce and advance the professional identity of school counselors (Henderson, 1994; Lambie & Williamson, 2004), this potential mismatch in focus is concerning (Bernard & Goodyear, 2004; Borders & Usher, 1992). It may well be an impediment to the development of a holistic professional school counseling identity (Dollarhide & Miller, 2006; Studer, 2005). This in turn impacts the defining of the school counselor's role (Brott & Myers, 1999), and this may then "mediate what and how services are delivered to the students and to the community" (p. 346).

The literature also indicates many clinical supervisors lack training in supervision (Henderson, 1994; Henderson & Lampe, 1992; Herlihy et al., 2002; Jackson et al., 2002; Kahn, 1999; Magnuson et al., 2001; Nolan, 1998; Spence et al., 2001; Studer, 2005). One response to this lack was a training program developed by Henderson and Lampe (1992) for head school counselors in San Antonio, Texas. Their supervision training program was based on the curriculum guidelines developed by Borders et al. (1991), and also on the "school-based counselor supervision approach" (Henderson & Lampe, 1992, p. 151) outlined by Barret and Schmidt (1986) which included administrative, program, and clinical supervision. Henderson and Lampe's (1992) focus in their article, however, was the "application of clinical supervision,…because clinical supervision is a powerful and personalized means of nurturing professional development, yet it is a particularly underdeveloped area in school counseling professional literature and practice (Henderson, 1986)" (p. 151). This study follows suit and primarily focuses on clinical supervision training needs, while at the same time recognizing the broader supervision

focus called for in the literature when working in a school setting (Akos &

Scarborough, 2004; Kahn, 1999; Miller & Dollarhide, 2006; Wood & Rayle, 2006).

Site Supervision in Schools

There is a small but growing body of literature specific to the site supervision of

master's program school counseling interns (Dollarhide & Miller, 2006; Drapela &

Drapela, 1986; Kahn, 1999; Miller & Dollarhide, 2006; Murphy & Kaffenberger, 2007;

Nelson & Johnson, 1999; Peterson & Deuschle, 2006; W. B. Roberts et al., 2001; Stickel,

1995; Studer, 2005; Toews & Dykeman, 1994; Wood & Rayle, 2006). This is a laudable

development as the site supervision of interns is an "inherent and vital aspect in the

helping professions" (W. B. Roberts et al., 2001, p. 208). Indeed, it may well be that site

supervisors are among the "most critical element[s] of optimal internship experiences that

become the apex of a trainee's course of study" (Magnuson et al., 2004, p. 5). It is this

literature specific to site supervision in the context of school counseling internships that

is next addressed in this chapter.

Defined as "the direct, day-to-day observation and contact between the site

supervisor and the intern during the duration of the internship" (W. B. Roberts et al.,

2001, p. 209), site supervision of school counseling interns has much in common with the

supervision of practicing school counselors. As such, the literature on the supervision of

practicing school counselors is, on the whole, relevant to the site supervision of school

counseling interns. Two issues addressed in the literature regarding the supervision of

practicing school counselors are particularly conspicuous in the literature specific to the

site supervision of school counseling interns. The first issue is the fit, or rather non-fit, of

traditional supervision models for school counseling interns (Kahn, 1999; Luke & Bernard, 2006; Miller & Dollarhide, 2006; Nelson & Johnson, 1999; Peterson & Deuschle, 2006; Wood & Rayle, 2006), and the second issue is the lack of site supervisors with training in supervision (Dollarhide & Miller, 2006; Drapela & Drapela, 1986; Herlihy et al., 2002; Kahn, 1999; Miller & Dollarhide, 2006; Nelson & Johnson, 1999; W. B. Roberts et al., 2001; Stickel, 1995; Studer, 2005).

Supervision Fit

Traditional mental health supervision approaches do not seem to fit the broader focus and multiple roles of school counselors. Luke and Bernard (2006) noted that internship supervision focused exclusively on clinical development leaves unsupervised many of the other aspects involved in school counseling students' training. Miller and Dollarhide (2006) concurred, stating that "traditional models of clinical supervision, which focus on therapeutic supervision only, do not provide the holistic supervision strategies that will facilitate professional identity development for school counseling professionals" (p. 297).

One recent response to this issue of supervision fit for the school counseling profession is Peterson and Deutschle's (2006) model for supervising school counseling interns without teaching experience. Its five components include (a) research information for site supervisors and school administrators related to non-teachers; (b) immersion for the intern in the school context; (c) observation of the culture of schools; (d) structure for site supervision; and (e) awareness on the part of the site supervisor regarding "development, classroom skills, and lesson planning" (p. 267).

Another recent response to this issue of fit is the model offered by Wood and

Rayle (2006), who pointed out the need for "supervision experiences that directly reflect

the roles that school counselors-in-training will be expected to fill" (p. 253). Their Goals,

Functions, Roles, and Systems Model takes into account the systemic context of the

school and the broader community—including the ASCA National Model and the TSCI.

Their model adds to supervision goals proposed earlier by Bordin (1983) the following

eight goal areas to be collaborated on by interns and site supervisors:

1. Enact a *leadership* role within the school….
2. Develop *advocacy* skills that will assist educationally vulnerable and underserved students and their families.
3. Successfully *team* and *collaborate* with teachers, administrators, and the community to help students and their families.
4. Engage in *assessment* and *use of data* to determine…[student] needs…to design…educational interventions…[for] students and the school as a whole.
5. Optimize the role of the school counselor in *system support*….
6. Design and execute *individual planning* activities for students….
7. Develop and deliver a *guidance curriculum* that is based on the national standards, prioritizes student/school needs, and supports the academic success of all students.
8. Master brief counseling skills and crisis management within a K-12 school setting as part of *responsive services* including Bordin's (1983) goals of (a) mastery of specific skills, (b) enlarging one's understanding of clients, (c) enlarging one's awareness of process issues, (d) deepening one's understanding of concepts and theory, and (e) maintaining standards of service. (Wood & Rayle, 2006, p. 258)

Yet another response to the issue of fit is Barret and Schmidts' categorization of

supervision into three areas: administrative, program, and clinical. Already reviewed in

this chapter in the context of the supervision of practicing school counselors, Nelson and

Johnson (1999), discussed these areas in the context of site supervision. They maintained

that site supervisors "are able to attend to all three categories of supervision when

working with interns" (p. 90). Herlihy et al. (2002), however, cautioned against the dual relationship which comes into play when one supervisor fills both the evaluative administrative role and the supportive clinical role. While this may be avoidable when supervising practicing school counselors, evaluation is inherent and therefore unavoidable in the site supervision of interns (Peterson & Deuschle, 2006; Wood & Rayle, 2006).

Supervisor Training

As in the literature on the supervision of practicing school counselors, the literature specific to the site supervision of school counseling interns also noted that site supervisors are largely untrained (Dollarhide & Miller, 2006; Drapela & Drapela, 1986; Herlihy et al., 2002; Kahn, 1999; Miller & Dollarhide, 2006; Nelson & Johnson, 1999; W. B. Roberts et al., 2001; Stickel, 1995; Studer, 2005). There seems to be an assumption in the literature that trained supervisors will provide supervision superior to their untrained counterparts (Borders et al., 1995). However, empirical evidence supporting this is limited (Borders et al., 1995; Spence et al., 2001).

Training effectiveness. A review of the literature which examined the effectiveness of clinical supervisor training by Spence, Wilson, Kavanagh, Strong, and Worrall (2001) found tentative evidence suggesting that the training of clinical supervisors may "produce a change in supervisor practices and supervisee subjective ratings of the benefits of training" (p. 17; see Barrow & Domingo, 1997; Getz & Agnew, 1999; Greenspan, Hanfling, Parker, Primm, & Waldfogel, 1991; Perkins & Mercaitis, 1995, for studies reviewed). Most research, rather than being rigorously controlled, was

based on the self-report of the participants. In a representative study by Getz and Agnew (1999), participants reported "greater understanding of the supervision process, increased feelings of credibility and authenticity as supervisors, more use of taping, supervision tools and role plays, more structure and perceived ability to handle difficult supervision situations" (Spence et al., 2001, p. 16).

A study by Borders, Cashwell, and Rotter (1995) added to this tentative evidence via a survey of clinical supervisors from Missouri and South Carolina. South Carolina mandated that supervisors be trained and licensed in supervision. The trained supervisors reported more frequent use of audio or videotape reviews, and reported paying more frequent attention to parallel process and the supervisor-counselor relationship; however, both trained and untrained supervisors reported only a moderate confidence level in relation to their supervision knowledge and skills.

In a state-wide Pennsylvania survey specific to the site supervision of school counseling interns, Kahn (1999) found that respondents with training in supervision indicated that training improved their capability to "set supervision goals based on students' needs…, view supervision as a process, use supervision time more effectively, and be more effective in the roles which they assumed within the supervisory relationship (e.g. supervisor, consultant, and teacher)" (p. 130).

In summary, the benefits of training site supervisors are tentatively supported in the literature. More research is needed, however, to conclusively determine whether training supervisors improves their use of effective supervision practices (Spence et al., 2001).

Training expectations. While the empirical support for the training of supervisors may be tentative, the *ACA Code of Ethics* (American Counseling Association, 2005a) was very clear about its training expectations of supervisors: "Prior to offering clinical supervision services, counselors are trained in supervision methods and techniques. Counselors who offer clinical supervision services regularly pursue continuing education activities including both counseling and supervision topics and skills" (Section F.2.a). The Association for Counselor Education and Supervision (1995) also made plain in its *Ethical Guidelines for Counseling Supervisors*, that "supervisors should have had training in supervision prior to initiating their role as supervisors" (Section 2.2.01). The *Ethical Standards for School Counselors* (ASCA, 2004a), however, were less specific, stating that a school counselor "accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience" (Section D.1.e.).

The unified wisdom of these ethical codes seems clear: supervisors should be trained. It has been suggested that those supervising without training are out of compliance with their ethical code(s) (Magnuson et al., 2004; Nelson & Johnson, 1999). Difficulties for school counseling site supervisors in complying, however, are myriad, and include time constraints and lack of available courses (Nelson & Johnson, 1999). Perhaps this is why CACREP (2001), while stipulating supervision training for all regular and adjunct faculty supervisors, as well as doctoral student supervisors (Sections III.A.3 & III.B.2), does not do so for site supervisors. Rather, the following is required:

1. a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;
2. a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and
3. knowledge of the program's expectations, requirements, and evaluation procedures for students. (CACREP, 2001, Sections III. C.1, 2, 3)

Perhaps also in keeping with the difficulties of compliance, neither the ASCA National Standards (Dahir et al., 1998) nor the ASCA National Model (2003) addressed supervision in any way. And while Jackson et al. (2002), in the spirit of the TSCI, called for specific action regarding supervision in the induction of "transformed" post-degree school counselors into the profession, all that was said in the same TSCI literature regarding site-supervision of school counseling interns was a reiteration of CACREP's (2001) 600 hour definition of internship, along with the comment that "a review of the literature revealed little research relative to internship or clinical supervision of school counselors in training" (Jackson et al., 2002, p. 179).

This very dearth of literature relative to the site supervision of school counseling interns is in itself a call to respond to Peterson and Deutschle's (2006) claim that "not enough attention has been given to preparing practicing school counselors to be site supervisors" (p. 274). Building on Dye and Borders' (1990) statement that supervision is a "distinct field of preparation and practice" (p. 32), Kahn (1999) insisted that "those performing this unique form of preparation need to be prepared and competently trained" (p. 131). Others in the field agree (Herlihy et al., 2002; Hoffman, 2001; Magnuson et al., 2001; Nelson & Johnson, 1999; W. B. Roberts et al., 2001; Stickel, 1995).

Site Supervisor Training Needs

To accomplish quality site supervision in schools, Nelson and Johnson (1999) believed it "essential…to obtain a better understanding of the training needs of school counselor supervisors" (p. 99). Exploration of this could begin with a survey of school counseling site supervisors in the Pacific Northwest. As evidenced in this literature review, existing studies have provided snapshots related to site supervision of selected states in the East (Kahn, 1999; Sutton & Page, 1994), the Midwest (Borders et al., 1995), and the South (Borders et al., 1995; E. B. Roberts & Borders, 1994), but the Pacific Northwest has remained largely unrepresented in the literature. Furthermore, there is no study found by this researcher to date that specifically seeks to determine the training needs of site supervisors of master's program school counseling interns.

Site Supervisor Self-Efficacy

One way of exploring the training needs of school counseling site supervisors is via the construct of self-efficacy. Self-efficacy has been defined as individuals' sense of themselves as capable of performing a given activity (Bandura, 1977, 1982, 1995). According to Bandura (1997), one's "efficacy beliefs operate as a key factor in a generative system of human competence" (p. 37), "…in which cognitive, social, emotional, and behavioral subskills must be organized and effectively orchestrated to serve innumerable purposes" (pp. 36, 37). Beliefs about one's self-efficacy are seen as "the primary causal determinant of effective…action" (Larson & Daniels, 1998, p. 180).

Bandura (1977, 1982) hypothesized that self-efficacy beliefs affected response choices, persistence and the amount of effort expended when faced with failure, and risk-

taking behavior. Bandura (1982) found that "people successfully execute tasks that fall within their…range of perceived self-efficacy, but shun or fail those that exceed their perceived…capabilities" (p. 126). While a high level of self-efficacy does not ensure a high level of competence (Bandura, 1982, 1997; Steward, 1998), Bandura (1982) cited a number of studies which indicated that perceived self-efficacy was nonetheless a strong predictor of subsequent behavior (see Bandura & Adams, 1977; Bandura, Adams, & Beyer, 1977; Bandura, Adams, Hardy, & Howells, 1980; Condiotte & Lichtenstein, 1981; Weinberg, Gould, & Jackson, 1979). High perceived self-efficacy strongly predicted adept execution of a task; low perceived self-efficacy strongly predicted less adept execution of a task or avoidance of it altogether (Bandura, Reese, & Adams, 1982).

When placed in the context of school counseling site supervision, the implication is that site supervisors with high perceived self-efficacy regarding a given supervision task are likely to perform it well; those with low self-efficacy may avoid the task or perform it poorly. Building on this foundation, Steward (1998) called for attention to the training of counseling supervisors so as to enhance their self-efficacy as supervisors, and in so doing, their performance as supervisors.

This call seems justified in that the counseling self-efficacy literature has indicated that training interventions such as (a) mastery experiences—both actual and analogue, (b) vicarious learning—the observation of others modeling effective behavior, and (c) verbal persuasion—more commonly called feedback, can positively impact counseling self-efficacy (Bandura, 1982; Daniels & Larson, 2001; Larson et al., 1999; Romi & Teichman, 1995). However, to date literature addressing the impact of training

on supervisor self-efficacy is almost non-existent. Instead, the existing self-efficacy literature related to counseling supervision focused almost entirely on the supervisee (Larson & Daniels, 1998). By way of example: in their extensive list of frequently used measures to assess the counseling supervision process and its outcomes, Ladany and Muse-Burke (2001) included two measures of trainee self-efficacy (a) the *Counseling Self-Estimate Inventory,* or COSE, developed by Larson et al. (1992), and (b) the *Self-Efficacy Inventory,* or SEI, developed by Friedlander and Snyder (1983). No measures of supervisor self-efficacy were listed.

Only two unpublished dissertations were found by this researcher that specifically addressed supervisor self-efficacy. Haley (2002) compared the supervisor self-efficacy of doctoral students who had completed a supervision course with those who had not. This was done via the *Supervision Self-Efficacy Questionnaire* (SSQ) which she developed for this study. It consisted of 42 items based on Bernard's (1979, 1997) discrimination model of supervision.

Barnes (2002) developed *The Counselor Supervisor Self-Efficacy Scale* (CSSES), which consisted of 39 items addressing six factors related to clinical supervision: (a) theories and techniques, (b) group supervision, (c) supervisory ethics, (d) self in supervision, (e) multicultural competence, and (f) knowledge of legal issues. Her scale was initially validated by a sample of CACREP counselor educators with varying levels of supervision experience.

These contributions to the literature provide a beginning point for further research into the construct of supervisor self-efficacy. However, neither instrument is specific to

school counseling, and both were too lengthy for this researcher's purposes.

Nonetheless, combined with Steward's (1998) call to examine the training needs of

supervisors so as to enhance their supervisor self-efficacy and in turn their supervision

practice, they bolster the purpose of this study—the exploration of school counseling site

supervisors' training needs via the construct of supervisor self-efficacy. If school

counseling site supervisors' self-efficacy regarding their ability to engage in various

aspects of supervision is low, this may indicate areas where they would benefit from

training.

Site supervisors of master's program school counseling interns are in key

positions to provide interns with quality supervision and to nurture "sound school

counseling practices" (Magnuson et al., 2001, p. 214). Identifying the strength of their

supervisory self-efficacy could provide insight into areas where they would benefit from

training in supervision. Identifying and then attending to their training needs could

enhance their self-efficacy as site supervisors. In turn, this could augment the preparation

of the next generation of professional school counselors, and also foster "a consistent

professional identity, improved service delivery consistent with the ASCA National

Model, and a transformed profession" (Dollarhide & Miller, 2006, p. 243).

Chapter 3: Methodology

Chapter 3 outlines the methodology used for this study. Using research design methods set forth by Creswell (2003), this chapter provides an overview of the study, research design, survey population, instrumentation, variables, research procedures, and data analyses.

Overview

This quantitative study explores the supervision training needs of site supervisors of master's program school counseling interns via the construct of self-efficacy. Specifically, this study examines the following three questions:

1. How many hours of supervision training have current site supervisors of master's program school counseling interns in the Pacific Northwest received?

2. What is the perceived self-efficacy regarding supervision ability held by current site supervisors of master's program school counseling interns in the Pacific Northwest?

3. Is there a positive relationship between the perceived self-efficacy regarding supervision ability held by current site supervisors of master's program school counseling interns in the Pacific Northwest and hours of supervision training received?

The above three questions were examined via the results from a web-based survey of current site supervisors of master's program school counseling interns. The survey population included current internship site supervisors (N = 180) representing 15 school

counseling training programs in Oregon and Washington states, collectively known as the Pacific Northwest.

The content of the Site Supervisor Self-Efficacy Survey (S4) was developed out of the seven core curriculum content areas for supervision as proposed by Borders et al. (1991; see also Borders & Brown, 2005). These in turn were designed to meet the Standards for Counseling Supervisors developed by the Supervision Interest Network subcommittee of the Association for Counselor Education and Supervision (Dye & Borders, 1990). Also influencing the development of the S4 were Wood and Rayle's (2006) model of school counseling supervision, as well as W.B. Roberts et al. (2001) and Studer's (2005, 2006) guidelines for school counseling site supervisors. See Chapters 1 and 2 of this dissertation for details on all of the above. Also, see Appendix A for a grid of the survey items and the corresponding core curriculum content areas.

Further influences on the design of the S4 came from various self-efficacy scales. Most prominent among them was the Counselor Self-Estimate Inventory (COSE) developed by Larson et al. (1992), and cited as the most frequently used self-efficacy scale in an exhaustive review of self-efficacy studies (Larson & Daniels, 1998). Also prominent was the Counselor Self-Efficacy Scale (CSS) developed by Sutton and Fall (1995) for use with practicing school counselors. These two instruments, along with one other, were the only self-efficacy measures found by Larson and Daniels (1998) which demonstrated initial construct validity through factor analysis, the COSE appearing to have the "most adequate psychometric properties" (p. 184). Also informative were two

scales specific to supervision developed as part of unpublished dissertations (Barnes, 2002; Haley, 2002).

The S4 was designed using survey procedures suggested by Dillman (2007), and Salant and Dillman (1994). Dillman's (2007) web-based survey method was selected as a guideline for administering the survey. Both descriptive and inferential statistical methods were used to analyze the results of the S4.

Research Design

A link allowing access to the S4 was e-mailed to 180 current school counseling site supervisors representing 15 master's in school counseling programs in the Pacific Northwest. Details on the formation of this survey population are provided in the upcoming survey population section of this chapter. The purpose behind using the S4 was fourfold. First of all, it allowed for a descriptive analysis of a population (Gall, Gall, & Borg, 2005). In this particular case, the S4 indicated the hours of supervision training current site supervisors of master's program school counseling interns in the Pacific Northwest have received. Existing literature indicated that few school counselors have received any supervision training (Dollarhide & Miller, 2006; Herlihy et al., 2002; Studer & Oberman, 2006).

Secondly, further descriptive analysis identified the self-efficacy site supervisors reported regarding their ability in relation to various aspects of the site supervision of master's program school counseling interns.

Thirdly, an inferential analysis of the relationship between site supervisors' perceived self-efficacy regarding their site supervision ability and number of hours of

training in supervision they have received was used to examine the efficacy of supervision training. A review of the literature indicated a lack of studies regarding the efficacy of supervision training (Spence et al., 2001).

Fourth, further analysis of site supervisors' reported self-efficacy regarding supervision ability gave rise to a number of implications regarding the training needs of site supervisors of master's program school counseling interns.

A survey was the preferred data collection method for this study for a number of reasons. First, surveys allow the determining of the characteristics of a larger population through sampling of a smaller population (Dillman, 2007). Second, surveys can be administered relatively quickly, producing rapid results (Creswell, 2003). Third, they are economical to perform. And fourth, a society at ease with self-administration and self-report, as is demonstrated by the increasing use of technology to perform many tasks once done face-to-face, indicates a positive climate for the use of questionnaires (Dillman, 2007).

Caveats for using surveys also exist. Respondents may be reluctant to reveal information that would put them in a bad light, particularly if confidentiality cannot be guaranteed. Additionally, because surveys are based on self-report, respondents have the option of being less than truthful (Gall et al., 2005).

For this study, web-based survey administration appeared appropriate for several reasons. First, use of a web-based survey provided significant financial advantage over paper and pencil surveys (Shannon, Johnson, Searcy, & Lott, 2002). The survey for this study was constructed using software provided at no charge by the Oregon State

University's College of Business. Furthermore, using email to send a web-link to the survey saved postage costs, as did emailing pre-survey and follow-up notices. There were also time advantages associated with using web-based survey administration. These included the ability of the survey software to load collected data directly into a Microsoft Excel® spreadsheet. According to Creswell (2003), this can limit researcher bias and allows for consistent measures over time. These same cost and time advantages held true and were even greater when the use of a web-based survey was compared with surveying participants in person.

Caveats for the use of web-based survey methodology must also be acknowledged. First, participants may have concerns about the confidentiality of a web-based survey. Using encryption and secure servers can assist in the protection of respondents' privacy (Shannon et al., 2002). Second, web-based surveys can be made available to those outside the targeted sample, resulting in contamination of results. This can be mitigated with the use of safeguards such as passwords or Personal Identification Numbers (PINs) to verify the respondents' authenticity (Shannon et al., 2002). Third, with web-based surveys researchers need to consider respondents' hardware and software capabilities as this can affect the design and layout of a survey. Fourth, researchers also need to consider whether their respondents are likely to have the necessary technological expertise needed to navigate a web-based survey (Dillman, 2007; Shannon et al., 2002). Given that almost all professional school counselors use school computers as a part of their employment, this final caveat likely did not apply to most participants in this survey.

Furthermore, all participants in this study had published email addresses, per Shannon

et al.'s (2002) recommendations.

This survey was constructed with the above caveats in mind, and was also written

using simple, neutral language to minimize bias and unfavorable reaction. Effort was also

be made to avoid causing psychological damage to participants. Participants were

provided PINs needed to access the survey. The S4 was piloted by school counseling site

supervisors connected to this researcher's place of work to determine whether revisions

would be necessary. While reviews of early drafts yielded multiple revisions, the actual

pilot gave no indication that further revisions were needed. Finally, data collection from

the S4 was cross-sectional rather than longitudinal.

Survey Population

The survey population in this study included 180 site supervisors of master's

program school counseling interns in the Pacific Northwest. At the time of this study

there were 17 universities—two of which had branch campuses relevant to this study.

This equaled a total of 19 master's in school counseling training programs in the Pacific

Northwest. To avoid potential bias, one of these programs was not invited to participate

because of this researcher's close affiliation with site supervisors connected to this

program. This left a total of 18 programs on which to draw for this study.

Surveying site supervisors of school counseling interns as the target population

was appropriate for a variety of reasons. Most obviously, site supervisors provide

supervision. They regularly deal with the various dynamics of the supervision process,

and are more aware than anyone of their own struggles and triumphs with supervising

school counseling interns. They are therefore likely to have an interest in supervision dynamics, and are also in the best position to identify their self-efficacy regarding their ability to carry out various aspects of site supervision.

A research assistant was paid $130.00 to compile a data base of all school counseling programs and their department chairs and/or school counseling clinical directors in the Pacific Northwest. The departmental administrative assistant was also listed for each program in order to obtain the necessary contact information in cases when the department chair or clinical director was unreachable.

Department chairs and/or school counseling clinical directors of the remaining 18 master's program school counseling training programs in the Pacific Northwest were contacted via email and/or telephone to help identify and get contact information for site supervisors of school counseling interns. Requested were the names, schools, work emails, and work phone numbers of their current site supervisors. Care was taken to exclude site supervisors of practicum or continuing licensure/certification students, as the target population for this study was limited to site supervisors of master's program interns.

Out of 18 master's in school counseling programs, 15 participated. Thirteen provided complete lists as requested. Two programs provided partial lists after first making attempts to gain site supervisor approval. Three programs (all in Washington) did not provide contact lists for logistical reasons. They, too, wished to first gain site supervisor approval, but the timing or means of these efforts fell outside of the available time or the Institutional Review Board approved protocol for this study. It should be

noted that each of these three programs were similar to more than one of the participating programs, therefore no difference between site supervisors for these programs and other programs would be expected. In all, a total of 73 potential participants were not accessible for this study.

The 15 school counseling programs included 5 based in Oregon and 10 in Washington. Collectively they provided a list of 180 current site supervisors of school counseling interns. All members of this survey population were included in this study. Accordingly, issues related to nonrandom sampling were not a concern. In most cases, using a nonrandom sample increases sampling error, which is the "difference between a statistic for the sample and the same statistic for the population" (Gall et al., 2005, p. 129). However, sampling error was not a concern in this study because all members of the available survey population were included in this study.

Including all members also met sample size recommendations made by Field (2005) and Miles and Shevlin (2001) who advised using power analysis, which calls for a predetermined alpha, an expected effect size, and an appropriate level of power. They followed Cohen's convention of setting power at 0.80. This, along with an alpha set at 0.05 and an expected medium effect size, called for a minimum of $n = 80$ for studies with three predictor variables (hours of supervision training plus the covariates of school counseling and site supervisor experience).

Including all potential participants in a study also increases the likelihood that more accurate generalizations can be made about a particular population (Gall et al., 2005; Salant & Dillman, 1994). The rationale for surveying site supervisors of master's

program school counseling interns in the Pacific Northwest was to gain a better understanding of the training needs of school counseling site supervisors. In this case, generalizations may be cautiously inferred about the supervision training needs of school counseling site supervisors in the Pacific Northwest.

Instrumentation

The S4 (see Appendix B) was used for this study to collect data. The S4 was developed by this researcher for purposes of this study, and drew from the seven core supervision training curriculum areas identified by Borders et al. (1991). The S4 includes 28 questions and has three parts. The first section (items 1-13) deals with self-efficacy regarding supervision ability; the second (items 14-19) asks for information about hours of supervision training; the third (items 20-28) requests demographic information.

The first step in the development of the S4 was to create an item pool. Bandura (1997) recommended that researchers "draw on conceptual analysis and expert knowledge of what it takes to succeed in a given pursuit" (p. 43) when developing efficacy scales. For the first section this was done by carefully reviewing the 11 *Standards for Counseling Supervisors* (SINACES, 1990), followed by a thorough review of all major topics and learning objectives listed under the seven core content areas provided by Borders et al. (1991) in the *Curriculum Guide for Training Counseling Supervisors*. All topics and objectives deemed specifically relevant for site supervisors of school counseling interns were tagged. This initial selection of objectives was informed by supervision guidelines offered to school counseling site supervisors by W.B. Roberts

et al. (2001) and by Studer (2006), as well as by the school counseling specific model

of supervision recently offered by Wood and Rayle (2006).

The tagged topics and objectives were then formed into potential survey items. In

order to keep this survey brief, as recommended by Worthington and Whittaker (2006),

this sometimes entailed re-wording, or joining some objectives into one survey item.

Larson et al. (1992) set a precedent for this in their development of the COSE. This initial

pool of survey items was then narrowed and refined to 12 items for the first section after

input from practicing school counselors (K. Wiley, personal communication, January 1,

2007; D. VanderGriend, personal communication, January 2, 2007).

The next step in developing the S4 was to determine whether the items provided

content validity; that is, whether they accurately provided sufficient coverage of the

seven core curricular competencies. To this end, the items were submitted to a panel of

experts widely recognized as such in the field of supervision for their judgment regarding

face and content validity. They were asked to sort the S4 items into the seven core

content areas identified by Borders et al. (1991), and were asked to suggest clearer

language or any additional items. Their responses indicated the S4 does evidence both

face and content validity (J.M. Bernard, personal communication, February 1, 2007; L.D.

Borders, personal communication, February 5, 2007; M. Fall, personal communication,

February 1, 2007; J.R. Studer, personal communication, January 31, 2007). Minor

revisions were suggested and implemented, and one item was added to the first section

bringing it to 13 items.

The resulting web-based S4 was then piloted by current school counseling site supervisors not part of the survey population. Elementary, middle, and high school grade levels were represented. Each was emailed a link to the S4 along with a request to (a) provide feedback regarding any "wrinkles" in the S4, and (b) to note the time needed to complete it. This pilot also provided an opportunity to test the technological functionality of the S4. The first emailed S4 web link did not function properly, but after this problem was fixed no other difficulties were encountered. No item revisions were indicated. See Appendix A for a grid of the survey items and the corresponding core curriculum content areas.

Section one of the S4 explored the perceived self-efficacy level of respondents regarding their ability to carry out the various aspects of supervision identified through the process outlined above (see items 1-13). These questions asked respondents to rate their level of self-efficacy using a Likert-type scale ranging from 1- *strongly agree* to 6- *strongly disagree*. This is in keeping with the scoring used on both the COSE (Larson et al., 1992) and the CSS (Sutton & Fall, 1995).

Section two of the survey (items 14-19) asked participants to indicate the hours of supervision training they had received in various settings, including an in-service, a state or national conference, a training at the university of one's intern, a unit or module in a master's program course, a graduate level course in supervision, and/or "other." Responses to items 14 to 18 were measured using continuous scales, as respondents selected the number of hours for each of these settings. Responses to item 19 (other) provided qualitative information.

Section three of the survey explored demographic information about respondents (see items 20-28). These included gender, age, race/ethnicity, grade level, school counselor experience, supervisor experience, geographic region, and certification/licensure. Items in the demographic data section of the S4 were measured by requesting respondents to select whichever answer(s) was/were most applicable to them. Items were measured using categorical and continuous scales as was appropriate to the item.

The tailored design method as outlined by Dillman (2007) was used as a guide to administer the S4. The tailored design method involves five pivotal points of contact that are recommended to increase response rates. These include: (a) sending a brief pre-notice letter a few days prior to sending the S4, (b) mailing the S4 with a detailed cover letter explaining the importance of the study, (c) a thank you/reminder note that is sent a few days to a week after sending the S4, (d) a replacement S4 that is sent to non-respondents 3 weeks after sending the S4, and (e) a final contact that is made a week after the fourth contact to non-respondents reminding them to complete the S4. These are explained in more detail in the research procedures section of this chapter. The tailored design method was adapted for use with email, and involved emailing the pre-notice and emailing the cover letter with a link to the web-based survey. The follow-up contacts also occurred via email.

Variables

The S4 measured 3 variables (see Table 2). The table, as suggested by Creswell (2003), describes each independent and dependent variable as well as the relationship

between the variables, research questions, items on the S4, and the statistic(s) that will

be used to analyze the research question.

Table 2

Variables, Research Questions, Survey Items, and Statistics

Variable	Research Question	Survey Item(s)	Statistic
Independent	*Descriptive*	*See Items 14-19*	*Descriptive*
Supervision training	How many hours of supervision training have current site supervisors of master's program school counseling interns in the Pacific Northwest received?	Identifies number of hours of supervision training received.	Frequencies, percentages, and means
Independent	*Descriptive*	*See Items 1-13*	*Descriptive*
Perceived self-efficacy level regarding supervision ability	What is the perceived self-efficacy regarding supervision ability held by current site supervisors of master's program school counseling interns?	Requests confidence ratings regarding ability to carry out various aspects of supervision.	Frequencies, percentages, and means

Table 2 (Continued)

Variable	Research Question	Survey Item(s)	Statistic
Dependent	*Inferential*	*See Items 1-13,*	*Inferential*
Degree of perceived self-efficacy with supervision ability	Is there a positive relationship between the perceived self-efficacy regarding supervision ability for site supervisors of master's program school counseling interns and hours of supervision training received?	*14-19, & 24-26* Requests confidence ratings regarding ability to carry out various aspects of supervision; identifies hours of supervision training.	Partial correlation, controlling for covariates of school counseling experience and supervision experience

Research Procedures

Approval to conduct this study was granted by Oregon State University's Institutional Review Board on March 16, 2007. Dillman's (2007) tailored design method was used to administer the survey from Portland, Oregon. As indicated above, the Dillman method involves five points of contact that are recommended to increase response rates. These are outlined in detail below.

First Contact: Pre-Notice Letter

In April, 2007 a brief pre-notice letter (see Appendix C) was emailed to 180 site supervisors of master's program school counseling interns in the Pacific Northwest. As

suggested by Dillman (2007) the pre-notice email speaks to the survey process and content as well as its purpose. The pre-notice letter was emailed 3 days prior to sending the S4 link.

Second Contact: Cover Letter with S4 Link

Three days after the pre-notice letter was emailed, an email containing a cover letter outlining the scope of the study (see Appendix D) and a URL link to the S4 was emailed to all previously contacted site supervisors. The cover letter again explained the purpose and importance of the study. The first page of the survey itself included a welcome, along with instructions and information regarding confidentiality rights and the voluntary nature of the survey. Each participant entered a pre-assigned PIN to access the survey to ensure confidentiality and to track respondents. Tracking the number of returned and completed surveys is important to determine whether accurate generalizations may be inferred from the collected data (Dillman, 2007).

Third Contact: Thank You/Reminder Note

One week after sending the S4, a thank you/reminder note (see Appendix E) was emailed to participants who had not yet responded. Its purpose was to remind those who had not completed and/or returned the survey to do so as soon as possible (Dillman, 2007). A link to the survey was again included.

Fourth Contact: Follow-up Letter

Two weeks after emailing the thank you/reminder note, a second cover letter (see Appendix F), was emailed to non-respondents along with a link to the survey. As

suggested by Dillman (2007) a more urgent tone was used in an attempt to persuade non-respondents to complete and return the survey.

Fifth Contact: Final Contact

A week after emailing non-respondents a replacement link to the S4, a third and final cover letter (see Appendix G) along with an attached Microsoft Word® version of the S4 was emailed to non-respondents. This use of a Word version of the survey offered non-respondents a paper and pencil response option as well as a final opportunity to complete the S4. Dillman (2007) strongly recommended altering the delivery method in order to increase the response rate.

Special Considerations in the Implementation Process

Dillman (2007) discussed ways to respond to the various situations that may arise when implementing a survey. These include email bounces, respondent inquiries, and early returns.

Email Bounces

When email addresses are no longer valid, the message sent to the address will bounce back. To minimize this potential difficulty, current email addresses were solicited from university supervisors or clinical directors who had contact with the site supervisors. Twenty-one bounces occurred after the first emailing. A site's web-page was used to track down the participant's email address. In a few instances, the site was telephoned and an accurate email address requested. All email bounces were successfully resolved.

Respondent Inquiries

A few respondents had questions concerning the S4. Dillman (2007) recommended answering all questions clearly and honestly. He also suggested emphasizing the value of the survey and the importance of each participant's response so as to obtain valid results. For this study inquiries were limited to a few respondents asking for the survey link to be forwarded to a home email address so as to bypass SPAM filters on their school's server. This was done along with a thank you for their extra effort in accessing the survey.

Early Returns

Evaluating early returns provides the researcher opportunity to determine whether any difficulties exist in the survey (Dillman, 2007). If any difficulties emerge, this review of early returns then provides an opportunity to address them in a timely manner. For this study no difficulties emerged when early returns were evaluated.

Data Analysis

Analysis of the data resulting from the S4 was facilitated by SPSS for Windows Version 15.0. Both descriptive and inferential statistics were used to examine the data in light of the research questions. The level of significance or alpha for this study was set at .05. Setting the alpha at .05 is common practice in social science research (Field, 2005; Huck, 2004). This level of significance can help determine whether results are generalizable or whether they occurred by chance (Field, 2005). The rationale for the use of each statistical measure that was used follows.

Descriptive Statistics

According to Gall et al. (2005), the use of descriptive statistics is appropriate when trying to understand characteristics of a population. In this study, frequencies and measures of central tendency were used to analyze demographic data and to determine the hours of supervision training received by site supervisors of school counseling interns as well as their self-efficacy regarding their perceived supervision ability.

Inferential Statistics

In order to determine whether there was a positive relationship between the perceived satisfaction levels regarding supervision ability for site supervisors of master's program school counseling interns and hours of supervision training received, a second-order partial correlation was used. According to Field (2005), partial correlation allows for the measure of relationship between two variables while controlling for the influence of other covariates on both of the variables in the correlation. The variables were (a) site supervisors' perceived self-efficacy regarding supervision (6-point Likert-type scale), and (b) hours of training in supervision (continuous scale). It was hypothesized that experience as a school counselor and as a site supervisor could influence both perceived supervisory self-efficacy (Stevens, Goodyear, & Robertson, 1997) and hours of supervision training, therefore the covariates were (a) school counseling experience, and (b) site supervisor experience.

Chapter 4: Results

This chapter presents the results of the statistical analysis of data obtained from the S4. The S4 was designed to examine the hours of supervision training current site supervisors of master's program school counseling interns in the Pacific Northwest have received, as well as their perceived self-efficacy in relation to the site supervision of master's program school counseling interns in the Pacific Northwest. The purpose of the study was the exploration of the supervision training needs of school counseling site supervisors via the construct of self-efficacy as measured by the S4.

To this end, 180 invitations to respond to the S4 were emailed to current site supervisors of master's program school counseling interns. All email bounces were successfully resolved, and a total of 147 completed surveys were submitted for a return rate of 82%. Babbie (1990) proffered the following guidelines regarding acceptable response rates for mail surveys: 50% was considered adequate, 60% good, and 70% very good. In accordance with these guidelines, the 82% response rate for this study exceeds very good, which according to Babbie, "results in less chance of significant response bias than achieving a low rate" (p. 182). Achieving a very good response rate also significantly minimizes threats to external validity that nonresponse error can introduce. For example, Lindner, Murphy, and Biers (2001) found no differences "between early and late respondents or between respondents and nonrespondent when a response rate of 85% was achieved" (p. 51).

Results will be presented as follows: first, demographic data will be reported. Secondly, descriptive findings regarding hours of supervisor training will be outlined.

Thirdly, descriptive findings regarding perceived supervisor self-efficacy will be outlined. Finally, inferential results from the partial correlation between supervisor training and supervisor self-efficacy will be presented. The statistical analyses for this study were performed using SPSS for Windows, version 15.

Demographic Data

Demographic data were elicited using S4 items 20 to 28. The preponderance of participants were European American/White (95%, N = 139) and female (76%, N = 111). See Table 3 for descriptive data on gender and race/ethnicity. The mean age of the population was 44 years and ranged from 25 to 65+ years. The highest percentage of participants (44%, N = 64) indicated they provided supervision at the high school level, and most (61%, N = 89) were from Washington. See Table 4 for state and grade level descriptive data.

Nearly all participants were state certified or licensed school counselors (95%, N = 140). Other certificates or licenses represented include 10 nationally certified counselors, 2 nationally certified school counselors, 3 school psychologists, 9 licensed professional counselors, 2 licensed marriage and family therapists, and 1 respondent with no licensure/certification. "Other" was indicated by 25 respondents. Of these, 11 indicated that in addition to being licensed or certified as school counselors they were also licensed or certified as teachers, and 10 indicated they had or were pursuing administrative licensure/certification. Also indicated were licensed clinical social worker, child development specialist, certified trauma/loss specialist, licensed minister, and drug and alcohol certification.

Table 3

Race by Gender Frequencies

	Male		Female		Gender total	
Race	N	%	N	%	N	%
African American	0	0	1	1	1	1
Asian American	0	0	2	1	2	1
Bi/Multiracial American	1	1	3	2	4	3
European American	36	24	103	70	139	95
Latino/a American	2	1	3	2	5	3
Native American	0	0	1	1	1	1
Other	0	0	1	1	1	1
Total	39	27	114	78	153	104

Note. % based on N = 147; will equal more than 100% as respondents could select more than one response.

School Counselor and Site Supervisor Experience

Most participants had worked full time as school counselors (98%, N = 144) for an average of approximately 12 years. Only 28% (N = 41) had ever worked part time for an approximate average of 1 year. Experience as a site supervisor was measured by the number of interns ever supervised. The median number of interns supervised per participant was three. See Table 5 for descriptive data regarding school counselor and site supervisor experience.

Table 4

Grade Level by State Frequencies

	Oregon		Washington		Grade total	
Grade level	N	%	N	%	N	%
Elementary school	16	11	28	19	44	30
Middle school	24	16	23	16	47	32
High school	21	14	43	29	64	44
Multilevel school	1	1	1	1	2	1
Alternative school	3	2	2	1	5	3
Other	1	1	1	1	2	1
State total	66	45	98	67	164	112

Note. % based on N = 147; will equal more than 100% as respondents could select more than one response.

It is perhaps noteworthy that the survey population for this study was similar demographically to that of a recent national survey undertaken by ASCA, which randomly sampled 5,000 school counselors, including both ASCA members and nonmembers (K. Rakestraw, personal communication, May 6, 2007) Respondents (N = 797) to their 2006 State of the Profession Survey were mostly female (80%) with an average age of 46. Almost all (94%) worked full time, and had on the average 11.6 years of experience as school counselors. Approximately three-quarters reported no licensure/certification beyond that required for school counseling. Data regarding race/ethnicity and supervision experience or training were not provided.

Table 5

School Counselor and Site Supervisor Experience

Experience	Mean	Median	Mode	SD	Range
School counselor experience					
Full time years	11.58	11.00	21+	6.142	0 - 21+
Part time years	1.03	0.00	0	2.481	0 -14
Full + part time years	12.61	12.00	21+	5.976	0 - 21+
Site supervisor experience					
Number of interns	3.74	3.00	1	3.569	1- 21+

Note. N = 147

Site Supervisor Training

Items 14 to 19 of the S4 were used to answer the first research question: How many hours of supervision training have current site supervisors of master's program school counseling interns in the Pacific Northwest received? Respondents were asked to indicate the hours of supervision training they had received by selecting the corresponding number of training hours for various settings. These settings included: (a) in-service, (b) state or national conference, (c) training at intern's university, (d) unit or module in master's program course, (e) graduate level course in supervision, and (f) other. To aid respondents in judging the number of training hours, examples were provided such as "one 50-minute workshop = 1 hour; half day = 4 hours; 1 day = 8 hours" and "3 semester credits = 45 hours; 3 quarter credits = 30 hours." For item 19, "other," respondents were asked to list setting and hours if applicable.

Supervision training hours indicated per setting ranged from 0 to 60; total supervision training hours per respondent ranged from 0 to 127. The number of total supervision training hours was dramatically skewed toward zero, with a mean of 15.78, a median of one, and a mode of zero. Seventy participants (48%) indicated "none" in response to all the training settings listed. The most likely training setting for respondents who indicated having training was "state or national conference" (27%, N = 40), closely followed by "in-service," selected by 39 respondents. The least likely training setting was "training at intern's university" (12%, N = 18). See Table 6 for further descriptive data regarding hours of supervision training.

Table 6

Hours of Supervision Training

Training	N	Hours				
		Mean	Med	Mode	SD	Range
None	70	0.00	.00	0	--	--
In-service	39	2.68	.00	0	6.149	0 - 24
State or national conference	40	2.98	.00	0	6.482	0 - 24
Training at intern's university	18	0.62	.00	0	2.544	0 - 24
Master's course unit/module	29	2.24	.00	0	6.063	0 - 24
Graduate level course in sup	34	7.25	.00	0	16.567	0 - 60
Total supervision training	147	15.78	1.00	0	26.902	0 - 127

Note. Total N = total respondents; ≠ sum of column.

Qualitative data regarding supervision training were elicited via item 19 of the S4. Respondents were invited to list "other" supervision training hours and settings. All 52 responses are provided verbatim in Appendix H.

For 32 of these 52 responses, other work experience was cited. This "other work experience" consisted of administration for 8 respondents. Representative comments included: "I have a liscense [sic] in school administration. I have participated in MANY supervisory classes not specific to counseling." "I also have my Master's in School Administration so I have recieved [sic] supervision through that coursework but none in school counseling supervision." "Much district, university, and state inservice training as I have also been a principal." "almost completed administrative coursework...."

Several respondents referred to school counseling, site supervisor, and teaching experience as "other work experience," as indicated by these representative responses: "Over the course of the last 20 years as a counselor, I have had 12 or so interns and have learned much by trial and error." "29 years of teaching and counseling experience." "I have been in education for over 30 years and feel competent to work with interns." "I am a seasoned educator and counselor of 8 years. I use my teaching practice and education as a guide. I have received no formal training."

Other respondents cited work experience prior to their school counseling experience. "In my previous job in higher education I was a supervisor in my role as assistant director of admissions and learned many supervisory skills from my director." "Received training at a youth & family service agency where I worked for 7 years...." "National Supervision of disaster mental health responders." "20 years as a United States

Army officer." "…military officer with a masters in human resources…." "Leadership

and personnel management seminars and 29 years experience in similiar [sic] roles."

"I've worked at both XXX Univ. and also at University of XXX graduate programs as

well. I've supervised many interns in the past."

Site visits were cited under "other" by 12 respondents. Representative comments

included: "I met with the university representative on many occasions and correstponded

[sic] with her via email and the telephone." "I had no training in this area…my intern's

university advisor visited with me two times, so I did have 90 minutes of consultation

about my role as an intern supervisor." "The XXX supervisor met with me in person to

address questions for about 1 hour." "The only 'training' I have received is in talking

with University supervisors about what the expectations are for my role in supervising an

intern. Usually have received some written description as well." "met regularly with

intern, intern coordinator, and myself to ask questions etc. regarding the internship

experience. this was very helpful."

A few respondents mentioned modeling their supervision after the supervision

they received. "The only training I had was reflecting on my experience as an Intern [sic]

and my mentors." "I model my supervision after the supervision I received in my

internships."

Seven respondents pointed out that no training had been offered with statements

such as, "I have never been offered any sort of training."

Inspection of the combined qualitative responses to S4 items 19 and 29 revealed

that 577 of the total supervision hours reported referred to coursework taken in pursuit of

administrative licensure. See Appendices H and I for a complete listing of "other"

responses.

Table 7

Site Supervisor Self-Efficacy Ratings

	Item	N	Mean	Med	SD	Range
1	Effective internship	147	5.42	6.00	.758	1 - 6
2	Needs, procedures, & policies	147	5.68	6.00	.482	4 - 6
3	Individual differences	147	5.34	5.00	.636	3 - 6
4	Elements of supervision models	144	4.87	5.00	.910	2 - 6
5	Professional & ethical performance	145	5.65	6.00	.559	3 - 6
6	Stages of development	145	4.61	5.00	1.095	1 - 6
7	Positive & negative feedback	146	5.40	5.00	.649	3 - 6
8	Supervisory working alliance	145	5.12	5.00	.759	3 - 6
9	Challenge & support	145	4.97	5.00	.874	2 - 6
10	Relationship dynamics	145	4.88	5.00	.829	2 - 6
11	Anxiety, perceptions, performance	145	5.19	5.00	.707	3 - 6
12	Personal supervision model	146	5.14	5.00	.910	2 - 6
13	Role within ASCA national model	146	5.03	5.00	.924	2 - 6
All	Total site supervisor self-efficacy	138	5.17	5.23	.550	3.6 - 6

Site Supervisor Self-Efficacy

Items 1 to 13 of the S4 were used to answer the second research question: What is the perceived self-efficacy regarding supervision ability held by current site supervisors of master's program school counseling interns? Items 1 to 13 asked respondents to rank their self-efficacy in relation to various aspects of providing supervision to school counseling interns using a 6-point Likert-type scale ranging from 1- *strongly disagree* to 6- *strongly agree*. Responses were negatively skewed toward the upper end of the scale, as can be seen in Table 7, which provides an overview of frequency data for these items.

Mean response scores for each of the S4 self-efficacy items are presented here in the order of highest mean score to lowest mean score. Item 2 ($N = 147$, $M = 5.68$) asked respondents to rate their confidence in their ability to describe their schools' needs, standards, procedures, and policies to their interns. Item 5 ($N = 145$, $M = 5.65$) asked for a confidence rating regarding respondents' ability to assist their interns to perform professionally and ethically as school counseling interns. For item 1 ($N = 147$, $M = 5.42$), respondents were asked to rate their confidence in their ability to coordinate an effective internship. Item 7 ($N = 146$, $M = 5.40$) asked them to rate their confidence in their ability to give their interns positive and negative feedback. Item 3 ($N = 147$, $M = 5.34$) asked for a confidence rating regarding respondents' ability to address individual differences between themselves and their interns. For item 11 ($N = 145$, $M = 5.19$), they were asked to rate their confidence in their ability to address their interns' anxiety, differences in perceptions, and deficient performance. Item 12 ($N = 146$, $M = 5.14$) asked respondents to rate their confidence in their ability to describe their personal models of supervision.

Item 8 (N = 145, M = 5.12) asked them to rate their confidence in their ability to

describe the characteristics of an effective supervisory working alliance. For item 13 (N =

146, M = 5.03), respondents were asked to rate their confidence in their ability to

describe the role of the professional school counselor within the framework of the ASCA

National Model. For item 9 (N = 145, M = 4.97), a confidence rating was asked for

regarding respondents' ability to use both challenge and support interventions appropriate

to their interns' developmental stages. Item 10 (N = 145, M = 4.88) asked them to rate

their confidence in their ability to address the relationship dynamics between themselves

and their interns. Item 4 (N = 144, M = 4.87) asked respondents to rate their confidence

in their ability to describe the elements of various models of supervision, and item 6 (N =

145, M = 4.61) asked them to rate their confidence in their ability to describe the

characteristics of the stages of development in interns.

Per item response frequencies are available in Appendix J for items 1-13. The

scores of these items (1-13) were combined to create a total site supervisor self-efficacy

score. Frequency data for this total score are included at the bottom of Table 7.

Partial Correlation

A second-order partial correlation was used to answer the third research question:

Is there a positive relationship between perceived self-efficacy regarding supervision

ability for site supervisors of master's program school counseling in the Pacific

Northwest and hours of supervision training received? For this inferential analysis,

supervisor self-efficacy was operationalized as the total supervisor self-efficacy score

resulting from the combined results from items 1-13 of the S4. Supervisor training was

operationalized as the total hours from the combined settings on the S4 (items 14-18).

The covariate of school counselor experience combined both part- and full-time hours

(items 24 and 25), as relatively few part-time hours were reported. The covariate of site

supervisor experience (item 26) was operationalized as the number of interns supervised.

Table 8 provides a correlation matrix for these variables.

Table 8

Correlation Matrix for Supervisor Training, Supervisor Self-Efficacy, School Counselor Experience, and Site Supervisor Experience Ratings

		Correlation					
	Variables	1	2	3	4	Mean	SD
1.	Supervisor training	1.00	.231**	.018	.117	14.804	24.934
2.	Supervisor self-efficacy		1.00	.108	.359***	5.172	.550
3.	School counselor experience			1.00	.442***	12.515	6.022
4.	Site supervisor experience				1.00	3.681	3.346

Note. N = 138, ** $p < .01$ (one-tailed), *** $p < .001$ (one-tailed)

The data were examined for normal distribution and outliers. Skew calculated

with Fisher's technique was evident in both supervisor training (2.186) and supervisor

self-efficacy (-.699; see Figures 1 and 2). Miles and Shevlin (2001) offered the cautious

suggestion that skewness less than 1.00 should present little problem, skewness greater

than 1.0, but less than 2.0 may have an effect on parameter estimates, and skewness

greater than 2.0 is of concern. Accordingly, these data, which depart from normality,

must be viewed with caution. Furthermore, outliers with high numbers of supervisor

training hours were detected, but this researcher chose to include them as this study is

descriptive in nature and there was no theoretical reason to delete these data.

While the resulting partial correlation (r = .202) was statistically significant at p =

.009 (one-tailed), supervisor training accounted for only 4.08% of the variance in

supervisor self-efficacy. According to Miles and Shevlin (2001), this falls between a

small (±0.1) and medium (±0.3) correlation, therefore its practical significance is limited.

Chapter 5: Discussion

The purpose of this dissertation study was to explore the training needs of school

counseling site supervisors in the Pacific Northwest via the construct of self-efficacy. In

order to assess potential site supervisor training needs, this survey study used S4 results

to answer three research questions: (a) How many hours of supervision training have

current site supervisors of master's program school counseling interns in the Pacific

Northwest received? (b) What is the perceived self-efficacy regarding supervision ability

held by current site supervisors of master's program school counseling interns? and (c) Is

there a positive relationship between perceived self-efficacy regarding supervision ability

for site supervisors of master's program school counseling in the Pacific Northwest and

hours of supervision training received?

It is hoped that the results of this study will contribute to clarifying specific

supervision training needs of school counseling site supervisors working in the Pacific

Northwest. This chapter evaluates this study's findings and discusses their implications in

relation to the training needs for school counseling site supervisors. Limitations of the

study as well as recommendations for further research are also presented.

Implications

Site Supervisor Training

The first research question for this study asked: How many hours of supervision

training have current site supervisors of master's program school counseling interns in

the Pacific Northwest received? Items 14 to 18 of the S4 elicited quantitative data, and

item 19 elicited qualitative data that offer insight into this question. Results from both

quantitative and qualitative sources support the claim that few school counseling site

supervisors have received supervision training (Dollarhide & Miller, 2006; Herlihy et al.,

2002; Murphy & Kaffenberger, 2007; Studer & Oberman, 2006). The number of training

hours for each setting was heavily skewed toward zero, resulting in a median number of

zero hours for each training setting (see Table 6 for training hour frequency data). For all

settings combined, the median number of training hours was one, with a dramatic skew

toward zero, as can be seen in Figure 1. Almost half of the respondents (48%, N = 70)

indicated "none" for all five training settings listed, which included (a) in-service, (b)

state or national conference, (c) training at intern's university, (d) unit or module in

master's program course, and (e) graduate level course in supervision.
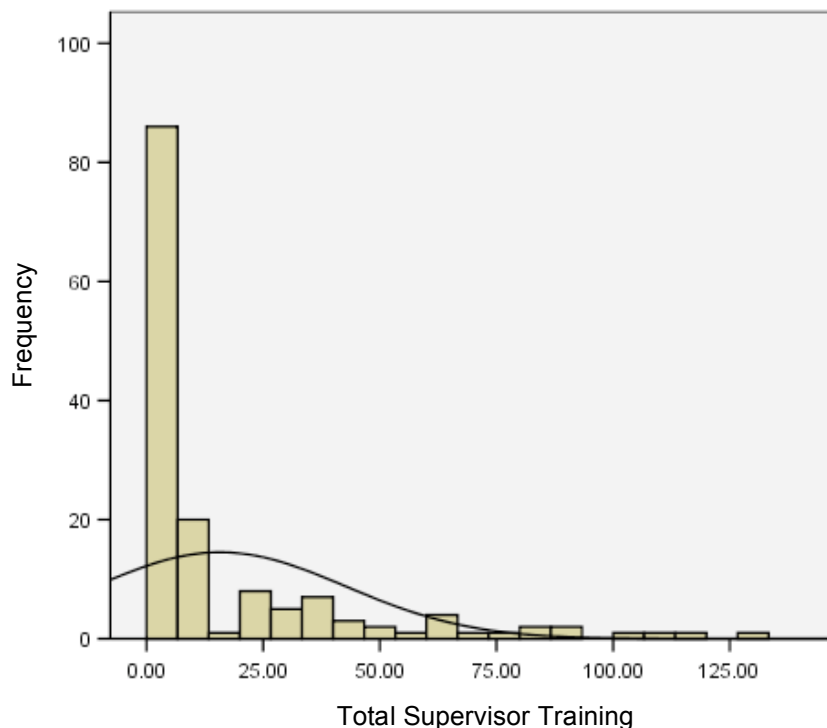
Figure 1. Histogram of total supervisor training hours. N = 147, M = 15.78, SD 26.90, Range 0 - 127.

It should be noted that the 77 respondents (52%) who indicated having received some training in supervision included 10, who indicated on items 19 and/or 28 that the hours they listed referred to coursework taken in the pursuit of administrative licensure. Adjusting for this provides the following frequencies: 54% (N = 80) of respondents reported they have received no counseling supervisor training; 46% (N= 67) reported receiving some counseling supervision training.

The highest mean number of hours listed for a training setting was 7.25 hours for "graduate level course in supervision." This number must be viewed with caution as a careful comparison of quantitative and qualitative responses per person revealed that many of the hours listed in this category referred to required coursework taken in the pursuit of administrative licensure, and were not specific to counseling supervision. At the other end of the spectrum, the setting with the lowest mean number of hours (0.62) was "training at intern's university." Qualitative data enriched this number with statements such as the following, indicating that "none of them have ever offered…training!" Despite repeated calls in the literature for universities to provide training opportunities for school counseling site supervisors (Magnuson et al., 2001; Nelson & Johnson, 1999), it appears that this has been limited in its application.

The training settings with the highest number of participants include "state or national conference" (N = 40) and "in-service" (N = 39). Here too, a number of the hours listed referred to non-counseling supervision training; however, the greater number of participants using these venues to pursue supervision training suggest that availability of

training opportunities may be an important factor in school counselors pursuing supervisor training.

These results suggest that when supervision training opportunities are available (or required, as in the case of those pursuing administrative licensure), school counselors have, on a limited basis, availed themselves of these opportunities. State or national conferences and in-services are training venues that have drawn attendees. The timing of these conferences often coincides with school district in-service days, thus making it possible for school counselors to attend.

At least two implications emerge. First of all, supervision training opportunities must be provided for school counselors, and these opportunities must be provided it at times when site supervisors are available. Possibilities include offering trainings at state or national conferences, or coordinating regional or program-specific trainings with school district in-service days. These trainings could be offered by counselor educators or school counselors equipped to provide such services. Trainings could be offered to a university's current site supervisors, site supervisors for an upcoming year, or to all comers.

Secondly, state certification or licensing institutions should consider requiring supervision training for school counseling site supervisors. One possible avenue for such a stipulation would be via continuing certification/licensure requirements. This training would not only be relevant for the site supervision of school counseling interns, but also for the supervision of practicing professional school counselors.

Responses to item 19 also hint at a third implication, namely the continuing need to clarify the differences between clinical versus administrative or program supervision.

Site Supervisor Self-Efficacy

The second research question asked the following: What is the perceived self-efficacy regarding supervision ability held by current site supervisors of master's program school counseling interns? Items 1 to 13 of the S4 elicited self-reported scores regarding respondents' perceived self-efficacy in relation to various aspects of providing supervision to school counseling interns. Respondents used a 6-point Likert-type scale, which ranged from 1- *strongly disagree* to 6- *strongly agree,* to rank the strength of their confidence in their supervisory ability.

Responses for each item were negatively skewed toward 6- *strongly agree* (see Table 7 for self-efficacy item frequency data). To illustrate, item 2, which asked respondents to rate their confidence in their ability to describe their schools' needs, standards, procedures, and policies to their interns, had the highest mean score of 5.68. Item 6, which asked respondents for a confidence rating about their ability to describe the characteristics of the stages of development in interns, ranked lowest with a mean score of 4.61.

Responses for all items combined were also negatively skewed, as can be seen in Figure 2.

Overall, these results are not too surprising, for as Borders and Brown (2005) pointed out, "even untrained supervisors arrive at their first supervision session with a

good bit of relevant training and experience" (p. 1). Training received to become a

school counselor is certainly relevant to the task of supervising, as is the training received

to become a teacher. The S4 scores representing supervisor self-efficacy seem to reflect

this. Nonetheless, comparisons among these scores reveal some interesting variation.

Following is a discussion of item mean scores when configured according to the seven

core curricular content areas outlined by Borders et al. (1991). Listings of content within

these core curricular content areas are taken from *The New Handbook of Counseling*

Supervision (Borders & Brown, 2005).

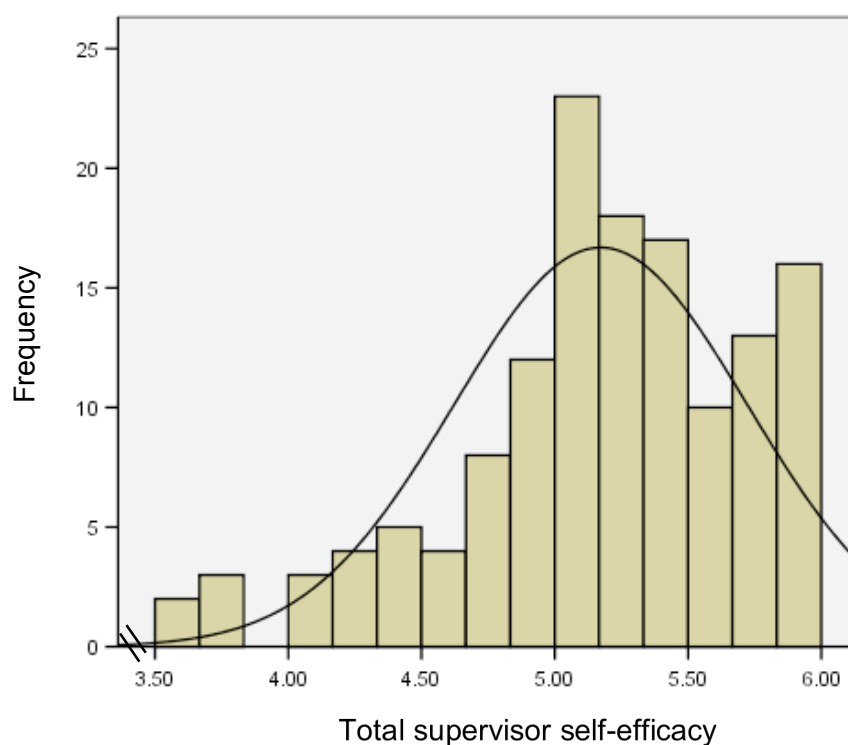*Figure 2.* Histogram of total supervisor self-efficacy scores. N = 138, M = 5.17.

Respondents reported the strongest self-efficacy within the "Ethical, Legal, and

Professional Regulatory Issues" content area as measured by items 2 (M = 5.68) and 5

(M = 5.65). These items represent respondents' confidence in relating school needs,

standards, policies, and procedures to their interns as well as assisting their interns to perform professionally and ethically. Averaged together, this content area's mean self-efficacy score is 5.665.

This high self-efficacy score could indicate a minimal need for training in this content area, as much of the content for this category is part of the training one receives in a school counseling master's program. This master's program content would include such ethical, legal, and professional issues as dual relationships, due process, informed consent, confidentiality, professional standards and credentialing, and district and school policies. Not always included in this content is vicarious liability, which is more specific to supervision, and which has to do with ultimate supervisor responsibility for the welfare of interns' clients. Probing regarding training needs more specific to this particular aspect of this content area may be warranted.

The content area of "Executive/Administrative Skills" received the second highest self-efficacy ratings from respondents. The items for this category (1, 2, and 13) have to do with coordinating an effective internship experience, relating school policies, and describing the role of the professional school counselor within the framework of the ASCA National Model. The mean scores are 5.42, 5.68, and 5.03 respectively. Averaged together this content area's mean self-efficacy score is 5.376.

This content area includes many organizational tasks that school counselors do as part of their daily work, such as planning, record keeping, reporting, evaluating, and collaborating. It also includes clarifying roles and expectations within the school (which may or may not align with the ASCA National Model framework), as well as client-

counselor assignments and case management. As more school counselors become familiar with the National Model, and as more schools implement the model, the need for training in describing or modeling the counselors' role may diminish. In regard to client-counselor assignments and case management—those counselors functioning as head counselors of a department may engage in these tasks more frequently than counselors functioning as the only counselor in a school. This may give rise to differing levels of training need in this area.

The third highest ranking content area is "Evaluation." Items 7 and 11 asked for respondents' confidence in their ability to give their interns positive and negative feedback as well as address their interns' anxiety, differences in perceptions, and deficient performance. Mean scores are 5.40 and 5.19, combining for a mean score of 5.295 for this content area.

It appears that respondents feel more capable in their ability to give feedback than in their ability to address anxiety, differing perceptions, and deficient performance as part of the evaluation process. This may be due to the more negatively slanted behaviors called for. It could be that affirmation and positive regard are easier for counselors to provide than negative feedback regarding deficient performance. Further investigation is called for to better understand the differences in these scores and in turn the possible training needs associated with them.

"Supervision Methods and Techniques" is the fourth highest ranking content area. Items 3 and 9 asked respondents about their confidence in their ability to address individual differences between them and their interns such as gender, ethnicity, and

minority lifestyle, as well as their ability to use both challenge and support interventions appropriate to their interns' developmental stages. Mean scores are 5.34 and 4.97. Averaged together they combine for a mean score of 5.155 for this content area.

It appears that respondents felt less confidence in using challenge and support interventions than in addressing individual differences. This discrepancy may be related to the training received in master's in school counseling programs, which includes micro skills such as active listening, clarification of statements, and reinforcing, as well as training in multicultural issues, all of which would equip one to address individual differences. Specific challenge interventions may be less familiar to school counselors. Included here are confronting, managing resistance to assessment and goal setting, as well as various assessment techniques such as videotape review or live observation. Training in the latter may be warranted. Further exploration of this is needed.

The fifth highest ranking content area is the "Supervisory Relationship." Represented by items 3, 8, and 10, respondents were asked about their confidence in their ability to address individual differences, to describe an effective supervisory working alliance, and to address relationship dynamics between themselves and their interns, such as power, parallel process, and trust. Mean scores are 5.34, 5.12, and 4.88 respectively. Combined they average to a score of 5.113 for this content area.

As has already been discussed, addressing individual differences may be a skill school counselors are more adept at due to their master's program training, although the focus there may be more on demographic differences such as age, gender, ethnicity, and minority lifestyle, than on learning styles or differences in theoretical counseling

orientation. The score for item 8 regarding the supervisory working alliance may be due to respondents' general sense of the word *alliance*, as a collaborating, teaming, or partnership approach. This researcher wonders whether it includes an understanding of Bordin's (1983) components of goals, tasks, and bonds. Further investigation is needed to determine this. Assessing relationship dynamics appears to be an area of greater challenge. While resistance and transference are constructs already touched on in many undergraduate psychology courses, and the power differential inherent in the counselor/client relationship may receive coverage in theory courses—particularly those including more constructionist approaches, parallel process is often first learned in courses specific to supervision. This may account for the relatively weaker score for this item, and may indicate an area where site supervisors would benefit from training.

The content area "Models of Supervision" received the sixth highest self-efficacy ranking. Items 4 and 12 asked respondents to rate their confidence in their ability to describe the elements of various models of supervision and to describe their personal model of supervision. Means scores are 4.87 and 5.14; averaged together, this content area score is 5.005.

Lower self-efficacy scores for this category are not surprising, as the content is more discreet from counseling or teaching content, which may have influenced scores in other categories. It is unlikely that school counseling site supervisors without any training in supervision would have had exposure to the literature on various models of supervision. This would not, however, preclude site supervisors from being able to describe a personal model of supervision as is indicated by the somewhat higher mean

score for item 12. While the latter may well benefit from knowledge of the former, this knowledge is not required. Models offer a framework for the work of supervision, and can provide site supervisors with a clearer understanding of their roles, the goals and focus of supervision, and of techniques for intern growth and change. "Selecting and implementing a model of supervision is critical for an organized, intentional, and grounded approach to training school counseling students" (Murphy & Kaffenberger, 2007). Training in this content area may be warranted.

The lowest ranking content area is "Counselor Development." This category is represented by items 6 and 9, which asked respondents to rank their confidence in their ability to describe the characteristics of the stages of development in interns and to use interventions appropriate to their interns' developmental stages. Mean scores are 4.61, and 4.97. They combine for a mean self-efficacy score of 4.79 for this content area.

Given the widespread theoretical attention to supervisee development, and the importance of tailoring one's interactions and interventions to these developmental stages (Loganbill et al., 1982; Skovholt & Rønnestad, 1992) strong efficacy and ability in this content area seems critical. The interplay that should exist among an intern's stages of development in various arenas (general, skill, and experience) and a supervisor's roles and tasks or functions call for a high level of competence. This appears to be an area where school counseling site supervisors would benefit from training.

The impulsive implication that first comes to mind when scanning the S4 self-efficacy data and seeing predominately high mean scores, is that site supervision training is unwarranted; however, closer examination reveals areas where site supervisors may

indeed benefit from training. Most strongly indicated are the areas of Counselor Development, Models of Supervision, the Supervisory Relationship, and Supervision Methods and Techniques. Further analysis of the data via partial correlation provides additional insight into this issue.

Partial Correlation between Supervisor Training and Supervisor Self-Efficacy

In order to assess the efficacy of supervision training as well as to make inferences regarding the training needs of school counseling site supervisors, a third research question was asked. Is there a positive relationship between perceived self-efficacy regarding supervision ability for site supervisors of master's program school counseling in the Pacific Northwest and hours of supervision training received? The statistical analysis used to answer this question was a second-order partial correlation between the variables of total supervisor training hours and total supervisor self-efficacy, while controlling for the variables of school counselor experience and site supervisor experience. The scatter plot in Figure 3 depicts the small to medium correlation that exists between these variables.

Readily evident is that all respondents averaging a high number of supervision training hours (40+) also average very high self-efficacy scores (5 to 6). Respondents averaging a lower number of training hours (fewer than 40) average a wider range of self-efficacy scores (3.6 to 6). While the resulting explanation of variance provided by this partial correlation does not speak individually to S4 items within the seven core curricular content areas discussed earlier, it nonetheless gives some indication that overall, more training in supervision predicts a consistently higher sense of self-efficacy

regarding ability to provide supervision than less training predicts. This seems to lend weight to the tentative implications drawn in the previous section regarding areas where site supervisors would benefit from further training. Furthermore, it provides some support to the literature regarding the efficacy of supervision training.

Figure 3. Scatter plot of partial correlation between total supervisor training hours and total supervisor self-efficacy, controlling for school counselor and site supervisor experience. N = 138, *r* = .202, *p* < .01, one-tailed.

Limitations

This study is not without limitations. Difficulties in accessing the survey population, potential measurement error, and social desirability bias are among the factors that limit the use of this research.

In spite of best efforts to obtain contact information for all current school counseling site supervisors in the Pacific Northwest, two universities provided partial lists, and three universities did not provide this information for logistical reasons. This diminished the size of the accessible population from 253 to a survey population of 180. This limitation is mitigated somewhat by the similarity of the non-participating university programs with the programs that did participate. The absence of 73 potential participants from the survey population is also offset by the high return rate of 82%. This is near the cutoff of 85% suggested by Lindner et al. (2001) for deciding that non-response error poses no threat to external validity. While these results may be carefully generalized to all school counseling site supervisors in the Pacific Northwest, generalizing these findings beyond the Pacific Northwest should only be done after further research determines whether site supervisors outside of the Northwest differ in their responses to the S4.

Another limitation of this study becomes readily apparent when reviewing the qualitative responses regarding hours of supervisor training. Supervision training was not explicitly operationalized as clinical or counseling supervision training for items 14 to 19 of the S4, therefore a number of participants listed training they had received in supervision as part of administrative coursework or licensure. This instrument error compromises the accuracy of this variable, which in turn compromises the validity of the ensuing analysis.

A limitation inherent to survey research in general is the self-report of subjective responses rather than the measurement of observable behavior. Self-report is open to an

unknown degree of bias. In spite of the use of methods suggested by Fowler (2002) and Gall et al. (2005) to reduce the potential for social desirability bias, such as wording survey items with neutral language, allowing participants to self-administer the instrument, and ensuring the anonymity of responses, it is nonetheless possible that such bias occurred. Respondents, all of whom were engaged in providing site supervision, may well have felt the need to appear strong in their self-efficacy regarding this work, and may have inflated their self-efficacy ratings on the S4 to increase the social desirability of their answers.

Another possible limitation resides in the survey instrument's use of a 6-point Likert-type scale. It is impossible to know whether the clustering of self-efficacy responses in the upper half of this scale truly reflected respondents' high supervisory self-efficacy or whether a ceiling effect was in place. Another limitation this negative skew introduced was that it violated the assumption of a normal distribution, which can limit the possibility of finding accurate effects.

An additional limitation regarding the S4 is that while initial steps were taken to validate it as a measure of the perceived self-efficacy of school counseling site supervisors, it is still in need of more thorough validation measures.

The brevity of the S4 is perhaps both a strength and a limitation. Respect for busy school counselors' time drove the curtailing of items, which may have contributed to the high return rate for this study. However, this severe limiting of the number of items also limits the detail available in the results, and therefore the detail with which supervisor training needs may be understood via these results.

Recommendations for Future Research

While much can be gained via quantitative survey research, it is inherently limited by its items and its scale(s). A qualitative approach to the question of where school counselors would benefit from training in supervision could enrich the picture provided by this study. Use of a stratified sample that included both more and less experienced site supervisors, (excluding those with or pursuing credentialing in administration) would allow for differentiation between training needs for beginning site supervisors and more experienced site supervisors. An added layer of meaning could be provided by intentionally including participants with and without teacher training.

Refining of and further construct validation of the S4 is also needed. This could be achieved through a factor analysis of the items relating to self-efficacy, followed by a hierarchical multiple regression using the resulting self-efficacy factors as predictor variables and supervision training hours as the outcome variable. This would account for the shared variance—unique and combined—of each variable, and could inform refinements of the S4.

Use of a revised S4 in another geographical region could strengthen the external validity of these findings, and also contribute to reliability data for the S4. In addition, data would be gained that could further inform those in positions to equip school counseling site supervisors for their critical work.

Continuing research that examines the relationship between supervisor self-efficacy and supervisor performance is needed. There is a dearth of literature that

examines the efficacy of supervision training (Spence et al., 2001). This could perhaps be achieved via direct observations by trainers and/or supervisees of supervisors.

Conclusion

The purpose of this descriptive study was to explore the supervision training needs of site supervisors of master's program school counseling interns in the Pacific Northwest. In order to fulfill this purpose, this study used the S4 to survey 180 current school counseling site supervisors in Oregon and Washington with a return rate of 82% (N = 147) to answer three research questions. First, how many hours of supervision training have current site supervisors of master's program school counseling interns in the Pacific Northwest received? Second, what is the perceived self-efficacy regarding supervision ability held by current site supervisors of master's program school counseling interns? And third, is there a positive relationship between perceived self-efficacy regarding supervision ability for site supervisors of master's program school counseling in the Pacific Northwest and hours of supervision training received?

Results indicated that while some individuals have received much training in supervision, many have very little or none. In spite of this, supervisor self-efficacy appears to be relatively strong as reported by respondents; however respondents with more than 40 hours of reported supervisor training scored consistently in the upper end of the scale, while respondents with fewer than 40 hours of training reported a wider range of self-efficacy. This provides some support for the efficacy of supervisor training. Overall results also provide insights into the possible training needs of school counseling site supervisors. Specifically, there seems to be a need for accessible and time-sensitive

training in the supervision content areas as outlined by Borders et al. (1991) of

counselor development, models of supervision, the supervisory relationship, and

supervision methods and techniques. Using these results to fine-tune training already

offered to site supervisors, and to design training opportunities yet in the making could

better equip school counseling site supervisors in the critical work they do in shaping the

professional school counselors of the future and indeed in shaping the profession.

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APPENDICES

Appendix A

Survey Item Source Grid

Core Curricular Content Areas (Borders et al., 1991)	S4 Items
Models of Supervision	4, 12
Counselor Development	6, 9
Supervision Methods and Techniques	3, 9
Supervisory Relationship	3, 8, 10
Ethical, Legal, and Professional Regulatory Issues	2, 5
Evaluation	7, 11
Executive (Administrative) Skills	1, 2, 13

Appendix B

Site Supervisor Self-Efficacy Survey

Site Supervisor Self-Efficacy Survey	**OSU** Oregon State University

This section collects data regarding your confidence in your ability to carry out various aspects of the site supervision of school counseling interns.

Please honestly rate your confidence level using the following scale where 1 is "Strongly Disagree" and 6 is "Strongly Agree."

1. I am confident in my ability to COORDINATE AN EFFECTIVE INTERNSHIP EXPERIENCE.
○ 1- Strongly Disagree
○ 2- Disagree
○ 3- Somewhat Disagree
○ 4- Somewhat Agree
○ 5- Agree
○ 6- Strongly Agree

2. I am confident in my ability to DESCRIBE MY SCHOOL'S NEEDS, STANDARDS, PROCEDURES, AND POLICIES TO MY INTERN.
○ 1- Strongly Disagree
○ 2- Disagree
○ 3- Somewhat Disagree
○ 4- Somewhat Agree
○ 5- Agree
○ 6- Strongly Agree

3. I am confident in my ability during supervision, to ADDRESS INDIVIDUAL DIFFERENCES BETWEEN ME AND MY INTERN (e.g. gender, age, ethnicity, minority lifestyle, disability, learning style, motivational style, experience, theoretical counseling orientation).
○ 1- Strongly Disagree
○ 2- Disagree
○ 3- Somewhat Disagree
○ 4- Somewhat Agree
○ 5- Agree
○ 6- Strongly Agree

4. I am confident in my ability to DESCRIBE THE ELEMENTS OF VARIOUS MODELS OF SUPERVISION (e.g. roles, areas of focus, techniques).

❍ 1- Strongly Disagree
❍ 2- Disagree
❍ 3- Somewhat Disagree
❍ 4- Somewhat Agree
❍ 5- Agree
❍ 6- Strongly Agree

5. I am confident in my ability to ASSIST MY INTERN TO PERFORM PROFESSIONALLY AND ETHICALLY AS A SCHOOL COUNSELING INTERN.
1- Strongly Disagree
2- Disagree
3- Somewhat Disagree
4- Somewhat Agree
5- Agree
6- Strongly Agree

6. I am confident in my ability to DESCRIBE THE CHARACTERISTICS OF THE STAGES OF DEVELOPMENT IN INTERNS.
❍ 1- Strongly Disagree
❍ 2- Disagree
❍ 3- Somewhat Disagree
❍ 4- Somewhat Agree
❍ 5- Agree
❍ 6- Strongly Agree

7. I am confident in my ability to GIVE MY INTERN POSITIVE AND NEGATIVE FEEDBACK.
❍ 1- Strongly Disagree
❍ 2- Disagree
❍ 3- Somewhat Disagree
❍ 4- Somewhat Agree
❍ 5- Agree
❍ 6- Strongly Agree

8. I am confident in my ability to DESCRIBE THE CHARACTERISTICS OF AN EFFECTIVE SUPERVISORY WORKING ALLIANCE.
❍ 1- Strongly Disagree
❍ 2- Disagree
❍ 3- Somewhat Disagree
❍ 4- Somewhat Agree
❍ 5- Agree
❍ 6- Strongly Agree

9. I am confident in my ability to USE BOTH CHALLENGE AND SUPPORT INTERVENTIONS APPROPRIATE TO MY INTERN'S DEVELOPMENTAL STAGE.
❍ 1- Strongly Disagree
❍ 2- Disagree
❍ 3- Somewhat Disagree
❍ 4- Somewhat Agree
❍ 5- Agree
❍ 6- Strongly Agree

10. I am confident in my ability during supervision, to ADDRESS THE RELATIONSHIP DYNAMICS BETWEEN ME AND MY INTERN (e.g. power, parallel process, resistance, transference, trust, intimacy, responsibility).
❍ 1- Strongly Disagree
❍ 2- Disagree
❍ 3- Somewhat Disagree
❍ 4- Somewhat Agree
❍ 5- Agree
❍ 6- Strongly Agree

11. I am confident in my ability during evaluation, to ADDRESS MY INTERN'S ANXIETY, DIFFERENCES IN PERCEPTIONS, AND DEFICIENT PERFORMANCE.
❍ 1- Strongly Disagree
❍ 2- Disagree
❍ 3- Somewhat Disagree
❍ 4- Somewhat Agree
❍ 5- Agree
❍ 6- Strongly Agree

12. I am confident in my ability to DESCRIBE MY PERSONAL MODEL OF SUPERVISION.
❍ 1- Strongly Disagree
❍ 2- Disagree
❍ 3- Somewhat Disagree
❍ 4- Somewhat Agree
❍ 5- Agree
❍ 6- Strongly Agree

13. I am confident in my ability to DESCRIBE THE ROLE OF THE PROFESSIONAL SCHOOL COUNSELOR WITHIN THE FRAMEWORK OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION'S NATIONAL MODEL.
❍ 1- Strongly Disagree
❍ 2- Disagree

❍ 3- Somewhat Disagree
❍ 4- Somewhat Agree
❍ 5- Agree
❍ 6- Strongly Agree

For this section please indicate the hours of supervision training you have received by selecting the corresponding number of training hours for each of the following.

14. In-service (e.g. half day = 4 hours; 1 day = 8 hours)

| none ▼ |

15. State or national conference (e.g. one 50-minute workshop = 1 hour; half day = 4 hours; 1 day = 8 hours)

| none ▼ |

16. Training at intern's university (e.g. one 50-minute workshop = 1 hour; half day = 4 hours; 1 day = 8 hours)

| none ▼ |

17. Unit or module in a master's program course (e.g. two 3-hour classes = 6 hours)

| none ▼ |

18. Graduate level course in supervision (e.g. 3 semester credits = 45 hours; 3 quarter credits = 30 hours)

| none ▼ |

19. Other (Please list setting and hours if applicable.)

| |

This section collects demographic data. Please select the answers that best describe you.

20. Gender:
❍ Male
❍ Female
❍ Transgender

21. Age:
❍ 20-24
❍ 25-34
❍ 35-44
❍ 45-54

○ 55-64
○ 65 +

22. Race/Ethnicity: (Select all that apply.)
❑ African American/Black
❑ Asian American/Pacific Islander
❑ Biracial/Multiracial American
❑ European American/White
❑ Latino/a American/Hispanic
❑ Native American/American Indian
❑ Other
Please specify other here:

```
┌─────────────────────┐
│                     │
│                     │
└─────────────────────┘
```

23. Grade Level at which you currently practice as a school counseling site supervisor: (Select all that apply.)
❑ Elementary School
❑ Middle School
❑ High School
❑ Multilevel School
❑ Alternative School
❑ Other
Please specify other here:

```
┌─────────────────────┐
│                     │
│                     │
└─────────────────────┘
```

24. Including this year, how many years have you worked PART TIME as a school counselor?

```
0 years. I have only worked FULL time as a school counselor ▼
```

25. Including this year, how many years have you worked FULL TIME as a school counselor?

```
0 years. I have only worked PART time as a school counselor ▼
```

26. Including this year, how many master's level school counseling interns have you supervised?

```
1 intern ▼
```

27. State in which you currently work as a school counseling site supervisor.
○ Oregon
○ Washington

28. Certificate(s) and/or License(s) you currently hold. (Select all that apply.)

❑ State Certified or State Licensed School Counselor
❑ National Certified Counselor (NCC)
❑ National Certified School Counselor (NCSC)
❑ National Certified Career Counselor (NCCC)
❑ State Certified or State Licensed School Psychologist
❑ Licensed Professional Counselor
❑ Licensed Marriage and Family Therapist
❑ None
❑ Other
Please specify other here:

Please click SUBMIT to send your responses.

Submit

If you have questions about this survey, please contact the administrator.

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For technical questions, please contact the Business Solutions Group.

Appendix C

First Contact: Pre-Notice Letter

Date
Participant's Name
Participant's School

A few days from now, you will receive an email request to complete a brief online questionnaire. The results of this questionnaire will be used in my dissertation research conducted at Oregon State University.

Its purpose is to explore the confidence level site supervisors of school counseling interns experience in their ability to carry out various aspects of supervision.

We are writing to you in advance so you will recognize the request when it comes and not inadvertently delete it. This study is important, as the results will be used to help site supervisors feel more capable and satisfied with the important work they do as site supervisors of school counseling interns.

Your generous participation in this study will help ensure its success. Thank you in advance for
your time and consideration.

Sincerely,
Lorraine DeKruyf, PhD Candidate   Dale E. Pehrsson, EdD
College of Education   College of Education
Oregon State University   Oregon State University
dekruyfl@onid.orst.edu   dale.pehrsson@oregonstate.edu
503.554.6147   541.737.8551

Appendix D

Second Contact: Cover Letter with S4 Link

Date

Participant's Name
Participant's School

We are writing to request your help with a survey study about site supervisors of school counseling interns in the Pacific Northwest. The aim of this study is to better understand the unique needs and experiences of school counselors serving as site supervisors.

You were selected to be in this study with the cooperation of *name of university coordinator* at *name of university*. It is our understanding that you are a school counseling internship site supervisor at *name of school*.

Data collected from this brief survey will be used to help university school counseling programs better serve site supervisors like you in doing the important work of supervising the next generation of professional school counselors.

Your answers to this 6 to 8 minute survey are completely confidential to the extent permitted by the law and will only be published as summaries in which no individual responses can be identified. When you submit your completed questionnaire, your name will be deleted from the mailing list and will have no further connection to any of your responses. This survey is voluntary. Taking a few minutes to complete it will help create a more accurate sense of the self-efficacy site supervisors experience in carrying out various aspects of supervision.

Below you will find the secure URL which will link you to the survey. Also included is a PIN which will allow you access to the survey. If you have any questions at all, we would welcome hearing from you via the contact information below. If you have questions about your rights as a participant, you may also contact the Oregon State University Institutional Review Board Human Protections Administrator at 541.737.4933 or IRB@oregonstate.edu .

Thank you so much for your participation in this important study.

Sincerely,
Lorraine DeKruyf, PhD Candidate   Dale E. Pehrsson, EdD
College of Education   College of Education
Oregon State University   Oregon State University

dekruyfl@onid.orst.edu   dale.pehrsson@oregonstate.edu
503.554.6147   541.737.8551

Click on this secure link or paste it into your internet browser to access the survey.
https://surveys.bus.oregonstate.edu/BsgSurvey2_0/Main.aspx?SurveyID=1756

Your PIN:

Appendix E

Third Contact: Thank You Note

Greetings!

Last week our online questionnaire was sent to you regarding your confidence with your work as a site supervisor of school counseling interns. Your name was received from *name of university coordinator* at *name of university*.

If you have already taken the few minutes needed to complete the questionnaire, thank you very much. If you have not completed the questionnaire, we hope that you will do so today by clicking on the link below. We're grateful for your help, because it is only by receiving input from site supervisors like you that a better understanding of the unique challenges and needs of site supervisors of school counseling interns can be gained.

Again, thank you for your time and attention.

Sincerely,

Lorraine DeKruyf, PhD Candidate   Dale E. Pehrsson, EdD
College of Education   College of Education
Oregon State University   Oregon State University
dekruyfl@onid.orst.edu   dale.pehrsson@oregonstate.edu
503.554.6147   541.737.8551

Click on this secure link or paste it into your internet browser to access the survey. https://surveys.bus.oregonstate.edu/BsgSurvey2_0/Main.aspx?SurveyID=1756

Your PIN:

Appendix F

Fourth Contact: Follow-Up Letter

Date
Participant's Name
Participant's School

Approximately three weeks ago you were notified about a survey regarding site supervisors' confidence regarding various aspects of their work in supervising master's program school counseling interns. To the best of our knowledge yours has not yet been returned.

The replies of people who have already returned surveys reveal a range of responses. We think results will be useful in helping universities best meet the needs of site supervisors like you in carrying out the critical work of supervising school counseling interns.

We are writing again because of the importance your response plays in obtaining accurate results. It is only by hearing from nearly everyone in the sample that the results can be viewed with confidence as being truly representative.

Protecting the confidentiality of your responses is a top priority. The procedures used to do this are as follows: When you click "submit," your responses are downloaded directly into a MS Excel spreadsheet. Your name is then deleted from the mailing list and is in no way connected to your responses.

We hope you will complete and send the questionnaire you can access via the secure link below, but if for any reason you prefer not to, or if this has reached you in error, please let us know by contacting one of us via phone or email.

Sincerely,

Lorraine DeKruyf, PhD Candidate   Dale E. Pehrsson, EdD
College of Education   College of Education
Oregon State University   Oregon State University
dekruyfl@onid.orst.edu   dale.pehrsson@oregonstate.edu
503.554.6147   541.737.8551

Click on this secure link or paste it into your internet browser to access the survey.
https://surveys.bus.oregonstate.edu/BsgSurvey2_0/Main.aspx?SurveyID=1756

Your PIN:

Appendix G

Fifth Contact: Final Contact

Greetings!

During the past month you have received several emails about a survey conducted as a part of my doctoral research in counselor education at Oregon State University. The purpose of this study is to expand our understanding of the unique experiences and needs of site supervisors of master's program school counseling interns.

The study is drawing to a close and this is your final opportunity to participate. You were selected to participate in this study because you supervise a master's program school counseling intern. Because schools vary from district to district as well as within districts, it is important to hear from everyone in order to truly offer a representative sample of site supervisor responses. Your input is critical to obtaining accurate results.

If you prefer using a printed copy of the questionnaire as an alternative to the internet link, a MS Word version of the questionnaire is attached for your convenience. Simply double click on the attachment which will open using MS Word. Print it out, complete it, and return it to the address provided on the questionnaire. Of course the internet link option is still available to you as well.

If you would prefer not to participate in this study, or if you believe you have received this questionnaire in error, please respond and let one of us know. This would be helpful as we begin evaluating the data.

Thank you again for your time and consideration. We hope to hear from you soon!

Lorraine DeKruyf, PhD Candidate Dale E. Pehrsson, EdD
College of Education   College of Education
Oregon State University   Oregon State University
dekruyfl@onid.orst.edu   dale.pehrsson@oregonstate.edu
503.554.6147   541.737.8551

Click on this secure link or paste it into your internet browser to access the survey.
https://surveys.bus.oregonstate.edu/BsgSurvey2_0/Main.aspx?SurveyID=1756

Your PIN:

Appendix H

Item 19 "Other" Verbatim Responses

1. Much district, university, and state in-service training as I have also been a principal. My most recent training was in March of 2007.

2. In my previous job in higher education I was a supervisor in my role as assistant director of admissions and learned many supervisory skills from my director.

3. I met with the university representative on many occasions and correstponded [sic] with her via email and the telephone.

4. I had no training in this area...my intern's university advisor visited with me two times, so I did have 90 minutes of consultation about my role as an intern supervisor.

5. I also have my Master's in School Administration so I have recieved [sic] supervision through that coursework but none in school counseling supervision.

6. Meetings with College or University staff, outlining my role and expectations with individual interns, usually these meetings lasted 1/2 to 1 hour. Over the course of the last 20 years as a counselor, I have had 12 or so interns and have learned much by trial and error.

7. I am confused...I have Masters in Counseling plus hours beyond from █████* and have been counseling for 17yrs.Elem.Middle Schools but I have had no training from ████ on how to train an Interns [sic] █████ █████

8. I have thirteen years of school counseling experience. Two of those years were as a drug and alcohol interventionist at the high school level, 9 as a school counselor in grades 4 through 8, and the most recent two years as school counselor in grades 9

through 12. I am a Nationally Certified Teacher in the area of school counseling. Prior to my counseling experience, I taught at a variety of grade levels for 10 years. I am constantly taking courses and networking whenever possible. I do not specifically recall taking any courses on supervision, but I feel that I am very qualified to work with interns as a supervisor. I have worked with at least 8 interns, some of whom were outstanding and some of whom required intensive guidance and additional training to perform well as counselors.

9. I was an active member of the ███* Counseling Dept. Professional Board for a two year period. Involved in review and transition of training models for Counseling and with re-certification concerns. I attended classes as an observer and a speaker on matters related to intern supervision and communication between interns and ███.

10. No training. I only have my 17 years of experience as a school psychologist and school counselor.

11. My experience has come from my own supervisors and evaluations I have received that keep a working relationship. My Counseling experience has been for 20 years. With the Masters program at ███* I feel I received a well rounded education. The best learning outside of the classroom came from my hands on experience in Middle School and High School. I observed, asked alot [sic] of questions and read about policy and procedure. Working with the different interns over the years is a great experience in that the we encourage their strengths so they will be successful in bringing out the strengths of others.

12. I have a liscense [sic] in school administration. I have participated in MANY supervisory classes not specific to counseling.

13. The only training I had was reflecting on my experience as an Intern and my mentors. I split my internship into 2 equal parts, one at elem level and one at MS level. My supervisors had very different methods.

14. Previous member of local college counselor review board (PEBB) [sic], 35 years as middle school head counselor

15. Received training at a youth & family service agency where I worked for 7 years & had 6 different student interns in the elementary school where I was placed.

16. High School setting---my intern and I meet 1 hour/week and sometimes more as needed.

17. The ███* supervisor met with me in person to address questions, for about 1 hour. There has been 0 training offered.

18. National Supervision of disaster mental health responders - Training 16 hours, 5 years supervisory experience on national disasters. Have supervised graduate and undergraduate interns for about 10 years.

19. I currently receiving my own supervision for my LPC and did use some of my supervisors expertise in my own supervision of the assigned intern. 1 - 2 hours

20. on the job training

21. I am currently working on my Administrative Credentials. I have complete 32 credits towards this certificate.

22. 29 years of teaching and counseling experience.

23. Never had the opportunity to be trained in that area.

24. Administrative Certificate Training

25. The ████████* School District presented a four day workshop on clinical supervision several years ago. Any employee who was going to serve as a mentor or supervisor was required to complete the four day workshop as well as read and discuss the text handed out to us all.

26. As a counselor I have worked with several counselors who I have had to mentor as we have had a high turnover in our building. These counselors have ranged from first year to many years of experience. I feel that the supervision I have been asked to do has been just another aspect of mentoring.

27. When I first started to supervise others, I also had a supervisor in which I discussed supervisory issues. In that way I had weekly oppurtunity [sic] to check on questions/techniques that I had with my supervisor. However, that was before working in the publick [sic] school system. In the past I had supervised in day treatment educational facilities.

28. I haven't received any formal training.

29. The only "training" I have received is in talking with University supervisors about what the expectations are for my role in supervising an intern. Usually have received some written description as well.

30. I have never been offered any sort of training.

31. No one has ever requested that I have a class in supervision. I have been in education for over 30 years and feel competetent [sic] to work with interns.

32. I don't recall having had any, other than what the student's progessor [sic] or the student has relayed to me in terms of my role and what type of experiences they need - limited info.

33. Served on ███* PEAB for School Counselors for several years

34. Meet with the university/college supervisor regarding expectations

35. I am a seasoned educator and counselor of 8 years. I use my teaching practice and education as a guide. I have received no formal training.

36. was an administrator for 15 years

37. Read Fundamentals of Clinical Supervision - Bernard and Goodyear, Becoming an Effective Supervisor – Campbell, The New Handbook of Counseling Supervision - Borders and Brown

38. I've worked at both ███████████* Univ. and also at University of ████████ graduate programs as well. I've supervised many interns in the past.

39. 20 years as a United States Army officer.

40. I model my supervision after the supervision I received in my internships. I've never been offered training in how to do this.

41. I have received no training for the purpose of supervising or training my intern. If that is what your questions above are about. However I believe my credentials as a military officer with a masters in human resources would easily fulfill those needs.

42. Experience in the field, speaking with other counselors, and meetings with the College supervisor is where I gained training.

43. almost completed administrative coursework and current role of supervision.

44. met regularly with intern, intern coordinator, and myself to ask questions etc. regarding the internship experience. this was very helpful.

45. I will be attending a Supervision Training Session at the end of this school year in anticipation of supervising a ███* intern during the 2007-08 school year. The training session is sponsored by ████ School Counseling MEd program.

46. The college supervisor came and visited on two occasions to answer questions and give overall expectations.

47. I was supervised in my internship by a master counselor who, currently is the director of the counseling progam [sic] at my intern's university. Also, I have supervised 4 other interns, including one during which I met several times with the univ. site-coordinator re: particular issues with that intern. I have also learned much from respected colleagues, of whom I have asked questions re: experiences in supervising interns.

48. P-12 Principal Certification in addition to school counselor and teacher certifications. Courses taken include Supervising Instruction, Instructional Delivery, and Personnel Management(9 qtr. credits). I have also participated in two ESD administrative workshop series (54 hours total including--but not limited to-- "Facilitating Mentoring and Teaming," "Supporting Teachers in a Learning Culture," and "Helping Teachers Use Data."

49. Years of experience and personal conversations with the on-campus supervisors. None of them have ever offered me training!

50. Leadership and personnel management seminars and 29 years experience in similiar [sic] roles.

51. College supervisor comes to our school quarterly and is available whenever needed.

52. I have answered the questions above in looking at the last 9 months, not my total work and supervisory experience in my career.

*n.b. Identifying information has been blacked out to preserve the anonymity of participants.

Appendix I

Item 28 "Other" Verbatim Responses

1. k-12 Principal Certificate

2. I held certification as a NCC and licensure as an LPC for over 15 years. I did not renew them when I got licensure as both a school counselor and special education teacher.

3. Nationally Certified Teacher in the area of school counseling/early childhood through young adulthood

4. Initial Principal Certificate 6/07

5. Basic Teaching Certification K-12

6. licensed social worker

7. TSPC certified: Elementary; Handicapped Learner; Supervision; @ Counseling.

8. I am an intern for my Licensed Professional Counselor.

9. Oregon Basic Social Studies

10. Teaching Certification Administrative Certification

11. Clinical Member of the American Association for Marriage and Family Therapy

12. teaching

13. Teaching Certificate

14. Licensed Multidisciplinary K-8 self contained teacher

15. CDS Authorization

16. Master of Social Work, License in Clinical Social Work

17. LA/SS secondary classroom teacher

18. Certified Trauma and Loss Specialist

19. Licensed Clinical Social Worker

20. Mental Health Coun Certification

21. Administrative Licensure

22. Oregon LPC-pending NCC-pending

23. Master of Divinity - Pastoral / Counseling / Licensed Minister

24. teaching certificate, D&A certificate, MA in counseling psych

Appendix J

Self-Efficacy Item Response Frequencies

	Self-efficacy ratings						
Items	1	2	3	4	5	6	Total
Item 1 N	1	0	2	8	58	78	147
Item 1 %	0.7	0.0	1.4	5.4	39.5	53.1	100.0
Item 2 N	0	0	0	1	45	101	147
Item 2 %	0.0	0.0	0.0	0.7	30.6	68.7	100.0
Item 3 N	0	0	1	10	74	62	147
Item 3 %	0.0	0.0	0.7	6.8	50.3	42.2	100.0
Item 4 N	0	2	9	31	66	36	144
Item 4 %	0.0	1.4	6.1	21.1	44.9	24.5	98.0
Item 5 N	0	0	1	3	42	99	145
Item 5 %	0.0	0.0	.7	2.0	28.6	67.3	98.6
Item 6 N	2	6	12	34	64	27	145
Item 6 %	1.4	4.1	8.2	23.1	43.5	18.4	98.6
Item 7 N	0	0	1	10	64	71	146
Item 7 %	0.0	0.0	0.7	6.8	43.5	48.3	99.3
Item 8 N	0	0	4	22	72	47	145
Item 8 %	0.0	0.0	2.7	15.0	49.0	32.0	98.6
Item 9 N	0	1	9	24	70	41	145
Item 9 %	0.0	0.7	6.1	16.3	47.6	27.9	98.6

	Self-efficacy ratings cont.						
Items	1	2	3	4	5	6	Total
Item 10 N	0	1	6	35	70	33	145
Item 10 %	0.0	0.7	4.1	23.8	47.6	22.4	98.6
Item 11 N	0	0	4	13	80	48	145
Item 11 %	0.0	0.0	2.7	98.8	54.4	32.7	98.6
Item 12 N	0	2	6	21	57	60	146
Item 12 %	0.0	1.4	4.1	14.3	38.8	40.8	99.3
Item 13 N	0	2	6	30	56	52	146
Item 13 %	0.0	1.4	4.1	20.4	38.1	35.4	99.3