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# THE ELEMENTS OF THE CLINICAL SUPERVISION: EXPORTING CONCEPTS TO JAPAN

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THE ELEMENTS OF THE CLINICAL SUPERVISION: EXPORTING CONCEPTS TO  
JAPAN

by

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B.S., Southern Illinois University, 2006

M.S., Southern Illinois University, 2011

A Dissertation

Submitted in Partial Fulfillment of the Requirements for the  
Doctor of Philosophy degree in Counselor Education and Supervision.

Department of Counseling, Quantitative Method and Special Education in the Graduate School  
Southern Illinois University Carbondale

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DISSERTATION APPROVAL

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A Dissertation Submitted in Partial

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Doctor of Philosophy

in the field of Counselor Education and Supervision

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TITLE: THE ELEMENTS OF THE CLINICAL SUPERVISION: EXPORTING CONCEPTS TO JAPAN

MAJOR PROFESSOR: Dr. Kimberly Asner-Self

The current Japanese counseling profession is in the process of reforming and uniting the system and training together for counseling and related professions. Supervision is one of significant training piece in this profession; however, its familiarity among Japanese counseling professionals is very unclear. This study explored how Japanese counseling professionals conceptualize the ideal figure of a clinical supervisor based on the identified fundamental elements of clinical supervision in the US. The preliminary analysis indicates that each aspect of the U.S. clinical supervision models might be adoptable to Japanese counseling professionals. Yet the small sample size does not confirm the conceptual framework of the ideal clinical supervisor for Japanese counseling professionals, the main analysis indicated an alternative culturally appropriate conceptual framework. Further research embracing Japanese cultural characteristics and sound ethical manner in the professional counseling and supervisory relationship would enrich the clinical supervision in Japan.

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## TABLE OF CONTENTS

<u>CHAPTERS</u>	<u>PAGE</u>
ABSTRACT .....	ii
ACKNOWLEDGMENTS .....	iii
LIST OF TABLES .....	ix
LIST OF FIGURES .....	xi
CHAPTERS	
CHAPTER 1 – Introduction.....	1
Reforming Counseling and Related Professions.....	2
The Needs of Study in Supervision .....	4
The Purpose of the Study.....	5
Research Question and Hypothesis.....	6
Definition of Terms.....	8
Chapter Organization .....	9
CHAPTER 2 – Literature Review .....	10
Definition of Supervision.....	10
The Three Aspects of Supervision.....	11
Introduced Supervision Aspects in Japan .....	17
The Elements of Supervision.....	17
The Elements of Competence Development.....	18
The Elements of Supervisor Roles and Tasks.....	24
The Elements of Supervisory Relationship.....	29
Discussion.....	33



Summary .....	35
CHAPTER 3 – Methodology .....	37
Procedure and Research Design.....	37
Instrumentation .....	41
Double Translation Method .....	45
Data Analysis .....	49
CHAPTER 4 – Result .....	51
Preliminary Analysis .....	51
Psychometric properties of The 60 item CCSES-SE-JP.....	52
Psychometric properties of SLQ-R-JP.....	57
Psychometric properties of SWAI-SE-JP .....	61
Psychometric properties of SSI-SE-JP.....	64
Main Analysis: Unidentified latent variables of conceptual structure.....	67
CHAPTER 5 – Discussion.....	77
Interpretation of Findings .....	77
Cultural Ramifications .....	84
Limitations .....	87
Clinical and Training Implication.....	94
Recommendation for Future Research.....	97
Conclusion .....	100
REFERENCES .....	102
APPENDICES	
Appendix A– E-mail Solicitation (Organization version) .....	115

Appendix B– E-mail Solicitation (Individuals version) .....	119
Appendix C– Informed Consent .....	121
Appendix D– Survey Items English Version .....	123
Appendix E– Survey Item Japanese Version .....	135
Appendix F– Factor Loading of Four Component Solution from Exploratory Factorial Analysis of CSSES-SE-JP using oblimin rotation.....	146
Appendix G– Factor Loading of Four-Factor Solution from Exploratory Factorial Analysis of CSSES using varimax rotation .....	151
Appendix H– Factor Loading of Two Component Solution from Exploratory Factorial Analysis of SLQ-R-JP using varimax rotation .....	156
Appendix I– Factor Loading of Three Component Solution from Exploratory Factorial Analysis of SLQ-R-JP using varimax rotation .....	159
Appendix J– Factor Loading of Two Components Solution from Exploratory Factorial Analysis of SWAI-SE using onlimin rotation .....	162
Appendix K– Factor Loading of Two Components Solution from Exploratory Factorial Analysis of SSI-SE-JP using varimax rotation .....	164
Appendix L– Factor Loading of Three Components Solution from Exploratory Factorial Analysis of SSI-SE-JP using oblimin rotation.....	166
Appendix M– Eight Components Solution from All Scale Explorative Factor Analysis with Varimax Rotation.....	168
Appendix N– Factor Loading of Four-Factor Solution from Exploratory Factorial Analysis of Cross Scale using varimax rotation .....	177
Appendix O– The Correlation Matrix.....	186

VITA.....210

## LIST OF TABLES

<u>TABLE</u>	<u>PAGE</u>
Table 1 – The Three Aspects of Supervision.....	12
Table 2 – Fundamental Elements of Competency Development .....	22
Table 3 – Fundamental Elements of Supervisor Roles and Tasks .....	26
Table 4 – Fundamental Elements of Dynamics of the Relationship .....	32
Table 5 – Demographic Statistics of Participants .....	40
Table 6 – Item Translation and revision 1 .....	48
Table 7 – Item Translation and revision 2 .....	49
Table 8 – Factor Loading of Four-Factor Solution from Exploratory Factorial Analysis of CSSES-SE-JP using oblimin rotation .....	53
Table 9 – Factor Loading of Four-Factor Solution from Exploratory Factorial Analysis of CSSES-SE-JP using varimax .....	55
Table 10 – CSSES-SE-JP Internal Consistency and Correlation with Descriptive Statistics .....	57
Table 11 – Factor Loading of Two-Factor Solution from Exploratory Factorial Analysis of SLQ- R-JP using varimax rotation .....	58
Table 12 – Factor Loading of Three-Factor Solution from Exploratory Factorial Analysis of SLQ-R-JP using varimax rotation.....	60
Table 13 – SLQ-R-JP Internal Consistency and Correlation with Descriptive Statistic .....	61
Table 14 – Factor Loading of Two-Factor Solution from Exploratory Factorial Analysis of SWAI-SE-JP using oblimin rotation.....	62
Table 15 – Internal Consistency and Descriptive Statistics of SWAI-SE-JP and SSI-SE-JP .....	63

Table 16 – Factor Loading of Two-Factor Solution from Exploratory Factorial Analysis of SSI-SE-JP using varimax rotation .....	65
Table 17 – Factor Loading of Three-Factor Solution from Exploratory Factorial Analysis of SSI-SE-JP using oblimin rotation .....	66
Table 18 – Eight Component Solution from All Scale Explorative Factor Analysis with Oblimin Rotation .....	68
Table 19 – Cross-Scale Internal Consistency and Descriptive Statistics.....	72
Table 20 – Factor Loading of Four-Factor Solution from Exploratory Factorial Analysis of Cross Scale using varimax rotation .....	73

LIST OF FIGURES

<u>FIGURE</u>	<u>PAGE</u>
Figure 1 – Hypothesized Constructs of Supervision.....	7
Figure 2 – Scree Plot of CCSES-SE-JP .....	53
Figure 3 – Scree Plot of SLQ-R-JP.....	59
Figure 4 – Scree Plot of SWAI-SE-JP .....	62
Figure 5 – Scree Plot of SSI-SE-JP.....	64
Figure 6 – Constructs of Supervision: Supervisees’ perspective.....	82

## CHAPTER I

### INTRODUCTION

Today, the globalization of counseling has been emphasized among counseling professions at the national level (Cameron, 2014) and at the regional level (Kim-Appel & Appel, 2014). Exporting the concepts of counseling and helping professionals may have a high possibility of helping people in other cultures and countries (Grabosky, Ishii, & Mase, 2012; Okech & Kimemia, 2011). Although the concept and term of counseling was introduced in Japan in the 1950's (Grabosky, Ishii, & Mase, 2012), its contribution to Japanese society is still limited. The obstacles are the lack of human resources at sites in need, which may result from unclear professional identity as a counselor as evidenced by counseling associations scattered throughout Japan.

In Japan, the idea of counseling has been introduced and implemented by multiple associations. However, these associations and/or training programs are individually organized by what are called Ryuha, a group oriented with a specific school of thought, such as Freudian, Jungian, Adlerian, or another theoretical orientation (Grabosky, Ishii, & Mase, 2012; Hiraki, 2012). Therefore, rather than a unified definition and concept of counseling, only specific aspects of counseling have been introduced and developed.

Currently, two major associations have taken the initiative to advocate for counseling services in Japan. One of the largest associations that provides counseling service is the Japanese Association of Clinical Psychologists. Its primary goal is to provide sufficient support in school counseling (Grabosky, Ishii, & Mase, 2012). The association is founded by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). This association regulates the professional certificates of Clinical Psychologists. Because the educational

standard of this association has been acknowledged as the most reliable, the medical fields have started to hire certified Clinical Psychologists for counseling and psychotherapy.

On the other hand, the Japanese Association of Counseling Science (JACS), which was established in 1986, has its own standards for certification. Its emphasis is much more on prevention and support rather than remedial therapy (JACS, 2014). This emphasis is consistent with the US counseling profession as represented by the American Counseling Association (Grabosky, Ishii, & Mase, 2012).

Although these two major Japanese associations provide some support, the human resources needed to provide sufficient support to people in Japan are limited. For example, school counselors only work four to eight hours per week at each school (MEXT, 2014). After a school has a crisis, such as a targeted assault or students' suicides, they start to provide more intense care. However, this care is post intervention and does not provide any prevention or intervention. Mental health prevention and intervention are considered expensive. Also, people are confused by various professional credentials. Because there are so few certified clinical psychologists in Japan, facilities in the community look to alternative professionals for help. Most of these professionals are trained and certified based on each *Ryuha* rather than one unified system. As such it is very unclear whether quality service can be guaranteed. In order to address this issue, the Japanese government has started to reform the system of counseling and related professions by legislation.

### **Reforming Counseling and Related Professions**

Congress passed a bill legislating psychological specialist licensure (The House of Representatives, 2015). The bill defines the 公認心理師, *kounin shinrishi*, [the licensed psychological specialist] as a person able to provide services with professional knowledge and



skills regarding psychology among (a) health service, (b) welfare, (c) education, and (d) other areas. The service includes the following four tasks. The first task is observing psychological status of a person who needs psychological support and analyzing its finding. The second task is responding to *Soudan*, providing advice, guidance, and other support to a person who needs psychological support. *Soudan* is a unique service, which the closest translation would be guidance and consultation (Grabosky, Ishii, & Mase, 2012). The third task is responding to *Soudan*, providing advice, guidance, and other support to related personnel of a person needing psychological support. And the fourth task is providing education and information in order to enhance knowledge regarding mental health.

Licensure legislation offers many benefits for Japanese and residents who stay in Japan. The Japanese universal public insurance system covers 70 % of the cost for services, and people only pay the remaining 30 % out of pocket (MHLW, 2014). Currently any counseling service that is not covered by government insurance has to be paid by clients. If a counseling professional is licensed by the government, particularly by the MHLW, all preventive counseling support service can be provided with insurance reimbursement. This change is a landmark event for Japanese society to improve access to services.

Article 2 of this bill states that those professionals who are eligible to apply and take the national examination are those who complete all training requirements assigned by the minister of MEXT and MHLW both Bachelor and Master's degrees or those who are accepted by the minister of MEXT and MHLW (The House of Representatives, 2014). The proposed law does not specify educational standards. Therefore, Japanese counseling professionals and associations need to develop professional standards that the government can support. In order to do so,

professionals and professional organizations in psychological services will need to become more unified.

### **The Clinical Supervision Study Needs**

This unification requires not only adopting the contents of counseling education curriculums, but also training delivery. Because counseling practice requires both practical and intellectual growth among clinicians, clinical supervision is essential to monitor and evaluate counselors in training (Bernard & Goodyear, 2009). Moreover, clinical supervision influences the client outcomes (Challan, Almstorm, Swift, Borja, & Heath, 2009; Wrape, Callahan, Ruggero, & Watkins, 2015) including symptom reduction and treatment retention (Bambling, King, Raue, Schweitzer, & Lambert, 2006).

The concepts and models of counselor education and supervisor education should also be culturally appropriate to train counseling professionals for the society in which they are serving. Hiraki (2012) points out Japanese counseling educators provide clinical supervision only based on their theoretical orientation or Ryuha. She cautions that, in many cases, this approach does not provide basic skill training or sufficient attention from a supervisor to a supervisee who does not assimilate to the educator's theoretical orientation. A standardized clinical supervision model for counselor education that allows supervisors to be flexible with any kind of counseling theory is essential particularly for the Master's level counselors in training (Hiraki, 2012; Ogyu, 2014).

A standardized supervision model will be required not only for counselors in training at accredited institutions but also for those practitioners in the field. As the number of licensed psychological specialist increases, the specialization such as so group counseling, marriage and family counseling will increase. This would lead increasing occasions that multiple practitioners

work together. And, Article 42 of the bill states psychological specialists are required to maintain cooperation with other professionals from (a) health service, (b) welfare, and (c) education (The House of Representatives, 2014). If psychological specialists receive only professional supervision and continuing education, it may hinder their ability to collaborate not only with other professions but also within the profession of licensed psychological specialists. Therefore, a standardized supervision model, which emphasizes the growth in communicating in a professional and collaborative manner, is significant.

### **The Purpose of the Study**

Although there is a significant need for clinical supervision among counseling professionals, many certified counselors from the Japanese Association of Counseling Science do not have a clear understanding of supervision (Ogyu, 2014). Therefore, the primary purpose of this research is to explore the ideal vision of supervision for Japanese counseling professionals. In order to achieve the purpose of this study, there are three goals.

The first goal is to scrutinize elements of clinical supervision currently used. The adoption of counseling and psychotherapy theories and the development of Ryuha resulted in confusion both for clients receiving services and administrators hiring helpers to provide services. Rather than introducing specific theories of supervision without integrating with other theories or overarching concept, the introduction of comprehensive concepts and corresponding specific characteristics (elements) of supervisory work could mitigate the confusion (Miyoshi & Asner, 2015). To do so, a comprehensive review of current aspects of supervision is needed to avoid focusing on only specific aspects and neglecting the concept of supervision as a whole.

In the United States (US), as compared to other countries including Britain, Ireland, Holland, Belgium, Austria, Russia, South Africa, Colombia, and Denmark, the conceptual and

intellectual pursuit of clinical supervision is not uniquely tied to one counseling orientation (Carroll, 1994). By reviewing elements of supervision used in the US, this paper will explore the fundamental aspects to describe supervision. Considering that the current Japanese professional psychological services are provided by professionals both from psychology and counseling, this review includes literature both from psychology and counseling fields.

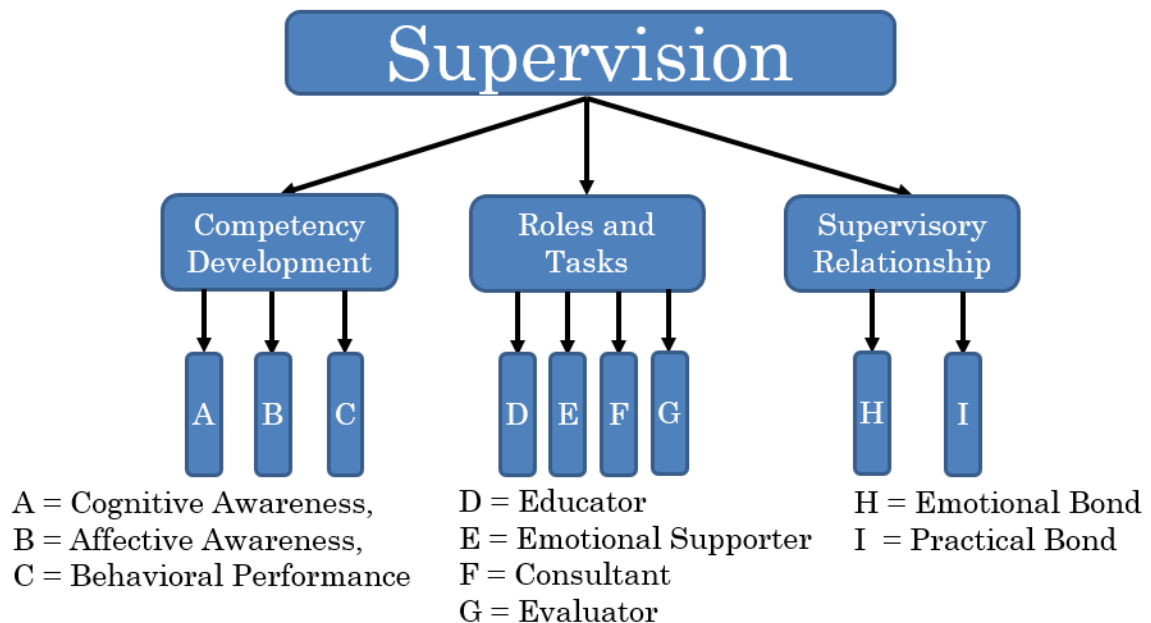
The second goal is to identify well established quantitative measures in the US that reflect elements of clinical supervision. The third goal is to identify specific constructs of supervision conceptualized by Japanese counseling professionals that can inform the development of standards of supervision. Because all elements and fundamental aspects of supervision are identified from the literature of Western countries, this study also attempts to explore and integrate culturally relevant ideas for Japanese supervision from Japanese practitioners.

### **Research Question and Hypothesis**

The main theme of this study is to explore the ideal supervisor figure that Japanese practitioners envision and conceptualize as viewed through their lens of identified elements of supervision. What follows is to look at five research questions to extract a conceptual construct from identified elements of supervision through statistical analyses. The elements are reflected from items from the following established scales for supervision: (a) the 60-item Counselor Supervisor Self-Efficacy Scale (CCSES: Barnes, 2002), (b) the Supervisee Level Questionnaire-Revised (SLQ-R: McNeill et al., 1992), (c) the Supervisory Working Alliance Inventory - Supervisee Form (SWAI-SE: Efstation, Patton & Kardash, 1990), and (d) the Supervisory Style Inventory Supervisee Form (SSI-SE: Friedlander & Ward, 1984). All these scales are translated

and adopted into Japanese, and named respectively: (a) 60-item CCSES-JP, (b) SLQ-R-JP, (c) SWAI-SE-JP, and (d) SSI-SE-JP.

1. The 60 item CCSES-SE-JP will be consistent with the original psychometric properties for validity and reliability.
2. SLQ-R-JP will be consistent with the original psychometric properties for validity and reliability.
3. SSI-SE-JP will be consistent with the original psychometric properties for validity and reliability.
4. SWAI-SE-JP will be consistent with the original psychometric properties for validity and reliability.
5. Unidentified latent variables that indicate the different conceptual structure from the hypothesized US counseling supervision model (see figure 1) will be identified.



*Figure 1.* Hypothesized Constructs of Supervision in the US

## **Definition of Terms**

### **Clinical Supervision**

For this study, clinical supervision will be the main focus. Currently, clinical supervision is defined as an evaluative and hierarchical relationship to enhance the professional functioning of more junior persons (Bernard & Goodyear, 2009) through “counseling, advising, coaching and mentoring” (Corey, et al., 2010, p 3).

### **Counseling Competent Development**

Counseling competency development is the process of supervisees’ professional growth rather than specific tasks that supervisees are required to perform. Competency development includes the supervisee’s self-efficacy regarding (a) cognitive awareness, (b) affective awareness, and (c) behavioral performance.

### **The Supervisor’s Task and Roles**

The supervisor’s task and role is supervisors’ behavioral work in supervision in order to facilitate the developments of supervisees’ competencies. The task includes (a) educator, (b) emotional supporter, (c) consultant, and (d) evaluator.

### **The supervisory relationship**

The supervisory relationship is the unique dynamic in a supervisory relationship and the expectations of supervision from both supervisor and supervisee. The supervisory relationship consists of two components: an emotional bond and a practical bond. The emotional bond indicates the degree of attachment security, which may influence the level of supervisees’ disclosure and effectiveness of supervision. The practical bond is the mutual agreement on goals for supervision and tasks to accomplish the goal.

## **Chapter organization**

In order to achieve these goals, this study will be reported in the following five chapters. Chapter 1 describes a brief overview of this research including (a) the nature of the Japanese counseling profession, (b) the purpose and significance of the study, (c) the research questions and instrumentation, and (d) definition of terms. Chapter 2 describes the review of the current constructs of clinical supervision in the US in order to identify specific constructs of clinical supervision conceptualized by Japanese counseling professionals. Chapter 2 is organized as follows: (a) overview of supervision, (b) competence development, (c) supervisory roles and tasks, (d) supervisory relationship, and (e) discussion and conclusion. Chapter 3 describes the study methodology including procedure and research design, and item construction and translation. Chapter 4 reports the result of statistical analyses including both preliminary analyses and main analysis. Chapter 5 offers discussion: (a) interpretation of findings reported in Chapter 4, (b) cultural ramifications, (c) limitations of the study, (d) implications, and (e) recommendations for further research.

## **CHAPTER II**

### **LITERATURE REVIEW**

The purpose of this study is to explore and identify specific constructs of clinical supervision conceptualized by Japanese counseling professionals. Because the lack of a standardized concept of supervision, this section will review the current constructs of clinical supervision in the US by the following sections: (a) overview of supervision, (b) elements of supervision, and (c) discussion. The overview of supervision includes the definition of supervision, aspects of supervision, and the aspects that have been introduced to the Japanese counseling profession. Based on the identified aspects, elements of supervision will be reviewed separately in three sections. Each section will review relevant literature including research and specific measures that support evidence for the aspects. Based on findings from these sections, further discussion, including the areas needed for future research, will be included.

#### **Definition of Supervision**

Many forms of supervision have been implemented in helping professional fields in the United States. The Association for Counselor Education and Supervision (ACES) was established as a branch of the American Counseling Association in 1952 (Hiraki, 2012). Since the 1980s, the standards and criteria for supervision have been developed in helping professional fields (Corey, Haynes, Moulton & Muratori, 2010), and ACES established the Standards for Counseling Supervisors (ACA, 1990). Through the establishment of these standards and criteria in the counseling profession, a clear definition of supervision was formed.

Corey, et al. (2010) categorizes supervision into two categories: clinical supervision and administrative supervision. Clinical supervision focuses on supervisees' professional development in their knowledge and skills through "the consistent observation and evaluation of



the counseling process” (Corey, et al., 2010, p3). On the other hand, administrative supervision focuses on the supervisees’ role and responsibility as an employee including time keeping and documentation. For this study, clinical supervision will be the main focus. Currently, clinical supervision is defined as an evaluative and hierarchical relationship to enhance the professional functioning of the more junior persons (Bernard & Goodyear, 2009) through “counseling, advising, coaching and mentoring” (Corey, et al., 2010, p3).

### **The Three Aspects Conceptualizing Supervision**

Although there are many theories, models and concepts, these theories emphasize only specific aspects of supervision. For example, the Integrative Developmental Model (IDM: Stoltenberg & McNeill, 2010) conceptualizes the supervisees’ growth and development, but it does not conceptualize the supervisor’s task and role as specific constructs. On the other hand, the Discrimination Model (DM: Bernard & Goodyear, 2009) conceptualizes the supervisor’s task and role, but it does not conceptualize the supervisee’s development. And neither of them fully conceptualizes the dynamics of the supervisory relationship. There are limited resources that conceptualize supervision as a whole rather than focusing on a specific aspect. Therefore, rather than models and concepts, the professional standards and curriculum guides were reviewed.

In the practice of supervision, there are two major standards that are utilized to describe the nature of supervision: The Standards for Counseling Supervisors (SCS: ACA, 1990) and the Curriculum Guide for Training Counseling Supervisors (CGTCS: Borders, et al, 1991). The SCS resembles ACA ethics codes that identify the performance that professional counselors should follow in order to establish a professional identity and quality assurance of counseling service. On the other hand, the CGTCS resembles CACREP standards that regulate the contents of learning objectives in order to train supervisors-in-training to become a responsive and

competent supervisor. The CGTCS is developed in order to meet the criteria of SCS (Borders, et al, 1991).

These two standards and curriculum guides indicate the following three major constructs as a conceptual framework of clinical supervision: (a) competence development, (b) supervisory roles and tasks, and (c) supervisory relationship (see table 1). These constructs will be called *aspects* of supervision. The following section will describe specific criteria that characterize these three aspects. And, two additional conceptual models will be reviewed how they also fit in these three dimensions.

Table 1  
*The Three Aspects of Supervision*

	Aspect 1: The counselor competency development		Aspect 2: Supervisor task & role	Aspect 3: Supervisory relationship
	The growth process	The areas of competencies		
The Standards for Counseling Supervisors (ACA; 1990)	Area 6	Area 1, 3, 7, 8, 9, 10	Area 5, 11	Area 2, 4
the Curriculum Guide for Training Counseling Supervisors (Borders, et al, 1991)	Counselor development		Model of supervision Supervision method and techniques Ethical, legal, and professional regulatory issues Evaluation Executive skills	Supervisory relationship
Conceptual Cube Model of Supervision (Bernard & Goodyear, 2009)	Supervisee developmental level		An evaluation Ethical legal consideration	Individual difference Process relationship

Table 1 (Continued)

A Systems Approach to Supervision (SAS; Holloway, 1995)	The phases of relationship	The task of supervision	Supervision models	
			Method of supervision	supervision relationship
			The function of supervision	

### **Aspect 1: The Counselor Competency Development**

The SCS (ACA, 1990) identifies 11 core areas to become an effective clinical supervisor. These areas indicate specific characteristics of the three aspects. One of the most significant criteria that is described in Area 1 is that clinical supervisors themselves are required to be competent counselors because they provide essential support for a more junior supervisee in the counseling profession. This means clinical counselors are required to have the following two components regarding counselor development: the growth process and the areas of competencies.

The growth process is regarding how supervisees grow as counseling professionals. SCS (ACA, 1990) Area 6 particularly describes the counselor development process. This includes understanding and identifying the learning needs of the counselor, and applying the supervisory methods relevant to the counselors' level of competency. Similarly, CGTCS describes the growth process under the category of counselor development. CGTCS (Borders, et al, 1991, p. 64) requires a supervisor to be able to be aware, conceptualize, and demonstrate skills to facilitate counselors' development from one stage to another stage by comprehending with the following specific foci: (a) "stages of development," (b) "characteristics of stages," (c) "critical transition points," and (d) "educational environment or climate of each stage."

The area of competencies is regarding specific task that professional counselors are required to perform. SCS identifies the tasks in the following five areas: (a) Area 3 regarding

ethical, legal and regulatory aspects of knowledge regarding counseling, (b) Area 7 regarding case conceptualization and management, (c) Area 8 regarding assessment and evaluation, (d) Area 9 regarding oral and written reporting and recording, and (e) Area 10 regarding counseling performance. Conversely, CGTCS does not provide specific areas of these competencies.

### **Aspect 2: Supervisor Task & Role**

SCS emphasizes more on counselor competency development by identifying specific areas of counselors' tasks, yet it integrates how a supervisor should function for each area of development. The section that describes supervisor task and role individually is Area 5, supervision methods and techniques. This includes utilizing appropriate intervention skills by understanding supervisors' function in the role of teacher, counselor and consultant. This specific role function indicates that this standard is based on the Discrimination Model (Bernard & Goodyear, 2009).

Also, Area 11 requires a specific performance that is the competency in researching counseling and counseling supervision (ACA 1990). The section G of ACA codes of ethics (2014) requires counselors to increase and update their knowledge through reading, interpreting, or conducting relevant professional research. As well, Area 11 of SCS (ACA, 1990) counseling supervisors are also required to be (a) knowledgeable for formulating counseling or supervisory research questions, (b) conducting relevant researches and program evaluation, and (c) reporting results through professional publication and conference presentation, and (d) applying it to individual cases; however, only SCS makes mentions of the research.

As compared to SCS, the CGTCS (Borders, et al, 1991) emphasizes specific tasks and roles that supervisors are required to perform. CGTCS identifies seven core areas of supervision, in which five areas are regarding supervisors' tasks and roles: (a) model of supervision, (b)

supervision methods and techniques, (c) ethical, legal, and professional regulatory issues, (d) evaluation, and (e) executive skills.

### **Aspect 3: Supervisory Relationship**

Aspect 3 is supervisory relationship. This construct is independent from the other two constructs. Aspect 1 mainly describes the growth process of a counselor or a supervisees' practice. Aspect 2 mainly describes the roles and tasks of the supervisor. However, this field describes the relationship in between these two aspects. Therefore, the supervisory relationship should be isolated from both aspects.

For example, Area 2 of SCS requires supervisors to be comfortable with the hierarchical difference and levels of authority in supervisory relationships. At the same time, Area 4 of SCS requires them to be models and create an encouraging and motivational atmosphere for a counselor's professional growth. Similarly, CGTCS identifies supervisory relationship as the dynamics of the relationship, such as power differentials and parallel process that are characterized by the individual differences and supervisory setting.

### **Comprehensive Clinical Supervision Model**

The reviews of SCS (ACA, 1990) and CGTCS (Borders, et al, 1991) indicate three fields but with different types of constructs. Whereas only one field of SCS (ACA, 1990) would indicate the supervisory work, all fields of CGTCS (Borders, et al, 1991) describe about the supervisory work. As the result, the following three aspects were identified: (a) competence development, (b) supervisory roles and tasks, and (c) supervisory relationship. Moreover, SCS indicates that its conceptual framework is based on the Discrimination Model (Bernard & Goodyear, 2009). The CGTCS is developed in order to meet the criteria of SCS (Borders, et al, 1991). This indicates that the CGTCS also considered or referenced the concepts of the

Discrimination Model, yet the guidance was developed by a working group that consisted of members with various backgrounds such as practitioners, educators and researchers SCS (Borders, et al, 1991). As compared to these two standards and curriculum, the following two models that describe the most comprehensive nature of the supervision were identified: the Conceptual Cube Model of Supervision (Bernard & Goodyear, 2009) and a Systems Approach to Supervision (SAS; Holloway, 1995). By looking at these two models, further analysis will be conducted to identify the constructs of supervision that would indicate the elements of supervision.

### **The Conceptual Cube Model (Bernard & Goodyear, 2009)**

Bernard and Goodyear (2009) have applied a cube model for competency development as a conceptual framework for counseling supervision. The cube model contains 3 dimensions: (a) parameters of supervision, (b) supervisor tasks, and (c) supervisee developmental level. This model describes field 2 in a much simpler framework. The parameter of supervision describes the themes that supervisors focus on (a) an evaluation, (b) ethical legal consideration, (c) supervision models, (d) individual differences, and (e) relationship processes. This dimension integrates the elements of area 2 and area 4 of standards for counseling supervisor. Supervision task describes specific supervision methods: (a) organizing supervision, (b) individual supervision, (c) group supervision, and (d) live supervision. This is consistent with area 5 of standards for counseling supervisor. The supervisee developmental level is also consistent with area 6 of standards for counseling supervisor.

### **A Systems Approach to Supervision (SAS; Holloway, 1995)**

Holloway (1995) includes four aspects: (a) the phase of relationship, (b) the task of supervision, (c) the function of supervision, and (d) the supervision relationship. The phase of

relationship describes the supervisees' development in supervisory relationship that is characterized in three phases. The task of supervision is a specific area that the supervisee needs to work on. These two aspects can be integrated as the competency development of the supervisee. The function of supervision is a specific approach or intervention that the supervisor utilizes to facilitate the supervisees' development. And the supervision relationship conceptualizes the dynamics and interaction between supervisee and supervisor.

### **Introduced Supervision Model in Japan**

Hiraki (2012) introduced three supervision models to Japan: (a) the Discrimination Model (Bernard & Goodyear, 2009), (b) developmental model, and (c) a Systems Approach to Supervision (SAS; Holloway, 1995). The SAS model was implemented to train supervisors for the Japanese Association of Industrial Counseling in 2011; however, its evaluation has not been completed and the supervisor training team of this association is currently seeking an assessment tool and evaluation process (Ogyu, 2014).

### **Elements of Supervision**

The SAS model may conceptualize all aspects of counseling supervision in the US. In fact, Bernard and Goodyear (2009) evaluate the SAS model as the most comprehensive model. However, it does not necessarily mean that the SAS model fully describe the nature of supervision in the US. And it may not fit to describe the nature of Japanese counseling supervision due to cultural and linguistic differences. The current significant needs for Japanese counseling supervision are establishing a paradigm of supervision characterized by goals and purpose of supervision rather than supervision methods and techniques. Therefore, what follows is scrutinizing the elements of identified aspects: (a) competence development, (b) supervisory roles and tasks, and (c) supervisory relationship.

## **Elements of Competence Development**

In this section, the supervisees' competence development will be described by the following three aspects respectively: (a) the elements of growth, (b) areas of competencies, and (c) the measurements for competency development. The elements of growth are specific factors that characterize supervisees' growth and competency development. Areas of competencies are specific tasks that supervisees are required to perform as professional counselor.

**Supervisees' growth.** The developmental models in clinical supervision focus specific aspects to explain the process of supervisees' professional developments. In order to research supervisees' elements of competent development throughout supervision, this review utilized EBSCO host search engine with following keywords: (a) counseling, (b) clinical supervision, and (c) developmental model. This search focused on the publications in the past five years in order to find out the most updated clinical supervision model related to supervisee's development.

**The knowledge and attitude-value attribution.** Gonzalez and Crowe (2014) identified two types of competencies that are essential for psychologists: knowledge-based competencies, and attitude-value attribution competencies. The authors claim that knowledge-based competency is relatively easily measured based on criterion referenced assessment; but also attitude, attribute, and value competencies should be measured because it is the essential aspects for ethical professional orientation. Therefore, the developmental models focus on supervisee's specific character of openness to change and the level of ability of tolerance with uncertainty (Lambie & Sias, 2009; Owen & Lindley, 2010).

Lambie and Sias (2009) conceptualized the school counseling supervisee's development based on psychological development. Supervisees' growth happens through (a) challenging their



own beliefs and values through exposure to others, (b) integrating their beliefs and values in a sound ethical manner and (c) formulating meaningfulness from the clinical experience (Lambie & Sias, 2009). Authors explained the process of supervisees' challenges through supervision experience by ego development. The major factors describing ego development were supervisees' attitudes, and level of reflection.

Owen and Lindley (2010) conceptualized the development of therapists' cognitive complexity. According to authors, the development happens in three aspects: (a) session thoughts, (b) meta-cognition, and (c) epistemic cognition. Session thoughts describe supervisees' individual cognition. Meta-cognition is their cognition in terms of client-therapist relationship. The epistemic cognition is their cognition regarding supervisory relationship. All these aspects are conceptualized by three-stage developments that characterized by being self-focused oriented, experiencing differences, and integrating self-other relationship.

All these models conceptualized supervisees' competencies can be measured or observed by the two aspects: knowledge and attitude-value attribution. However, proposed mechanisms or frameworks assessing these competencies are not empirically supported (Falender & Shafranske, 2014). One of the major issues is the lack of measuring supervisee's capacity to perform competently enough to serve for clients. The knowledge and attitude described by these models do not necessarily predict the actual competency or capability of supervisees' performance. This leads disagreement between the models and counselor educators regarding the evaluative process and criteria for supervisees' competence and performance (Falender, 2014). The authors suggest that identifying essential competency for entry to practice level will help to conceptualize the fundamental competency among clinical supervisees.

**The capability.** Falender and Shafranske (2014) conceptualized the all clinical competencies are comprised from the following three essential factors: (a) knowledge, (b) skills, and (c) attitudes or values. Unlike developmental models describing the process of supervisee's development, the author included the specific aspects to measure supervisor's capacity. Similarly, the Reflective Developmental Supervision (RDS: Young, Lambie, Hutchinson & Thurston-Dyer, 2011) conceptualizes the three essential components of supervisee competencies: (a) reflectivity, (b) affective quality, and (c) adoptability. Reflectivity is skill of self-reflection on their thoughts, interactions, actions and emotion during supervisory and counseling sessions. Affective quality is emotional characteristics characterized in each developmental stage. The adaptability is actual behavioral changes characterized by the level of flexibility to problem-solve in unfamiliar situation. This theory is adapted from the Integrated Developmental Model (IDM: Stoltenberg & McNeill, 2010).

Other recent studies also focus the application of developmental models into specific situation such as supervising the case for eating disorder (Boie & Lopez, 2011), school counseling (Lambie & Sias, 2009; Thompson & Moffet, 2010), and substance abuse counseling (Weiss & Sias, 2011). Also, the developmental model is integrated with other supervision models such as Adlerian (Bornsheuer-Boswell, Polonyi, & Watts, 2013), and reflective approach (Young, et al., 2011). These researchers adopted or developed their model from a common model, the Integrative Developmental Model (Stoltenberg & McNeill, 2010).

The IDM describes the developmental sequence of supervisees in four levels (Boie & Lopez, 2011; McNeill, Stoltenberg, & Romans 1992; Stoltenberg & McNeill, 2010). Each level is differentiated based on the unique characteristics of the following three overriding structures: (a) self- and other-awareness, (b) motivation, and (c) autonomy. Self- and other-awareness is

ability to utilize supervisees' cognitive and affective knowledge to reflect clients' world and their own reaction in the professional context. Motivation is "interest, investment and effort expended in clinical training and practice" (Stoltenberg & McNeill, 2010, p.24). This can be directly implied with supervisees' emotional reaction such as anxiety and excitements. Autonomy is the degree of independence in supervisor's conceptualizing skill and behavioral skill based on their self-efficacy. However, unlike RDS, IDM does not identify clear behavioral criteria to assess supervisee's capacity.

The SAS (Holloway, 1995) describes the developmental stages of supervisees based on supervisee's attitude and supervisory relationship. Beginning phase focuses establishing supervisory relationship through establishing supervision contracts, supporting teaching for developing interventions, treatments and other competencies. Mature phase focuses increasing self-efficacy in counseling such as skills and case conceptualization through individual nature of relationship. During the terminating phase, supervisees understand connection between theory and practice, and decreasing need for direction from supervisor. By contracting each stage, the two themes of supervisees' competencies are extracted: self-confidence or self-efficacy and decreasing needs for direction from supervisor. Self-confidence or self-efficacy is the psychological stance toward one's performance, whereas decreasing needs for direction from supervisor implies actual capability.

**The three elements of competency development.** Based on these theories and models, three fundamental aspects can be extracted to explain supervisees' competency development: (a) cognitive awareness, (b) affective awareness, (c) behavioral performance (see table 3). The first two aspects are specifically describing supervisees' reflectivity. The third aspect is actual capability of supervisees' performance.

Table 2

*Fundamental Elements of Competency Development*

	Reflectivity		Capability
	Cognitive Awareness	Affective Awareness	Behavioral performance
Falender (2014)	knowledge	attitudes / values	skills
IDM (1992)	self-other awareness	motivation	autonomy
SAS (1995)		self-confidence / efficacy	decreasing need for direction
Gonzalvez & Crowe (2014)	knowledge-based competency	Attitude-Value attribution	
Lambie & Sias (2009)		ego development	
Young, et al., (2011)	reflectivity	affective quality	adaptability
Owen & Lindley (2010)		awareness (dualistic, relativistic, constructivist)	

**Development time frame.** The model of IDM was established to describe the development of Masters'-level trainees from American Psychological Association accredited programs in the three phases (McNeill, Stoltenberg, & Romans, 1992). The characteristics of the development were also evident by comparing Master's level, Doctoral level, and post doctor level (Bang, 2006). This model conceptualizes supervisee's development for at both certain time frame within a program, or life-long process.

The SAS model (1995) also describes supervisee's developments. However, this model describes the phase of supervisee's development and supervisory relationship during one supervision contract. Because the characteristics of the three phases development of the SAS Model resembles the supervisee's developmental characteristics described in IDM, IDM may describe supervisee's developmental process in a short time frame such as one-semester-long supervision for a practicum. Therefore, the IDM may describe supervisees' growth both in short and long time frames.

**The areas of competencies.** One of the strength of IDM (McNeill, et al, 1992) is containing specifies eight specific competency domains to evaluate the changes of supervisees: (a) intervention, (b) assessment, (c) interpersonal, (d) individual difference, (e) theoretical orientation, (f) conceptualization, (g) treatment plan, and (f) ethics. Other models do not identify the areas of competency as much as IDM does. For example, the Discrimination Model (DM; Bernard & Goodyear, 2009) identifies only the following three areas: (a) intervention, (b) conceptualization, and (c) personalization. Therefore, IDM describes supervisees' professional development in comprehensive manner.

**The assessment measurements for competency development.** The RDS (Young, et al., 2011) seems the most comprehensive theory to describe supervisees' competency development; however, this theory has not been supported by quantitative measurement. The only measurement that comprehensively measuring all three aspects is the Supervisee Levels Questionnaire (SLQ-R: McNeill, et al., 1992).

McNeill et al. (1992) developed SLQ-R to scrutinize their theory construct of the levels and overriding structures of IDM. This scale measures the three domains: (a) intervention skill (competence), (b) client conceptualization and (c) interpersonal assessment. The scale contains the three subscales: (a) self and other awareness, (b) dependency-autonomy, and (c) motivation. They researched psychometric properties of 105 Masters'-level trainees from eight counseling and clinical psychology program from Eastern, Midwestern, Western, and Southern sections of the United States. Seven of them were American Psychological Association accredited programs. Participants were grouped into the three experience levels: (a) beginning, (b) intermediate, and (c) advanced. The beginning group had one semester of counseling and supervision, and 2 years of graduate education. The intermediate group had two to four semesters of counseling and

supervision, and three years of graduate education. The advanced group had five or more semesters of supervision and counseling, and four or more years of graduate education.

However, the assessment instrument, SLQ-R, was developed to measure only three domains of (a) intervention skill (competence), (b) client conceptualization, and (c) interpersonal assessment. Therefore, further research may be required for other five domains.

### **Elements of Supervisor Roles and Tasks**

So far, the supervisee's competency development has been discussed. What follows is looking at what kind of roles that supervisor would utilize in supervision in order to facilitate the developments of supervisees' competencies. In order to explore the specific types of supervisor's roles and tasks in supervision, this review utilized EBSCO host search engine with the following keywords: (a) counseling, (b) clinical supervision models, and (c) supervisor role. This search focused on the past five years' publications in order to find out the most updated clinical supervision model related to supervisors' role and intervention.

In this section, the supervisor roles and tasks will be described by two parts. The first part is multiple roles and tasks. The multiple roles and tasks are specific attitudes or approaches characterized in supervisors' interventions to facilitate supervisees' development will be focused. The second part is the research supports and the assessment measurements for supervisors' role and task.

**Multiple tasks and roles.** Clinical supervisors have multiple roles to be flexible to meet the both needs of supervisee and the clients (Hoffman, Osborn, & West, 2013). Hoffman, Osborn and West (2013) identified two effective clinical supervisor tasks in the cases of suicidal client: procedural management and emotional supports. The procedural management includes

instruction and ensuring the proper protocol to deal with suicidal clients. The emotional support includes processing supervisees' emotional reaction to the incident.

O'Donvan, Halford, and Walters (2011) identified the three major supervisor tasks: normative, restorative, and formative. Normative task is the evaluation of supervisees' performance for quality control. Restorative task is emotional support and processing including enhancing effective professional self-care. The formative task is to develop sufficient supervisees' skill and knowledge for clinical decision making.

Watkin and Scaturo (2013) identified the three main tasks for psychotherapy supervision: (a) alliance building and maintenance, (b) educational interventions, and (c) learning / relearning. Alliance building and maintenance facilitates supervisees' affective learning experience to internalizing their emotional response and meaning making process. Educational intervention facilitates cognitive learning experiences including (a) knowledge acquisition, (b) application, analysis, and (c) synthesis and evaluation. Learning / relearning facilitates behavioral learning experience which increases mindful processing to expertise preparation and performance.

The Discrimination Model (DM: Bernard & Goodyear, 2009) categorizes supervisor tasks in the following three categories: (a) teacher, (b) counselor, and (c) consultant. The role of teacher provides corrective feedback, advice, and information for supporting clients' intellectual understanding. The role of counselor approaches with less power differential but empathetic supporting and using counseling techniques. The role of consultant is the approach for advanced supervisees with higher function and competency in a self-reflection. The Discrimination Model is applicable to the didactic supervision, and also in group format (Rubel & Okech, 2006), and school counseling supervision (Luke & Bernard; 2006).

**The four elements of supervisor roles and tasks.** These concepts and research indicate the three common tasks: (a) educator, (b) emotional supporter, and (c) consultant (See table 4). Another the clinical supervisor task and roles is an evaluator and a gatekeeper (Barnett & Molzon, 2014; Gazzola, Stefano, Theriault, & Audet, 2013; Gonsalvez & Crowe, 2014). This evaluative role could be integrated as one of the specific intervention under these three tasks. However, because the evaluation is the only unique task that is consistent across areas, the role of evaluator should be still remained as another element of supervisor task and role. And, the role of gatekeeper is strongly associated with evaluative role. Therefore, evaluator and gatekeeper are categorized as one element of supervisor roles and tasks.

Table 3

*Fundamental Elements of Supervisor Roles and Tasks*

	Educator	Emotional supporter	Consultant	Evaluator / Gatekeeper
Hoffman, Osborn, & West (2013)	Procedural management	Emotional supports		
O'Donvan, Halford, & Walters (2011)	Formative	Restorative		Normative
Watkin & Scaturo, (2012 )	Educational intervention	Alliance building and maintenance	Learning and re-learning	
Bernard & Goodyear, (2009)	Teacher	Counselor	Consultant	

**The assessment measurements for supervisor roles and tasks.** Ellis and Dell (1986) researched whether clinical mental health supervisors conceptually differentiate their approaches. They created their own scale based on the DM (Bernard & Goodyear, 2009) that identifies nine supervisory approaches categorized by the three different supervisees' tasks and the three different supervisors' role. The supervisees' tasks are: (a) intervention, (b) personalization, and (c) conceptualization. The roles are: (a) teacher, (b) counselor, and (c) consultant. By utilizing



multidimensional scaling analysis (MDS), they found that 19 supervisors of counselor trainees affiliated with a doctoral counseling psychology program conceptualized nine approaches and supported the constructs of the Discrimination Model.

Luke, Ellis, and Bernard (2011) researched 38 school counseling supervisors' experiences of supervising master's-level supervisees in CACREP-accredited school counseling internship. They conducted the same MDS study (Ellis & Dell, 1986) to identify the different characteristics from previous study. They found that school counselor supervisors constructed the conceptual mapping differently from those clinical mental health supervisors (Luke, Ellis, & Bernard, 2011). One of the unique findings is that school counseling supervisors did not applied the third dimension. This indicates that the school counselors conceptualize the role-foci approach differently from those clinical mental health supervisors.

Lazovsky and Shimoni (2007) also found similar phenomena; however, they looked at mentors rather than supervisors. They researched the perception of major characteristics and roles for on-site mentor of counseling with 171 school counseling interns. They developed a questionnaire describing the specific behaviors and interventions based on the roles of supervision models including the DM: (a) teacher, (b) counselor, (c) consultant, and (d) sponsor. They found that the analysis yielded five structures with more than one eigenvalues, and they categorized each structure of items as follows: (a) teacher role, (b) sponsor role, (c) counselor role, (d) boundary keeper, and (e) outside school sponsor. However, the role of consultant was not clearly differentiated from other structures.

Ellis and Dell (1986) and Luke, Ellis, and Bernard (2011) researched the difference of the three constructs of the Discrimination Model. The items were constructed to compare these pre-established stimuli that are the definitions of each category. The definition does not describe a

specific task or behavior, but rather more with conceptual statement. When applying into cross-cultural population, these pre-established stimuli would not capture the phenomenon or cognitive constructs of supervision to conceptualize the supervision. On the other hand, Lazovsky and Shimoni (2007) constructed their own questionnaire which describes a specific behavior. However, these items are specifically targeted for mentors in school counseling setting.

One of the available scales that include specific statements of supervisors' tasks and goal is Counseling Supervision Self-Efficacy Scale (CSSES: Barnes, 2002). Barnes (2002) developed this scale to measure the self-efficacy of counseling supervisors based on reviews of literature that outlines the basic functions as counselor supervisors including the SCS (ACA, 1990) and CGTCS (Borders, et al, 1991). Especially, the CGTCS was referenced as the main framework of item development and the initial 87 items was developed based on following categories: (a) evaluation, (b) supervisory relationships, (c) managing supervision, (d) legal and ethical issues, (e) models & theories, (f) methods & techniques, (g) cultural issues, and (h) group supervision. Then, based on the qualitative and quantitative result from expert evaluations and pilot study, the number of items has been reduced to 60. The current published 39-item (Bernard & Goodyear, 2009) was developed from these 60 items by eliminating 21 low loaded items.

Another scale that may indicates a specific role and task in supervision is the SSI (Friedlander & Ward, 1984). Because the task and role will be characterized based on specific behavior, a style that implies a specific behavior would also indicate a specific task and role as supervisor. SSI consists of three constructs: (a) attractive, (b) interpersonally sensitive, and (c) task oriented. The task orient includes items such as educator that can be interpreted as teacher role. Some other character in the constructs of interpersonally sensitive and attractive such as warm and reflective can be implied as counselor role.

So far, two aspects supervision model have been reviewed: competence development, and supervisor task. The primary purpose of supervision is to facilitate the following three elements of supervisees' competent development: (a) cognitive awareness, (b) affective awareness, (c) behavioral performance. In order to facilitate growth in these elements, supervisors take following the following four tasks and roles: (a) educator, (b) emotional supporter, (c) consultant, and (d) the role of evaluator and gatekeeper.

However, even though supervisors facilitate supervisees' growth from the same developmental stage by the same supervisor task, the outcome may vary. Such the difference from the outcome may be due to the unique dynamics in supervisory relationship and expectations of supervision from both supervisor and supervisee. Therefore, the last paradigm, supervisory relationships will be reviewed.

### **Elements of Supervisory Relationship**

In order to explore the specific types of supervisory relationship, this review utilized EBSCO host search engine with the following keywords: (a) counseling, (b) clinical supervision models, and (c) supervisory relationship. This search also focused on the past five years' publication in order to find out the most updated clinical supervision model related to the dynamics of relationship between supervisor and supervisee.

The dynamics of relationship can be explained by unique contexts of supervisor and supervisees. The contexts includes gender (Berstch et al, 2014; Mangione, Mears, Vincent, & Hawes, 2011), cross-cultural and ethnic difference (Burkard et al., 2014; Inman, & Kreider, 2013; Tsong & Goodyear, 2014), and complexity of multicultural such as both gender in specific cultural background (Field & Chavez-Korell, & Rodriguez, 2010; Holloway, 1995).

However, regardless supervisors and supervisees, the growth of supervisees' competence may vary based on the dynamics of supervisory relationship (Gunn & Pistole, 2012). In other words, the dynamics themselves are also the indicator to describe how different contexts influence the supervisory relationship. In this section, the following two parts will be focused on: the dynamics of supervisory relationship, and the assessment measurements for supervisory relationship.

**Dynamics of supervisory relationship.** Within the supervision relationship, supervisees would experience uncomfortable anxiety due to the lack of self-efficacy (Menefee, Day, Lopez, & McPherson, 2014). Marmarosh et al. (2013) found that fearful attachment to a supervisor strongly negatively correlated to the supervisory work alliance. Gunn and Pistole (2012) researched the relationship between attachment, working alliance, and disclosure among 480 masters' and doctoral counseling training students. They found that the attachment and security were predictors for both rapport and maladaptive behavior; however the salient predictor of maladaptive behavior, such as lack of disclosure, was by the rapport and bond of the supervisory relationship. These researches claim that the emotional bond and attachment of supervisees with supervisors are essential components for effective and beneficial supervision.

On the other hand, the supervisory relationship was not characterized only by attachment within supervisory relationship. Rather than not only the emotional bonds or attachment, the work alliance is the relationship based on the mutual agreement and understanding of goals and tasks to achieve the goals that has the three constructs: (a) goal, (b) task, and (c) bond (Wood, 2005). Ladany, Mori, & Mehr (2013) researched the characteristics of the best and worst supervisors among 128 supervisees in clinical psychology, counseling psychology, and school psychology. Authors found that there are clear differences between the worst and best counselor,

particularly for emotional bond, greater agreement on the tasks, and agreement for goals. This indicates that effective supervision is based on the degree of work alliance.

Starr, Ciclitira, Morzano, Brunswick, and Costa (2013) also found that supervisory relationship can be conceptualized by multiple aspects. They researched the experience of supervision among 19 psychological therapists in London. In this research, authors collected data by semi structured interviews from two contexts. The first one is from nine participants who had consistent supervision orientation from their orientation of practice. For example, both Lucy's orientation and her supervisor's orientation was Gestalt. The other context was 11 participants who experienced different supervision orientation from their orientation of practice. For example, Kathleen's orientation of practice was existential; however the supervision orientation that she experienced was Psychodynamic.

Based on thematic analysis, authors highlighted three themes regarding supervisory relationship: (a) support, (b) joining, (c) empowerment Starr (Ciclitira, et al., 2013). Authors conceptualized the supervisory relationship in triangular shape. The support was conceptualized as the fundamental theme to describe supervisory relationship. And the rest of two themes, joining and empowerment, form the triangular area that describes the degree of supervisory working alliance. Joining is a sense of emotional bond. Participants described as "having someone there to 'hold your hand'" (Starr, et al., 2013, p. 340). Empowerment is task oriented such as increasing ability to articulating thoughts and feeling that participants could not describe.

**The two elements of the dynamics of the relationship.** Based on this research, the dynamics of the relationship can be described in the two elements: emotional bond and practical bond (see table 5). The emotional bond indicates the degree of attachment security, which may

influence the level of supervisees' disclosure and effectiveness of supervision. The practical bond is the mutual agreement on goals for supervision and tasks to accomplish the goal.

Table 4

*Fundamental Elements of Dynamics of the Relationship*

	Emotional Bond	Practical Bond
Gunn & Pistole, (2012)	Attachment security	Rapport alliance
Marmarosh, et al., (2013)	Fearful attachment	
Ladany, Mori, & Mehr (2013)	Emotional bond	Mutual agreement on task and bond
Starr, et al., (2013)	Joining	Empowerment
Wood (2005)	Bond	Task    Goal

**Assessment measurements of supervisory relationship.** Menefee, Day, Lopez, and McPherson (2014) developed the Supervisee Attachment Strategies Scale (SASS) and tested its psychometric properties with 352 graduate-level students in counseling and clinical psychology program in the US and Canada. The factor analysis revealed this scale measuring subscales of anxiety and avoidance. This indicates internal structure indicated from the attachment theory. Authors utilized the Work Alliance Inventory – Supervisee Form (WAI; Horvath & Greenburg, 1989) for concurrent validity. Sufficient inter-correlations with the SASS subscales supported the criterion validity. Therefore, the attachment theory in supervision to describe the dynamics of relationships in supervision has been established with work alliance models.

Efstation, Patton, and Kardash (1990) developed Supervisory Working Alliance Inventory based on WAI. There are two versions, one for supervisee and another one for supervisor. Author researched 185 supervisors and 178 trainees for the psychometric properties. The factor analysis on the supervisor version indicates three orthogonal factor-solutions: (a) client focus, (b) rapport, and (c) identification. For supervisees version, two factors, rapport and

client focus, were extracted by orthogonal factor analysis. Cronbach's alpha supports high reliability for all subscales on both supervisor version and supervisee version. Authors found the correlation pattern between subscales of Supervisory Style Inventory (SSI; Friedlander, & Ward, 1984) and SWAI indicate some support for convergent validity.

Patton (1992) tested further psychometric properties of SWAI with 95 supervisors and 118 supervisees from academic and clinical settings in the US. The author found that the factor structure resembled the structure from previous study (Efstation & Kardash, 1990). The internal consistency reliabilities for subscales of supervisor version were slightly lower; however, it was higher for subscales of supervisee version.

### **Discussion**

Throughout this review, the analysis on The Standards for Counseling Supervisors indicates following the three aspects that are essential aspects to describe the nature of clinical supervision: (a) counseling competent development, (b) supervisor task, and (c) supervisory relationship. In the aspect of counseling competent development, the three elements of were extracted: (a) cognitive awareness, (b) affective awareness, (c) behavioral performance. In the aspect of supervisor task, four elements were identified: (a) educator, (b) emotional supporter, (c) consultant, and (d) evaluator. In the supervisory relationship aspect, two elements were extracted: emotional bond and practical bond. Therefore, among the US and Western counseling professions, clinical supervision can be defined as professional relationship to facilitate counseling competent development for supervisees' three areas of competency by supervisors implementing four kinds of roles and tasks through two kinds of dynamics in the relationship.

## **International Consistency**

These basic elements would be consistent globally. For instance, in South Korea, supervisees' competent development was consistent with the IDM (Bang, 2006). Bang (2006) researched the applicability of IDM using translated SLQ-R on 181 Korean supervisees in Korea. Korean version of SLQ-R was adopted through double translation method, and three component extraction by principal component analysis with Varimax supported validity. The Cronbach's alpha was .91 (Bang, 2006). Based on multiple regression analysis, the author found that there are positive correlation in all three overriding structures with age, education, and counseling experience, whereas gender did not show significant correlation with any structures. One of the notable finding is that these population includes those in training and completing doctoral degree and current practitioners. This indicates that the SLQ-R measures the counselor development not only within the in-training process, but it also with those who are in the field.

For the remaining two elements, supervisor tasks, and supervisory relationship, Son and Ellis (2013) researched the fitness of clinical supervision models between the US and South Korea by utilizing confirmatory factor analysis. The model is structured by the following components: (a) supervisory style, (b) role difficulties, (c) supervisory working alliance, and (d) the satisfaction with supervision. They researched the strength of correlations among these components with 91 South Korean supervisees and 187 US American clinical supervisees. They found the model had high consistency between the model of the US and South Korea. These finding may support generalizability of the aspects of supervision identified in this review.

However, these identified elements from this review may be conceptualized and looks differently in other cultural contexts. The confirmatory factor analysis would indicate the consistency of a model; however, it does not describe the best explaining solutions when it



applies to different target population (Mulaik, 2009). Therefore, Mulaik (2009) suggests that the exploratory factor analysis is significant to explore the model that explains the most variances from data when the model applies to different target population.

### **Summary**

The current Japanese counseling professionals are required to reform and unite together to increase their capacity to provide services. And establishing a comprehensive supervision model that can be applicable for any Ryuha is essential. However, many certified counselors, who belong to the Japanese Association of Counseling Science, do not have a clear idea of what supervision is (Ogyu, 2014). By introducing the definition and aspects of supervision, the Japanese counseling professional would have initial step to understand the basic concept of supervision.

Through this review, three fundamental aspects were identified to describe supervision standards in the US. This holistic supervision model based on these three aspects may not fully describe the nature of clinical supervision in Japan because of cultural difference. Therefore, this review also scrutinized the elements of supervision under these three aspects. All these identified elements would be reasonable indication to establish standards of supervision for the Japanese counseling professionals.

The research question for the further is to examine how Japanese counseling professionals construct their own concept of supervision. Because the level of familiarity regarding clinical supervision among Japanese counseling professionals is limited, it would be difficult for them to describe clinical supervision based on their supervisory experience. Therefore, the specific question for the research is to explore what Japanese counseling

professionals expect and how they conceptualize the ideal clinical supervision based on the identified elements of supervision.

## CHAPTER III

### METHODOLOGY

#### Procedure and Research Design

This study was conducted based on the descriptive field design that utilizes on-line survey format targeting counseling professionals in Japan. The purpose was to figure out the association among the elements of supervision that would indicate a conceptual model of Japanese supervision.

#### Participants

**Target population.** The target population was counseling professionals in Japan. The inclusion criteria are (a) those who have experience in a supervisory relationship as supervisee, (b) those who are certified as a professional counselor or clinical psychologist by a major association that is affiliated with psychology academia or psychiatric academia in either in Japan or other countries, and/or (c) those who may be potentially eligible for the 公認心理師, kounin shinrishi [the licensed psychological specialist].

The exclusion criteria were (a) those who are still in training for Bachelor's or Master's degree or pre-certified, (b) those who do not belong to any professional counseling association that provides a certification, and (c) those not in either practice or training for the past five years. The criterion of this five-year period corresponds with the renewal span of certificate for Japanese Clinical Psychologists (Foundation of the Japanese Certification Board of Clinical Psychologist, 2015).

**Recruitment.** Because there is no research-focused network, convenient sampling was utilized. In order to recruit and collect data through on-line survey format, two approaches of solicitation were conducted: e-mailing solicitation and mailing hard copy solicitation. Both

solicitations included a web link which directs participants to a webpage to take the questionnaire. Participants were asked to simply click on the web link to be directed to the survey webpage, as the webpage opens automatically when the link is clicked on. Also, snow ball sampling was utilized. The participants were asked to spread the solicitation e-mail to their colleagues and professionals voluntarily.

The e-mail solicitations were sent to the following counseling / clinical psychology related professional associations and their regional branches introduced by Grabosky, Ishii, and Mase (2012) including (a) the Japanese Association of Counseling Science, (b) The Japanese Association of Industrial Counseling, (c) The Association of Japanese Clinical Psychologies and its regional divisions, (d) Japanese Association of Student counseling. Also, the e-mail solicitations were sent to 87 counseling related research laboratories and associations. The e-mail solicitations were also sent to mental health professionals introduced to researcher by those representatives of associations and clinical psychologists. And, the solicitation e-mails were sent to 243 counseling clinics and offices. In addition, individual solicitation emails were sent to 1818 individual counseling professionals who belong to the Japanese Association of Counseling Science.

A hard copy solicitation was mailed to 110 clinical psychology and counseling training facilities and 234 medical clinics and hospitals providing counseling and psychotherapy. These sites are where e-mail contacts were not available. Due to the financial limitation, the solicitation was sent only once.

**Two types of survey device.** Two types of survey device were utilized: online survey and the hard copy. For online survey, 175 participants started the online survey and 102 people completed. For hard-copy responses, 30 copies were distributed and 19 responses were returned.

Because the hard copy data was collected from the specific professional association, more variance was assumed in data collected via the on-line survey. In fact, a comparison of age between these two data suggests that there was significant difference ( $p \leq 0.01$ ) in age.

However, there was no significant difference between the numbers of years in profession and numbers of years of supervision experience. One of the difference between these two types was the inclusion of item for specialty, the reported specialties were e-mail counseling, phone-counseling, private individual counseling, and career counseling.

**Result sample.** There were two follow up requests of participation for this study with three-week intervals. Though the tentative target sample size was 300 participants (MacCallum, Widaman, Zhang, & Hong, 1999), data collection was stopped with 121 samples that allow conducting initial analysis for the communalities and estimating the requiring sample size. For online survey, 177 people started and 102 people completed. For hard copy survey, 19 people completed. The total of 121 people completed the survey. 77 (64.5 %) of them were females, and 42 (34.7%) were males (See table 5). There was no significant difference between genders among all other demographic statistics. The age varied from 23 to 82 ( $M = 47.30$ ,  $SD = 14.349$ ). The number of years in profession varied from 0 to 50 years ( $M = 12.75$ ,  $SD = 10.75$ ). A zero year in profession indicates that they have clinical experience as trainee, but not having substantial professional experience for more than one year. The number of supervisor ranged from 0 to 450 ( $M = 11.05$ ,  $SD = 44.70$ ) and their supervision experience ranged from 0 to 30 years ( $M = 6.72$ ,  $SD = 5.48$ ).

Table 5  
*Demographic Statistics of Participants*

Gender		Age	% of samples	Years in Profession	Number of Supervisor	Years of Supervision Experience
Female	Mean	48.43	34.50	11.24	5.71	6.95
	N	77		78	76	77
	SD	15.03		9.33	8.62	5.76
Male	Mean	45.24	64.50	15.61	20.95	6.29
	N	42		41	41	41
	SD	12.93		12.67	74.17	4.97
Online	Mean	44.77	84.30	13.63	11.94	6.74
	N	101		102	101	101
	SD	13.58		12.45	48.07	5.53
Hard Copy	Mean	61.50	15.70	7.77	5.44	6.59
	N	18		18	16	17
	SD	9.61		7.01	3.41	5.35
Total	Mean	47.30	100.00	12.75	11.05	6.72
	N	119		119	117	118
	SD	14.35		10.75	44.70	5.48

**Data collection, storage, and confidentiality.** This research was approved by the Institutional Review Board of Southern Illinois University Carbondale. At the beginning of the study, informed consent was shown on the first page of the on-line survey platform, Survey Monkey. This informed consent described the purpose and the content of study, confidentiality, voluntary participation and the contact information of the researcher and human subject committee for question. Participants who agreed with all conditions described on the informed consent were asked to click to next page to start the questionnaire. Since there were no items asking about personal contact information, all data were kept confidential and were not identifiable to a specific participant. Also, all information including e-mail and participants' response or questions were separated from the data and are kept in confidence.

One counseling association requested to participate in this research in hard copy. 30 copies of hard copy survey were handed to this association. The survey packets included the

inform consent and survey items as it is presented in the on-line survey, and returning envelope with stamps.

### **Instrumentation**

For this study, the items consisted of three sections: (a) Demographic items, (b) four scales, and (c) feedback for improvement. The construct and flow of items were such that larger instruments such as the Japanese version of 60-item Counselor Supervisor Self-Efficacy Scale (CCSES-SE-JP) and Japanese version of Supervisee Level Questionnaire-Revised (SLQ-R-JP) were located in the middle section of the survey; and shorter items like Japanese version of Supervisory Working Alliance Inventory - Supervisee Form (SWAI-SE-JP) and Japanese version of Supervisory Style Inventory Supervisee Form (SSI-SE-JP) were located toward the end of the survey. This was to reduce the risk of participants becoming bored or tired before answering the longer questionnaires (Morgan & Sprenkle, 2009).

### **Demographic Items**

This research gathered the following demographic information: (a) age, (b) gender, (c) years in the profession, (d) specialty, (e) the number of supervisors and (f) amount of supervision experience as supervisee. Specialty was to identify the major expertized area such as school counseling, clinical mental health counseling, couple and family counseling, and industrial mental health counseling. The hard-copy survey included the item of specialty; however, on the online survey, the specialty item was excluded. Some participants included their specialty under the item asking the years in the profession. The amount of clinical supervision experience was measured by years and months.

### **60-item Counselor Supervisor Self-Efficacy Scale (CCSES)**

The 60-item CCSES is a 10-point Likert scale measuring self-efficacy regarding comprehensive competency as supervisor based on 8 constructs: (a) model and theory of supervision and counselor development, (b) supervision method and techniques, (c) group supervision, (d) legal ethical issue, (e) supervisory relationship, (f) cultural issue, (g) managing supervision, and (h) evaluation (Barnes, 2002).

Barnes (2002) conducted factor analysis on this 60-item CSSES with 287 supervisors recruited through the Council for Accreditation of Counseling and Related Educational Program (CACREP) liaison. The years of counseling experience ranged 0 to 49 ( $M = 13.65$ ,  $SD = 12.0$ ), and the years of supervision experience ranged 0 to 36 ( $M = 8.06$ ,  $SD = 5$ ). Based on the Principal Axis Analysis, six factors extracted: (a) theories and techniques, (b) group supervision, (c) supervisory ethics, (d) self in supervision, (e) multicultural competence, and (f) knowledge of legal issues. The published 39-item version was developed by eliminating 21 low loaded items. She found evidence that support for the convergent validity, the significant and moderate correlations with constructs of Psychotherapy Supervisor Development Questionnaire (PSDS; Watkins, Schneider, Haynes, & Nieberding, 1995). For concurrent validity, there was significant but weak correlation with years of counseling experience and supervision experience across all these six factors, but multicultural competence. For reliability, the internal consistency for overall and each factors ranged from .78 to .97, and test retest reliability was .82, ( $p < .0001$ ).

Because these eliminated items may indicate unique characteristics or attribute to unidentified variables among Japanese population, 60 items were utilized for this research. Although the 39-item scale may measure comprehensive supervisor's competency in the US, the items do not fully cover with all identified elements of supervision in the US.



**60-item CCSES Supervisee version (CCSES-SE):** Considering the target population was Japanese counseling professional supervisees, the item had minor changes from changing object of the sentence from supervisor perspective to supervisee perspective. For example, “assist supervisee” will be modified to “assist me.”

### **Supervisee Level Questionnaire-Revised (SLQ-R)**

The SLQ-R is 7-point Likert 30-item scale measuring supervisees’ counseling development (McNeill et al., 1992). The counseling competency development includes following elements: (a) cognitive awareness, (b) affective awareness, and (c) behavioral performance. The three constructs of SLQ-R, (a) self-other awareness, (b) motivation, and (c) dependency-autonomy, are consistent with these elements respectively.

In the study by McNeill et al. (1992), the concurrent validity was supported by two evidences. The first one is significant difference across three levels of experience, (a) beginner, (b) intermediate, and (c) advanced. Among 105 counseling and clinical psychology students representing eastern, Midwestern, and southern section of US, the multivariate analysis indicated a significant difference,  $F(6,198) = 2.45$   $p < .026$ , among subscales of these three training groups, and between subscales and total scores of the groups (McNeill et al., 1992). The second one is correlation of total score across these levels and the amount of experience. The convergent or discriminant validity is not reported. The reliability coefficient (Cronbach’s alpha) for overriding structures for the self and other awareness, motivation, and dependency-autonomy subscales and total scores were .83, .74, .64, and .88 respectively. The low internal consistency in the dependency-autonomy subscale was considered due to the fluctuation among intermediate level practitioners’ independent functioning as compared to novice or advanced level of practitioners.

### **Supervisory Working Alliance Inventory - Supervisee Form (SWAI-SE)**

The SWAI-SE is a 7 point Likert 19 item scale measuring the supervisory relationship between supervisee and supervisor (Efstation, et al., 1990). The supervisory relationship consists of two elements, emotional bond and practical bond. The constructs of SWAI-SE, the rapport and client focused, are consistent with these identified elements from the literature review respectively. Efstation et al. (1990) researched on 176 interns in professional psychology internship program and advanced practicum students in counseling and clinical psychology training group, and found the moderate correlation ( $r = .52$ ) between the construct of client focus and task orient construct of SSI indicates some support for convergent validity. And the low correlation between the construct of client focus and the two constructs of SSI, attractive ( $r = .04$ ) and interpersonally sensitive ( $r = .21$ ) supports discriminant validity. Cronbach's alpha ranged from .77 to .90 ( $n = 178$ ) and supports a high reliability for all subscales on both supervisor version and supervisee version.

### **Supervisory Style Inventory Supervisee Form (SSI-SE)**

SSI-SE is a 7-point Likert 33-item scale measuring supervisor's style. Friedlander & Ward (1984) researched on 36 masters' and 147 doctoral trainees in nine states programs where most of them are accredited by the American Psychological Association, and extracted three factors, (a) attractive, (b) interpersonally sensitive, and (c) task oriented. These factors may indicate a clear conceptual differentiation of supervisor's role and task. Because the task and role are characterized based on specific behavior, a style that implies a specific behavior would also indicate a specific task and role as supervisor. The correlation with three constructs, (a) teacher, (b) counselor, and (c) consultant, from Stenack and Dye's (1982) instrument (as cited Friedlander & Ward, 1984) ranged between .60 and .65 ( $n = 90$ ), which supports the convergent

validity of the SSI. For reliability, the internal consistency for overall and each factors ranged from .84 to .93, and test-retest reliability was .92.

### **Adjustment of Instruction for Answering Items**

Because of social desirability and loyalty to Ryuha among participants (Grabosky, Ishii, & Mase, 2012) evaluating the current or previous supervision and supervisor may be skewed. Therefore, in order to increase the control over external variables and reduce anxiety or concerns regarding supervisory relationship, participants were guided to answer based on the following assumption for the scale items.

Hypothetically, you are about to work with new, ideal counseling clinical supervisor, *Kanpeki-San* [Mr./Ms. Perfect]. Please describe what would be looks like the supervision with him or her? Please rate following items as following direction.

### **Additional Three Questions for Further Developments**

This research emphasized exploring what kind of ideal supervisor figure Japanese practitioners envisions and conceptualize. Therefore, all items of scales are considered as elements of supervision. However, these elements were identified based on the US and European literature. In order to integrate unique and culturally relevant Japanese ideas, there were three additional items at the end of the survey asking (a) the clarity of presented items, (b) other characteristics not presented in previous items, and (c) comments and feedback.

### **Double Translation Method**

All four instruments, CCSES, SLQ-R, SWAI-SE, SSI-SE were designed in the US by Western professionals and as such, must be culturally adapted for use in Japan. Survey items were adopted using the double translation method recommended by Marìn and Marìn (1991).

Items were forward translated, backward translated, and a focus group committee met to develop the final form.

### **Translators**

The forward translators are Japanese clinical psychologists. One of them also has a Master's degree in counseling in the US, and the other one received education only in Japan. The different training backgrounds were selected for forward translation because it would allow for the differences in interpreting items. The backward translators are also Japanese clinical psychologists and both of them have received Master's degrees for counseling training from CACREP accredited program in the US, and are currently active members of the American Counseling Association.

### **Focus Group Committee**

The focus group committee consisted of three members: (a) the researcher, (b) two counselor educators in Japan, and (c) a counselor educator in the US. The counselor educator in Japan is the current president of the Association for Certified Counselor, which is a branch of the Japanese Association of Counseling Science. He is a leader figure of not only the counseling profession, but also in education for clinical psychologists. The counselor educator in the US is the director of a CACREP accredited counselor education doctoral program located in a Mid-western area of the US. She has experience in a focus group committee to adopt scales from English to Japanese.

### **The translation of items**

Through the double translation process, there were some inconsistencies between the original and back-translated items. After receiving feedback from the focus group committee,

the items have been translated culturally appropriately (see table 6). The items were translated specifically focusing on the US cultural and professional context.

**Linguistic translation vs cultural translation.** Though there was consistency between the original and back-translated items, some items were not culturally relevant. The literal translation helps to maintain the consistency of word; however, there is a risk of skewing the original nuances and complicating the clarity of the items. In this case, the cultural translation helped to resolve such an issue. For example, CCSES item 12, “variable” was translated to *hensu*. This is a literal translation; however, this word is quantitative research terminology and not reflecting the counseling nature. Therefore, the word was replaced with *youin* that means factor.

On the other hand, with the forward-translated items, cultural translation for the entire sentence rather than a specific phrase or term increased the risk of confusion or skewing the original nuance. In this case, the item was translated by utilizing literal translation and replaced with other words. For example, the word, “spontaneous” in SLQ-R item 3 was translated with multiple words including natural and autonomous. This resulted in a very unclear item and was replaced with the literal transition, *sokujisei*.

**Chinese character and nuances.** SSI item 9, “collaborative” was translated to *kyoudou-teki*, which was consistent across original, forward and backward transition. However, the item was revised to use a different Chinese character, but pronounce exactly the same way. The Chinese character, 協[kyou] means collaborative. And 同[do] means identical or the same. Therefore, 協同的 may imply that supervisor and supervisee must function in the same way and be identical. On the other hand, the Chinese character, 働[do] means working or function.

Therefore, 協働的 implies collaboratively working together rather than being the same. This reflects the nuance of a working alliance more clearly.

Table 6

*Item Translation and revision 1*

Scale and item	Original	Forward	Backward	Revised
CCSES 5	Respect	尊重する	Respect	大切にしてく れる
CCSES 12	Variables	変数	Variables	要因
CCSES 15	Write	書く	Write	書き留める
CCSES 28	Summative Evaluation	累積的評価	Cumulative Evaluation	総括的評価
CCSES 37	Skill	手法	Skill	方策
CCSES 42	Setting	場の構造	field	場面
SLQ-R 3	Spontaneous	自然に、適切 に、自発性を もって、	Natural, autonomous	即時性をもっ て
SWAI-SE 5	Tactful	気の利いた/気 を利かせる	Witty comment	巧みに
SSI 2	Perceptive	理解力のある	Understanding / aesthetic	視野の広い
SSI 9	Collaborative	協同的	Cooperative	協働的

**Power differential and cultural context.** Other items are mainly because of cultural ramification of power differential between US supervision and Japanese supervision (see table 7). The US supervision includes complex dynamics of hierarchical and collaborative relationships. However, the translated items were skewed because of the power difference in supervisory relationships to be more authoritative. For example, in CCSES item 21, the word, “critical,” was translated to *hihanteki* that implies accusatory or opposing attitude and back translated was negative feedback. Though supervision is hieratical relationship, the nuance of critical feedback is evaluative rather than accusatory. Therefore, the word was replaced with *hihyouteki* that implies more evaluative and neutral attitude.

Table 7

*Item Translation and revision 1*

Scale and item	Original	Forward	Backward	Revised
CCSES 21	Critical feedback	批判的フィードバック	Negative feedback	批評的 feedback
CCSES 44	Appear to be competent	有能に見える	Appear to be competent	才能にあふれた立ち振る舞いをして いる
CCSES 50 SLQ-R 9	Communicate Comfortable confronting my client	教えてくれる 心地良い/居心地悪さを感じない	Tells / informs Pleasant / don't feel uncomfortable	話し合ってくれる 固くならない
SWAI-SE 8 SSI 8	Stay in tune Sensitive	調子を合わせる 繊細な	Stay in tune Sensitive (delicate)	息を合わせる 感受性に富んだ

### Data Analysis

#### Preliminary Analysis

This research was conducted based on two statistical analyses: preliminary analysis and main analysis. For preliminary analyses, the psychometric properties of each utilized scale were explored in order to examine whether the scale has reasonable evidences for validity and reliability.

**CCSES-SE-JP.** The validity of the CCSES-SE-JP was explored by an exploratory factor analysis for the evidence regarding internal structure and a correlation with the number of years in profession and amount of receiving supervision for the evidence regarding relationship with criteria. Because supervisees also learn about supervision, more experienced supervisee would have resembling expectation as compared to those with minimum experience of supervision. The internal consistency reliability was estimated by Cronbach's alpha.

**SLQ-R-JP.** The validity of SLQ-R was explored by exploratory factor analysis for the evidence regarding internal structure, correlation with the years in profession and amount of

receiving supervision for the evidence regarding relationship with criteria. The reliability was estimated by Cronbach's alpha.

**SWAI-SE-JP.** The validity of SWAI-SE was explored by exploratory factor analysis for the evidence regarding internal structure and by correlation with the constructs of SSI-SE-JP as well as original scale (Efstation, Patton, & Kardash, 1990). The reliability was estimated by Cronbach's alpha.

**SSI-SE-JP.** The validity of SSI was explored by exploratory factor analysis for the evidence regarding internal structure and the correlation with the constructs of SWAI-SE for evidence regarding relationship with conceptually related constructs. The reliability was estimated by Cronbach's alpha.

### **Main Analysis**

After the preliminary analysis was completed, the main data analysis was conducted in order to explore the constructs of supervision conceptualized by Japanese counseling professionals. In this data analysis, Exploratory Factor Analysis (EFA) was conducted by combining all items from these scales. Based on the EFA, the extracted unidentified variables were analyzed and labeled as a construct.



## **CHAPTER IV**

### **RESULT**

In this chapter, the statistical analysis results for each research hypothesis will be described as follows: the analysis for hypotheses 1, 2, 3, 4, and 5. Hypothesis 1, 2, 3, and 4 were preliminary analyses and examined the psychometric properties of each of the adopted scales. Hypothesis 5 was the main analysis and explored the unidentified latent variables of conceptual structure across the four scales. All data were analyzed using SPSS 20.

#### **Preliminary Analysis**

For the evidence regarding internal structure, Exploratory Factor Analysis (EFA) was conducted to explore latent structures. Because this study focuses on a different target population with different language from previous research, EFA was conducted rather than the Confirmatory Factor Analysis (CFA). Based on a Principal Component Analysis with the Bootstrap Parallel Analysis (Horn, 1965; O'Connor, 2000), the numbers of extracting components were determined. The numbers of factors were retained if the eigenvalue of actual data was larger than that from the random data. If there was a smaller difference between the eigenvalues of random data from Bootstrap Parallel Analysis and the eigenvalues from the dropped components as compared to the one from retained components, it indicates a possibility of additional components in the structure. In this case, extraction with adding one more component from the retained components structure was conducted.

Due to the small sample size and low communalities, Principal Component Analysis was continued. In addition, if the correlations among the extracted components after using an oblimin rotation were fairly low, a varimax rotation was conducted to obtain the resulting loadings. Only items loading at .40 or above were included. Cross-loaded items at .40 and above were included. As this study is exploratory, the researcher worked to explain all variance

among the data rather than seeking a simpler structure where one item loads on only one component. Based on the interpreted theme of each component, the most theoretically reasonable structure was determined.

For the evidence regarding relationship with the criteria for the CCSES-SE-JP and the SLQ-R-JP, the Pearson product-moment correlation coefficient with the number of years in profession and the number of years receiving supervision were obtained. For evidence regarding relationship with conceptually related constructs, the interrelations among the component scores of SWAI-SE-JP and SSI-SE-JP were obtained using the Pearson product-moment correlation coefficient.

For the evidence regarding reliability, Cronbach's alpha ( $\alpha$ ) was used to estimate internal consistency, which can be further compared alpha values reported in published studies.

### **Psychometric Properties of The 60 item CCSES-SE-JP**

The evidence regarding internal structure of CCSES-SE-JP was explored by looking at the latent structure of the scale. The Bootstrap Parallel Analysis indicated that four components were retained because the fourth eigenvalue of the actual data ( $\lambda = 2.400$ ) accounting for 55.319% of variance was greater than that for the random data ( $\lambda = 2.309$ ). Using the Principal Component Analysis with oblimin rotation (see table 8) with a loading threshold of .40, four components were extracted in 20 iterations. Components, in order, were named Supervising Skill and Intervention ( $\lambda = 24.593$ ), Supervisee Focus ( $\lambda = 3.532$ ), Vicarious Learning Competence ( $\lambda = 2.667$ ), and Multicultural and Diversity Competency ( $\lambda = 2.400$ ). Items 4, 5, 15, 17, 18, 34, 51 did not load strongly on any factors.

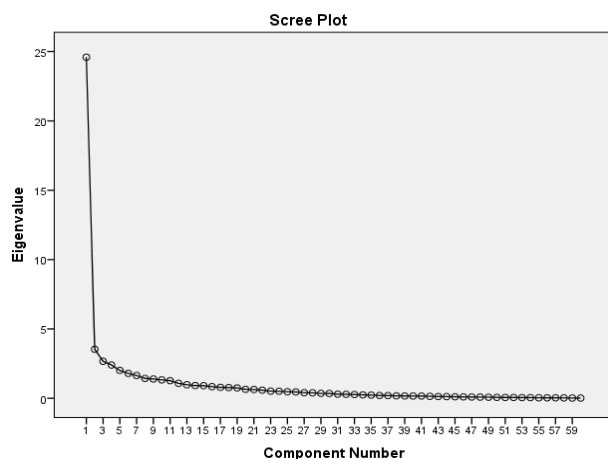


Figure 2. Scree Plot of CCSSES-SE-JP

Table 8

Factor Loading of Four Component Solution from Exploratory Factorial Analysis of CCSSES-SE-JP using oblimin rotation

	1	2	3	4	$h^2$
	Supervising Skill and Intervention	Supervisee Focus	Vicarious Learning Competence	Multicultural and Diversity Competency	
CCS53	.912				.734
CCS54	.900				.729
CCS55	.843				.741
CCS45	.728				.630
CCS47	.671				.690
CCS57	.637				.691
CCS56	.617				.546
CCS48	.590				.630
CCS59	.568				.676
CCS52	.562				.573
CCS25	.538				.589
CCS41	.535				.497
CCS60	.530				.431
CCS16	.508				.594
CCS42	.501				.568
CCS11	.482				.595
CCS13	.456				.662
CCS50	.416				.637
CCS10	.407				.433
CCS37	(.398)				.439
CCS18	(.395)				.444
CCS17	(.357)				.395
CCS51	(.333)				.296

Table 8 (Continued)

CCS2		.736			.538
CCS7		.721			.549
CCS30		.710			.712
CCS32		.709			.572
CCS22		.692			.642
CCS31		.664			.483
CCS28		.652			.593
CCS9		.541			.437
CCS46		.534	.509		.595
CCS36	.466	.528			.594
CCS35		.521			.407
CCS1		.497			.461
CCS14		.430			.414
CCS8		.424			.509
CCS24		.412			.501
CCS15		(.375)			.343
CCS5		(.344)			.408
CCS43			.582		.595
CCS44			.545		.449
CCS58	.353		.463	-.425	.673
CCS40				-.780	.635
CCS12				-.776	.657
CCS39				-.772	.650
CCS19				-.758	.614
CCS49				-.729	.642
CCS26				-.645	.552
CCS38				-.635	.633
CCS6				-.569	.450
CCS33				-.561	.567
CCS27				-.530	.692
CCS20				-.515	.687
CCS29				-.513	.542
CCS21				-.486	.286
CCS3				-.447	.356
CCS23				-.411	.411
CCS34				-.401	.598
CCS4				(-.392	.528
Eigenvalue	24.593	3.532	2.667	2.4	
% of Variance	40.989	5.886	4.445	3.999	
Cumulative Variance	40.989	46.875	51.319	55.319	

There are moderate correlations between Components 1 and 4 ( $r = -.528$ ), Components 2 and 4 ( $r = -.503$ ). Because the number of items that loaded on Component 3 was not clear enough to emerge a clear theme, further analysis using a Varimax rotation with a loading threshold of .40 was conducted. This analysis extracted four components in 20 iterations (See table 9). Components, in order, were named Supervising Skill and Intervention ( $\lambda = 24.593$ ), Supervisee Focus ( $\lambda = 3.532$ ), Multicultural and Diversity Competency ( $\lambda = 2.667$ ), Supervisor's Task ( $\lambda = 2.400$ ). Item 15, "(The ideal supervisor) writes detailed supervision case notes when required," and item 51, "(The ideal supervisor) appropriately attends to my emotional responses when conducting an evaluation," were not loaded strongly on any components. Item 15 loaded at .30 on component 2, supervisee focus, and component 4, supervisor's task. Item 51 also loaded at .30 level on component 1, supervising skill and intervention.

Table 9  
*Factor Loading of Four Component Solution from Exploratory Factorial Analysis of CSSES-SE-JP using varimax*

	1	2	3	4	$h^2$
	Supervising Skill & Intervention	Supervisee Focus	Multicultural & Diversity Competency	Supervisor's Task	
CCS53	.835				.734
CCS54	.802				.729
CCS55	.763				.741
CCS45	.727				.630
CCS47	.709				.690
CCS57	.644				.691
CCS48	.641				.630
CCS59	.602				.676
CCS25	.597				.589
CCS16	.597		.420		.590
CCS56	.589			.402	.546
CCS52	.580	.400			.573
CCS41	.576				.497
CCS42	.566				.568
CCS13	.564	.445			.662
CCS11	.553	.473			.595

Table 9 (Continued)

CCS50	.543			.637
CCS60	.526			.431
CCS34	.513		.475	.598
CCS10	.483			.433
CCS18	.474			.444
CCS37	.461			.439
CCS17	.437			.395
CCS51	(.378)			.296
CCS30		.740		.712
CCS2		.700		.538
CCS32		.687		.572
CCS31		.665		.483
CCS22		.641	.409	.642
CCS7		.634		.549
CCS28		.628		.593
CCS36	.503	.564		.594
CCS1		.537		.461
CCS24		.508		.501
CCS35		.505		.407
CCS9		.494		.437
CCS14		.473		.414
CCS5		.446		.408
CCS15		(.364)	(.343)	.343
CCS12			.701	.657
CCS40			.691	.635
CCS19			.683	.614
CCS39			.682	.650
CCS49			.642	.642
CCS26			.612	.552
CCS38	.463		.595	.633
CCS27	.528		.574	.692
CCS20	.455		.570	.687
CCS29			.542	.542
CCS33			.528	.567
CCS6			.518	.450
CCS21			.458	.286
CCS23			.425	.411
CCS3			.402	.356
CCS43				.698
CCS46		.418		.629
CCS44				.625
CCS58	.408			.600
				.673

Table 9 (Continued)

CCS4				.440	.528
CCS8		.433		.434	.509
Eigenvalue	24.593	3.532	2.667	2.4	
% of Variance	40.989	5.886	4.445	3.999	
Cumulative Variance	40.989	46.875	51.319	55.319	

For the evidence regarding relationship with the criteria, the Pearson product-moment correlation coefficients between the total score and component scores of CCSES-SE-JP, the number of years in profession and the number of years receiving supervision were obtained. I hypothesized that supervisors who has more clinical and supervision experience may have more insights and identify more importance in each factor. However, there was no strong correlation across all scores with the number of years in profession and the number of years receiving supervision (See table 10). This indicates that the participants categorized similarly for each components regardless of their clinical experience and the amount of supervision. Cronbach's alpha for Supervision Skill and Intervention, Supervisee Focus, Multicultural and Diversity Competency, Supervisor's task and total score were .958, .906, .924, .824, and .972 respectively.

Table 10

*CCSES-SE-JP Internal Consistency and Correlation with Descriptive Statistics*

	<i>n</i>	Number of items	<i>M</i>	<i>SD</i>	$\alpha$	Years in Profession	Years of Supervision Experience
Supervising Skill & Intervention	109	22	8.218	.345	.958	-.009	.102
Supervisee Focus	110	14	7.532	.632	.906	-.040	.104
Multicultural & Diversity Competency	106	15	7.248	.819	.924	.006	.145
Supervisor's Task	113	6	6.842	.329	.824	.032	.019
Total	96	60	7.765	.741	.972	-.045	.104

Note. \*\* $p < .01$ .

### Psychometric Properties of SLQ-R-JP

The evidence regarding internal structure of SLQ-R-JP was explored by looking at latent the structure of the data. Parallel analysis indicated that two components were retained because the second eigenvalue of the actual data ( $\lambda = 3.391$ ) accounting for 44.219% of variance was greater than that of the random data ( $\lambda = 1.909$ ). Principal Component Analysis with oblimin rotation indicated no strong correlation ( $r = -.175$ ) between these two components. Therefore, further analysis with varimax rotation with a loading threshold of .40 was conducted (see table 11). The two components were extracted in 7 iterations. Components, in order, were named High Self-Efficacy ( $\lambda = 9.803$ ), and Low Self-Efficacy ( $\lambda = 3.391$ ). There were four low loading items: (a) item 22, (b) item 16, (c) item 14, and (d) item 19.

Table 11  
*Factor Loading of Two Component Solution from Exploratory Factorial Analysis of SLQ-R-JP using varimax rotation*

	1	2	$h^2$
	High Self-Efficacy	Low Self-Efficacy	
SLQ24	.836		.721
SLQ28	.799		.690
SLQ27	.797		.697
SLQ26	.767		.643
SLQ29	.762		.620
SLQ3	.760		.584
SLQ30	.751		.595
SLQ5	.749		.561
SLQ1	.722		.525
SLQ25	.721		.606
SLQ23	.689		.527
SLQ9	.595		.388
SLQ2	.561		.452
SLQ21	.529		.305
SLQ17	.468		.221
SLQ22	(.331)		.114
SLQ15		.697	.524
SLQ6	-.435	.663	.629



Table 11 (Continued)

SLQ11		.654	.477
SLQ13		.602	.391
SLQ18	-.448	.588	.547
SLQ8		.580	.350
SLQ7	-.459	.554	.518
SLQ12		.553	.308
SLQ10		.485	.324
SLQ4		.457	.325
SLQ20		.438	.193
SLQ16		(.388)	.151
SLQ14		(.346)	.122
SLQ19			.086
Eigenvalue	9.803	3.391	
% of Variance	32.678	11.302	
Cumulative Variance	32.678	43.980	

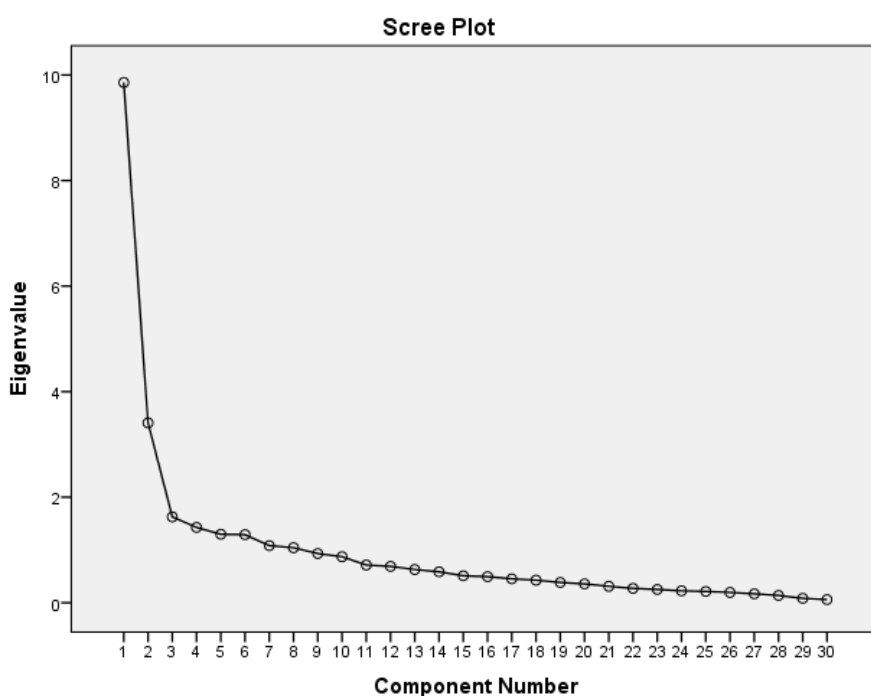


Figure 3. Scree Plot of SLQ-R-JP

However, the scree plot and the smaller difference between 3rd eigenvalue of actual data and random data (actual data:  $\lambda = 1.628$ ; random data:  $\lambda = 1.790$ ) indicated the possibility of a three-component structure. Therefore, extraction of 3 components accounting for 49.644% of variance with oblimin rotation at threshold of .40 loading was also analyzed. Because of low

correlation ( $r \leq .218$ ) between these three components, varimax rotation was conducted (See table 12). Three components were extracted with 5 iterations. Components, in order, were named Self and Other Awareness ( $\lambda = 9.858$ ), Motivation ( $\lambda = 3.407$ ), and Autonomy ( $\lambda = 1.628$ ). Item 22 and item 4 loaded weakly on these three components.

Table 12  
*Factor Loading of Three Component Solution from Exploratory Factorial Analysis of SLQ-R-JP using varimax rotation*

	1 Self & Other Awareness	2 Motivation	3 Autonomy	$h^2$
SLQ24	.820			.736
SLQ28	.806			.705
SLQ27	.805			.716
SLQ29	.777			.663
SLQ3	.765			.591
SLQ26	.763			.643
SLQ5	.748			.562
SLQ1	.738			.572
SLQ30	.738			.603
SLQ25	.714			.607
SLQ23	.673			.540
SLQ9	.583			.397
SLQ2	.566			.454
SLQ17	.450			.252
SLQ15		.701		.549
SLQ11		.696		.529
SLQ12		.650		.431
SLQ13		.577		.396
SLQ7	-.443	.569		.532
SLQ10		.541		.368
SLQ18	-.445	.534		.547
SLQ6	-.448	.519	.447	.670
SLQ8		.499		.351
SLQ16		.498		.263
SLQ19			.618	.393
SLQ20			.551	.352
SLQ21	.487		.510	.504
SLQ14			.443	.223

Table 12 (Continued)

SLQ22	(.368)		(-.373)	.287
SLQ4	(-.356)	(.328)	(.367)	.369
Eigenvalue	9.803	3.391	1.611	
% of Variance	32.678	11.302	5.370	
Cumulative Variance	32.678	43.98	49.350	

The evidence regarding relationship with criteria was obtained by using the Pearson product-moment correlation coefficient with the number of years in profession and number of years receiving supervision (See table 13). There was a significant positive weak correlation between the score of Self and Other Awareness and the amount of years in profession,  $r(111) = .265, p = .004$ , and amount of years receiving supervision,  $r(111) = .247, p = .007$  (See Table 12). There was a negative significant correlation between the score of Motivation and the amount of years in profession,  $r(109) = -.433, p < .001$ , and amount of years receiving supervision,  $r(109) = -.222, p = .016$ . Cronbach's alpha for Self and Other Awareness, Motivation, Autonomy, and Total score were .926, .854, .546, and .753 respectively.

Table 13

*SLQ-R-JP Internal Consistency and Correlation with Descriptive Statistic*

	<i>n</i>	Number of items	<i>M</i>	<i>SD</i>	$\alpha$	Years in Profession (r)	Years of Supervision Experience (r)
Self & Other Awareness	113	14	4.743	.355	.926	.265**	.247**
Motivation	111	10	2.862	.473	.854	-.433**	-.222*
Autonomy	118	4	4.883	.587	.546	-.035	.039
Total	104	30	3.999	1.055	.753		

Note. \* $p < .05$ . \*\* $p < .001$ .

### Psychometric Properties of SWAI-SE-JP

The evidence regarding the internal structure of SWAI-SE-JP was explored by looking at latent structure of the data. Parallel analysis indicated only one component should be retained (actual data  $\lambda = 8.906$ , random data  $\lambda = 1.780$ ). However, the scree plot and the smaller

difference between 2nd eigenvalue of actual data and random data (actual data:  $\lambda = 1.497$ , random data:  $\lambda = 1.617$ ) as compared to the 1st eigenvalues suggests a two component structure. Therefore, two components were extracted using Principal Component Analysis extraction accounting for 54.753% of variance with oblimin rotation and threshold of .40 loading (see table 14). The two components were extracted with 6 iterations. Because of moderate correlation ( $r = .566$ ) between these two components, varimax rotation was not conducted. Orthogonal rotation shows clear differentiation among components, whereas oblique rotation indicates some correlational relationship with other components. Components, in order, were named Bond-Relation ( $\lambda = 8.861$ ), Practical Task ( $\lambda = 1.512$ ).

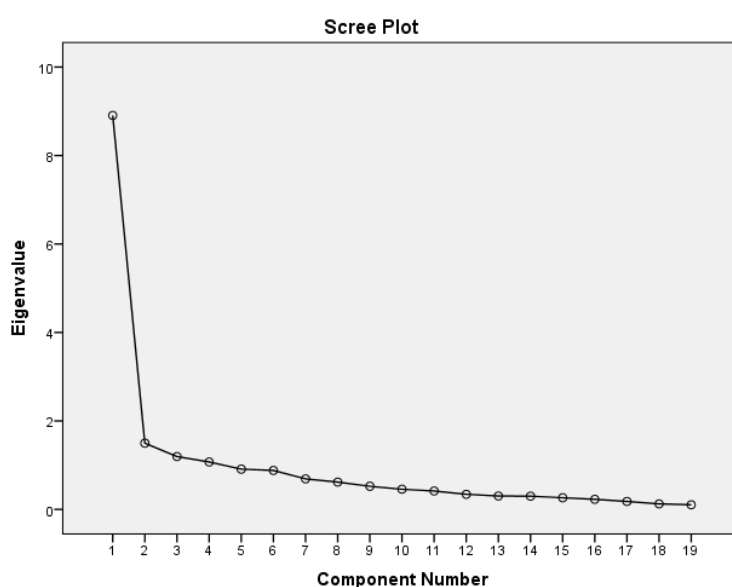


Figure 4. Scree Plot of SWAI-SE-JP

Table 14  
Factor Loading of Two Components Solution from Exploratory Factorial Analysis of SWAI-SE-JP using oblimin rotation

	1	2	$h^2$
	Bond-Relation	Practical Task	
SWA3	.924		.831
SWA2	.879		.708
SWA14	.867		.663
SWA7	.813		.728

Table 14 (Continued)

SWA8	.798		.769
SWA13	.790		.534
SWA9	.657		.411
SWA15	.656		.533
SWA4	.596		.497
SWA1	.482		.452
SWA12	.441		.420
SWA10	(.303)		.284
SWA19		.757	.662
SWA16		.748	.646
SWA17		.688	.377
SWA18		.683	.599
SWA11		.566	.301
SWA5		.541	.523
SWA6		.461	.466
Eigenvalue	8.906	1.497	
% of Variance	46.876	7.877	
Cumulative Variance	46.876	54.753	

The evidence regarding the relationship with conceptually related constructs was obtained by using the Pearson product-moment correlation coefficient between the components of SWAI-SE-JP and SSI-SE-JP were obtained (See table 15). The score of Task Oriented Teacher of SSI-SE-JP had a higher correlation with the score of Practical Task of SWAI-SE-JP,  $r(117) = .513, p < .001$ , than with the score of Bond-Relation of SWAI-SE-JP,  $r(117) = .334, p < .001$  (See table 15). Other components were moderately and significantly correlated. Cronbach's alpha for Bond-Relation, Practical Task, and total score were .879, .827, and .927 respectively.

Table 15

*Internal Consistency and Descriptive Statistics of SWAI-SE-JP and SSI-SE-JP*

		Sample size	Number of items	M	SD	$\alpha$	SWAI-SE-JP	
							Bond-Relation	Practical Task
SWAI-SE-JP	Bond-Relation	117	11	5.88	.484	.879		
	Practical Task	116	7	5.803	.432	.827		
	Total	113	19	5.434	.472	.927		

Table 15 (Continued)

SSI-SE- JP	Empowering Supporter	117	18	6.114	.345	.945	.659**	.583**
	Task-oriented Teacher	119	6	4.227	.820	.822	.334**	.513**
	Reflection Facilitator	120	7	5.629	.349	.881	.532**	.525**
	Total	115	33	5.66	.842	.945		

Note. \*\* $p < .001$ .

### Psychometric Properties of SSI-SE-JP

The evidence regarding the internal structure of SSI-SE-JP was explored by looking at latent structure of the data. Parallel analysis indicated that 2 components were retained because the second eigenvalue of the actual data ( $\lambda = 2.730$ ) was greater than that of the random data ( $\lambda = 1.982$ ) accounting for 49.783% of variance. Principal Component Analysis with oblimin rotation indicated no strong correlation ( $r = .371$ ) between these two components. Therefore, further analysis with varimax rotation at threshold of .40 loading was conducted (see table 16). Two components were extracted with 5 iterations. Components, in order, were named Empowering Supporter ( $\lambda = 13.698$ ), and Task Oriented Teacher ( $\lambda = 2.730$ ).

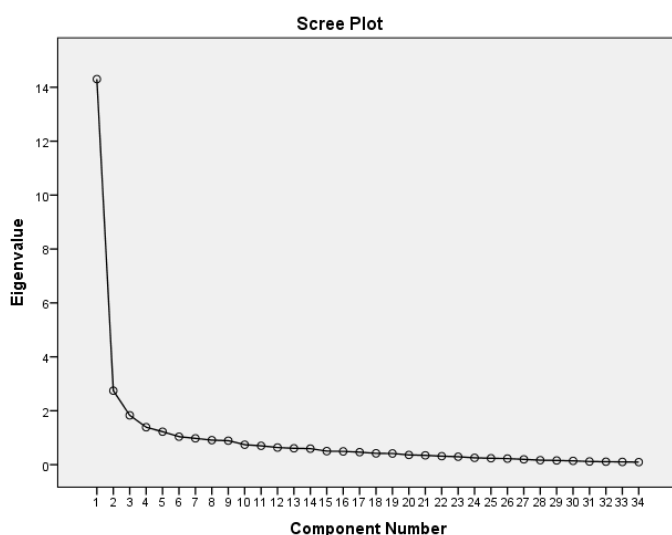


Figure 5. Scree Plot of SSI-SE-JP

Table 16  
*Factor Loading of Two Components Solution from Exploratory Factorial Analysis of SSI-SE-JP using varimax rotation*

	1	2	$h^2$
	Empowering Supporter	Task Oriented Teacher	
SSI30	.797		.644
SSI33	.794		.636
SSI16	.791		.636
SSI25	.788		.653
SSI21	.764		.591
SSI23	.716		.513
SSI8	.712		.508
SSI31	.712		.562
SSI2	.709		.543
SSI5	.703		.540
SSI27	.703		.567
SSI15	.698		.558
SSI9	.680		.487
SSI22	.678		.463
SSI7	.676		.586
SSI32	.649		.471
SSI29	.635		.466
SSI26	.611		.449
SSI3	.596	.432	.542
SSI4	.586	.424	.523
SSI6	.574		.354
SSI11	.551		.355
SSI12	.542		.377
SSI10	.491		.282
SSI24	.459		.299
SSI28	.420		.318
SSI17		.765	.586
SSI18		.762	.580
SSI14		.749	.563
SSI19		.688	.519
SSI13		.605	.458
SSI1		.552	.380
SSI20	.450	.515	.468
Eigenvalue	13.698	2.73	
% of Variance	41.51	8.273	
Cumulative Variance	41.51	49.783	

However, the scree plot and the smaller difference between the 3rd eigenvalue of actual data and random data (actual data:  $\lambda = 1.821$ ; random data:  $\lambda = 1.858$ ) as compared to the 2<sup>nd</sup> eigenvalues suggested a three-components structure. Therefore, extraction of 3 components accounting for 55.300% of variance with oblimin rotation and threshold of .40 factor loadings was conducted (see table 17). Because of moderate correlation ( $r = .501$ ) between component 1 and component 3, varimax rotation at threshold of .40 loading was not conducted. The three components were extracted with 10 iterations. Factors, in order, were named Empowering Practical Supporter ( $\lambda = 14.313$ ), Task Oriented Teacher ( $\lambda = 2.748$ ), and Reflection Facilitator ( $\lambda = 1.842$ ).

Table 17

*Factor Loading of Three Components Solution from Exploratory Factorial Analysis of SSI-SE-JP using oblimin rotation*

	1	2	3	$h^2$
	Empowering Practical Supporter	Task Oriented Teacher	Reflection Facilitator	
SSI2	.895			.674
SSI30	.868			.699
SSI3	.812			.698
SSI16	.781			.655
SSI25	.773			.671
SSI33	.757			.647
SSI7	.735			.586
SSI5	.655			.548
SSI31	.647			.567
SSI20	.643			.590
SSI21	.624			.591
SSI23	.623			.513
SSI4	.619			.554
SSI6	.616			.381
SSI22	.607			.465
SSI29	.581			.471
SSI32	.560			.472
SSI15	.473			.573
SSI24	(.351)			.300



Table 17 (Continued)

SSI17		.785		.586
SSI18		.774		.581
SSI14		.757		.599
SSI19		.644		.521
SSI13		.530		.461
SSI1		.479		.424
SSI10			.769	.583
SSI12			.702	.600
SSI11			.645	.531
SSI8			.626	.636
SSI9			.534	.568
SSI26			.511	.528
SSI27			.469	.424
SSI28			(.392)	.370
Eigenvalue	13.698	2.73	1.821	
% of Variance	41.51	8.273	5.517	
Cumulative Variance	41.51	49.783	55.3	

The evidence regarding the relationship with conceptually related constructs was obtained by using the Pearson product-moment correlation coefficient correlation with the components of SWAI-SE-JP. The result is described in the previous section of Hypothesis 3. Cronbach's alpha for each component score and total score ranged from .822 to .945 (See table 15).

### **Main Analysis: Unidentified latent Variable of Conceptual Structure**

After the preliminary analyses were completed, the main data analysis was conducted in order to explore the unidentified latent variable explaining the constructs of supervision conceptualized by Japanese counseling professionals. In this data analysis, exploratory factor analysis was conducted across all items from these scales.

Parallel analysis indicated that eight components were retained because the eighth eigenvalue of the actual data ( $\lambda = 3.268$ ) accounting for 56.397% of variance was greater than that of the random data ( $\lambda = 3.258$ ). Principal Component Analysis with oblimin rotation



Table 18 (Continued)

CCS23	.571			.528
CCS52	.566	.439		.575
CCS34	.566			.571
CCS12	.565			.568
CCS57	.563	.476		.679
CCS39	.551		.454	.633
CCS26	.551			.520
CCS24	.551			.533
SLQ21	.550			.488
CCS37	.549			.493
CCS29	.546			.548
CCS10	.546			.582
CCS4	.541			.573
CCS33	.540		.428	.681
CCS16	.539			.619
CCS19	.537			.495
CCS49	.534			.652
CCS11	.534			.633
CCS41	.522			.470
CCS9	.518			.465
CCS3	.493			.504
CCS45	.490	.450		.674
CCS15	.489		.412	.561
CCS38	.486	.430		.655
CCS40	.481	.447		.622
SSI20	.472			.529
CCS43	.455			.434
CCS17	.440			.460
CCS5	.426			.560
CCS21	.418			.467
CCS51				.322
SLQ17				.271
SSI27		.745		.651
SSI21		.721		.664
SSI33		.717		.716
SSI25		.713		.683
SSI16		.709		.664
SSI23		.700		.628
SSI15		.661		.663
CCS54		.655		.681
SSI9		.649		.641
SSI22		.647		.550

Table 18 (Continued)

SSI7		.641		.585
SSI12		.628		.461
SSI31		.625		.598
CCS59	.461	.622		.684
SSI11		.622		.501
SSI30		.612		.683
SSI8		.607		.606
SSI29		.590		.541
CCS53		.579		.678
SSI5		.575		.537
SSI32		.567		.443
SSI10		.558		.405
SSI26		.555		.602
CCS47	.521	.554		.738
SSI6		.539		.425
CCS55	.405	.528		.614
CCS56		.520		.601
SSI3		.500		.558
SSI4		.483		.534
CCS58	.444	.464		.619
SSI24		.434		.552
CCS60				.562
SLQ20				.314
SWA3		.839		.840
SWA2		.777		.758
SWA7		.726		.739
SWA8		.711		.766
SWA14		.706		.675
SWA4		.651		.549
SWA1		.630		.613
SWA15		.589		.565
SSI2		.505		.580
SWA13		.559		.690
SWA5		.516		.506
SWA6		.483	.441	.641
SWA12		.477		.542
SWA16		.470	.454	.454
SLQ19		.461		.635
SWA9		.457		.378
CCS18	.430	.430		.570
SLQ14				.584
SLQ27			.810	.385
				.750

Table 18 (Continued)

SLQ28				.764				.730
SLQ29				.761				.685
SLQ26				.724				.689
SLQ6				-.714				.614
SLQ24				.678				.713
SLQ25				.649				.641
SLQ18				-.638	.411			.607
SLQ5				.632				.624
SLQ23				.601				.505
SLQ30				.599				.619
SLQ3				.594				.674
SLQ1				.591				.588
SLQ7				-.575				.527
SLQ4				-.549				.420
SLQ9				.544				.481
SLQ15				-.527	.404			.689
SWA10								.540
CCS44								.318
SWA17								.400
SSI14					.667			.552
SSI18					.631			.490
CCS46	.536				.576			.707
SSI17					.553			.424
SSI1					.511			.528
SSI13					.483			.478
SSI19					.468			.399
SWA19			.446		.466			.617
SWA18					.444			.576
SLQ10						.608		.540
SLQ11						.544		.470
SLQ12						.544		.442
SLQ8						.492		.424
SLQ13						.462		.409
SLQ16						.414		.237
SWA11							.531	.427
SLQ22							.431	.343
SLQ2							.430	.496
SSI28		.459						.465
Eigenvalue	45.589	9.041	6.369	4.921	4.486	4.019	3.392	3.268
% of Variance	31.400	6.367	4.485	3.465	3.159	2.830	2.389	2.302
Cumulative Variance	31.400	37.767	42.252	45.718	48.877	51.707	54.096	56.397

In order to measure central tendency for all loaded components and total score, the score of raw data was standardized to z-score (See table 19). Component 4, the score of Self and Other Awareness was significantly but weakly correlated with the number of years receiving supervision,  $r(116) = .196, p = .034$ . The component 6, the score of Reliance was significantly and negatively defense correlated with the number of years in profession,  $r(117) = -.424^{**}, p < .000$ , and the number of years receiving supervision,  $r(116) = -.210, p = .022$ .

Table 19  
*Cross-Scale Internal Consistency and Descriptive Statistics*

	Sample size	Number of items	M	SD	Years in Profession ( r )	Years of Supervision Experience ( r )
Supervisory Task	97	56	.053	.045	-.013	.121
Mediator / Leader	108	38	.027	.032	-.032	.027
Work Alliance	116	18	.027	.013	-.014	.167
Self and Other Awareness	112	17	-.017	.023	.121	.196*
Master / Teacher	116	10	.001	.017	-.022	-.022
Reliance	111	8	.002	.026	-.424**	-.210*
Consultant	116	5	.004	.023	.202*	.274**
Counselor	117	3	.008	.013	.004	.086
Total	85	142	.035	.065		

*Note.* \* $p < .05$ . \*\* $p < .001$ .

With these eight components, four aspects are theoretically categorized: (a) Competence Development, (b) Roles, (c) Tasks, and (d) Supervisory Relationship. The Self and Other Awareness and Reliance was categorized as Competence Development based on applying the Integrative Developmental Model (Stoltenberg & McNeil, 2010). The Master / Teacher, Consultant, Counselor, and Mediator / Leader was categorized as Roles based on applying the Discrimination Model (Bernard & Goodyer, 2009); and Supervisory Task was separated from

Roles to Task. The Work Alliance was also categorized as independent and named Supervisory Relationship.

In order to explore whether these four themes would be consistent with the actual data, further analysis on the forced extraction of 4 components with oblimin rotation was conducted. Because only weak correlation identified among components ( $r \leq .426$ ), varimax rotation with threshold of .40 loading was conducted. The components accounting for 45.718 % of variances were extracted with 7 iterations. The components, in order, were named Roles ( $\lambda = 45.589$ ), Task ( $\lambda = 9.041$ ), Work Alliance ( $\lambda = 6.369$ ), Competence Development ( $\lambda = 4.921$ ).

Table 20  
*Factor Loading of Four-Factor Solution from Exploratory Factorial Analysis of Cross Scale using varimax rotation*

	1	2	3	4	$h^2$
	Roles	Task	Work Alliance	Competence Development	
SSI33	.762				.666
SSI21	.745				.616
SSI16	.742				.641
SSI27	.733				.593
CCS54	.730				.633
CCS59	.718				.674
CCS53	.706				.633
SSI23	.704				.526
SSI25	.698				.613
SSI30	.673				.615
SSI22	.657				.463
CCS47	.652	.426			.716
SSI8	.640				.516
CCS55	.631				.553
SSI5	.624				.514
SSI9	.612				.509
SSI7	.602				.493
SSI15	.602				.437
CCS38	.599				.556
SSI31	.594				.506
CCS56	.592				.474
SSI2	.588		.533		.657

Table 20 (Continued)

SSI29	.588			.449
CCS57	.579	.494		.624
CCS45	.578			.566
CCS27	.567	.523		.604
SSI11	.559			.342
SSI32	.549			.383
CCS48	.547	.499		.581
SSI12	.544			.325
CCS40	.542	.446		.512
CCS52	.534	.469		.527
CCS50	.532	.486		.575
SSI26	.531			.42
SSI6	.531			.375
CCS58	.520			.498
CCS34	.509	.490		.532
SSI10	.501			.300
SSI4	.493			.480
CCS49	.485	.475		.519
CCS41	.483	.432		.435
CCS16	.481	.434		.506
SSI3	.481			.439
SSI28	.464			.271
SWA13	.463		.445	.432
CCS11	.463	.451		.530
CCS60	.455			.422
SSI24				.280
SLQ20				.283
CCS51				.291
CCS28		.728		.550
CCS22		.718		.573
CCS32		.705		.545
CCS30		.674		.651
CCS8		.673		.506
CCS46		.628		.420
CCS7		.626		.410
CCS2		.621		.449
CCS1		.615		.467
CCS14		.611		.400
CCS31		.590		.368
CCS9		.576		.386
CCS3		.574		.390
CCS20	.493	.567		.574



Table 8 (Continued)

CCS6		.563		.430
CCS35		.559		.379
CCS24		.555		.516
CCS36	.468	.551		.562
CCS19		.543		.436
CCS4		.535		.454
CCS39	.410	.527		.465
CCS23		.523		.437
CCS42	.488	.521		.549
SLQ21		.521		.359
CCS12	.460	.517		.550
CCS33	.441	.516		.504
CCS13	.485	.512		.560
CCS26	.413	.511		.501
CCS29		.510		.386
CCS25	.474	.504		.537
CCS37	.404	.489		.468
CCS10	.420	.487		.501
CCS15		.477		.293
CCS43		.459		.302
SSI20		.442	.408	.487
CCS21		.439		.227
CCS5		.426		.340
CCS17		.406		.425
CCS44				.261
CCS18				.403
SLQ2				.238
SLQ12				.163
SWA3	.427		.760	.768
SWA8	.481		.660	.715
SWA4			.659	.520
SWA1			.655	.585
SWA7	.496		.650	.687
SWA2			.635	.578
SWA16			.624	.571
SWA5			.614	.523
SWA19			.603	.506
SWA14	.440		.587	.543
SWA18			.520	.497
SWA15			.509	.466
SSI14			.504	.307
SWA6			.491	.370

Table 8 (Continued)

SWA10			.486		.367
SWA9			.483		.384
SSI19			.442		.242
SLQ8			.427		.286
SSI13			.423		.319
SWA17			.422		.283
SWA12			.421		.405
SSII					.349
SSI18					.516
SLQ19					.184
SSI17					.211
SWA11					.206
SLQ18				-.755	.576
SLQ6				-.739	.578
SLQ27				.720	.592
SLQ25				.704	.541
SLQ26				.697	.655
SLQ28				.688	.551
SLQ29				.671	.542
SLQ7				-.645	.423
SLQ15				-.638	.445
SLQ24				.610	.674
SLQ30				.593	.556
SLQ10				-.575	.375
SLQ4				-.575	.395
SLQ23				.569	.424
SLQ1				.546	.470
SLQ9				.540	.415
SLQ3				.518	.491
SLQ5		.460		.508	.497
SLQ11				-.499	.292
SLQ13				-.486	.284
SLQ22					.138
SLQ17					.211
SLQ16					.105
SLQ14					.158
Eigenvalue	45.589	9.041	6.369	4.921	
% of Variance	31.400	6.367	4.485	3.465	
Cumulative Variance	31.400	37.767	42.252	45.718	

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## CHAPTER V

### DISCUSSION

This chapter will discuss the following five points: (a) interpretation of findings, (b) cultural ramifications, (c) limitations of the study, (d) implications, and (e) recommendations for further research. For the interpretation of findings reported in chapter 4, both statistical findings including the psychometric properties of the four utilized scale and the cross scale analysis will be discussed.

#### Interpretation of Findings

##### **Counselor Supervisor Self-Efficacy Scale Supervisee version in Japanese (CCSES-SE-JP)**

In this study, Japanese supervisees' responses identified four constructs to describe the ideal clinical supervisor: (a) Supervising Skill and Intervention, (b) Supervisee Focus, (c) Multicultural and Diversity Competency, and (d) Supervisor's Task. Item 15, "(The ideal supervisor) writes detailed supervision case notes when required," loaded at .30 level on component 2, supervisee focus, and component 4, supervisor's task. Item 51, "(The ideal supervisor) appropriately attends to my emotional responses when conducting an evaluation," at .30 level on component 1, supervising skill and intervention. Though the loading was small, the magnitude on loading across components and the content of the items still explains the four-component structure.

These are different than Barnes' original eight components: (a) model and theory of supervision and counselor development, (b) supervision method and techniques, (c) group supervision, (d) legal ethical issue, (e) supervisory relationship, (f) cultural issue, (g) managing supervision, and (h) evaluation (Barnes, 2002). Barnes studied supervisors' self-reported self-efficacy, not what a supervisee might consider an ideal supervisor's self-efficacy to be. Given

her initial scale is based on the knowledge, skills and abilities determined by the Standards for Counseling Supervisors (SCS: ACA, 1990) and the Curriculum Guide for Training Counseling Supervisors (CGTCS: Borders, et al, 1991), differences in scale responses can be explained as due to the difference of target population. That is, I modified the scale to allow supervisees to imagine what the ideal supervisors' self-efficacy would be. This modification allowed participants' expectation that it would be important for an ideal supervisor to pay attention to the supervisee. Because the original study targeted supervisors (Barnes, 2002), said component did not emerge.

### **Supervisee Level Questionnaire-Revised-Japanese version (SLQ-R-JP)**

As noted in Chapter 4, the SLQ-R-JP has good reliability for each component and the total score except for Component 3, Autonomy. In terms of constructs, both two and three component solutions emerged. The two component model yielded High Self-Efficacy and Low Self-Efficacy. The three component model yielded (a) Self and Other Awareness, (b) Motivation, and (c) Autonomy. A closer look at both models and item loadings suggested the three component model makes more sense in terms of counselor education. In the two component model, the component named High Self-Efficacy was consistent with the one labeled Self and Other Awareness in the three component model. However, Low Self-Efficacy from the two component model split into what could best be termed Motivation and Autonomy.

The two lowest loaded items in the three component solution still contributed and helped to explain these three factors. Statements that indicated Motivation and Autonomy were inversely related to Self-and Other Awareness. Therefore, higher scores on Motivation and Autonomy indicate lower scores on self-efficacy. For example, Item 22, "Regarding my counseling / therapy, I will view my supervisor as a peer/colleague," was negatively related to

Self and Other Awareness (which represents counseling self-efficacy). Item 22 was positively related to Autonomy (which represents lower counseling self-efficacy). As well, Item 4, “I lack self-confidence in establishing counseling relationship with diverse client types,” was negatively related to Self and Other Awareness and was positively related to Autonomy and Motivation which would then indicate lower counseling self-efficacy.

There are two substantial evidence regarding relationship with criteria for validity of SLQ-R-JP in terms. First, the Self and Other Awareness score was positively and significantly correlated with the number of years in profession and number of years receiving supervision. Second, the Motivation score was negatively and significantly correlated with the number of years in profession, and number of years receiving supervision. Though these correlation coefficients were small, this indicates that participants who had more clinical and supervision experience tended to have higher self-efficacy in counseling competency and were also more motivated for their clinical work.

These findings are consistent with the original study (McNeill et al., 1992). In terms of evidence regarding scale construction, the three factor solution in this study was consistent with the original scale: (a) self-other awareness, (b) motivation, and (c) dependency-autonomy. In their original study, McNeill and colleagues reasoned the three factor solution best explain fluctuation among intermediate level practitioners’ independent functioning in comparison with either novice or advanced level of practitioners (1992). This fluctuation could be seen in the high variance among the autonomy-dependency scores. Though this lower internal consistency in autonomy subscale supports the Integrated Developmental Model (IDM: Stoltenberg & McNeill, 2010), the authors recommended refining the items for this subscale (McNeill et al.,

1992). In this study, because no refining of these items was attempted, the results resembled the original scale.

### **The Supervisory Style Inventory Supervisee Form Japanese version (SWAI-SE-JP)**

As noted in Chapter 4, the SWAI-SE-JP has good reliability for each component. For evidence regarding internal structure of the SWAI-SE-JP, two components were extracted: Bond-Relation and Practical Task. This two components solution resembles the original study (Efstation, et al., 1990) except for Item 10. In this study, all items were clearly loaded on either component except Item 10, “I feel free to mention to my supervisor any troublesome feelings I might have about him/her.” This item related more to the Bond-Relation than the Practical Task component. This could indicate those Japanese supervisees’ who participated conceptualize Item 10 differed from the US American supervisees’ in the original study and felt that Item 10 best belongs under Bond-Relation. However, when taking a closer look at the other items under Bond-Relation, Item 10 seems to differ from the other items. All the other items refer to supervisor’s behavior or supervisee’s feeling whereas Item 10 focusses on supervisee action. This difference will be discussed in the cultural ramification section in detail.

### **The Supervisory Style Inventory Supervisee Form Japanese version (SSI-SE-JP)**

As noted in Chapter 4, the SSI-SE-JP has good reliability for each component. For the evidence regarding internal structure, three components were extracted: (a) Empowering Practical Supporter, (b) Task Oriented Teacher, and (c) Reflection Facilitator. These finding are similar to the original study in the US (Friedlander & Ward, 1984).

### **Additional evidence for the validity of SWAI-SE-JP and SSI-SE-JP**

The weaker correlation between the score of Bond-Relation of SWAI-SE-JP and stronger correlation with the score of Teacher of SSI-SE-JP offers support for the evidence regarding

relationship with conceptually related constructs. However, unlike the result of original study (Efstation, et al., 1990), there were moderate statistically significant correlations between the Bond-Relation score and the score of all three components of SSI-SE-JP.

### **Main Analysis**

As noted in Chapter 4, cross-scale analysis indicated an 8 components solution: (a) Supervisory Task and Skill, (b) Mediator / Leader, (c) Work Alliance, (d) Self and Other Awareness, (e) Master / Teacher, (f) Reliance, (g) Consultant, and (i) Counselor. In other words, Japanese supervisees identified eight elements conceptualizing the nature of ideal supervision. The order of extracted components and the z-score of components indicate that those Japanese supervisees see Supervisory Task as the most important, and Mediator / Leader as second.

The Mediator / Leader component is the unique element that is different from the hypothesized constructs of supervision in the US. This element consisted of items regarding a certain style of supervision that is associated with specific tasks. For example, the higher loading items are about supervisory style such as “facilitative” (SSI: item 27), “warm” (SSI: item 33), “flexible” (SSI: item 16), “collaborative” (SSI: item 9). The task related items are about dealing with supervisory dynamics such as Item 48, “Implement strategies that enhance the quality of a supervisory relationship,” and Item 45, “Recognize possible dual relationship issues that may arise within supervision,” of CCSES-SE-JP. Other task related items include dealing with such supervisory dynamics in group setting as Item 54, “Balance the needs of the group with the individual needs of us during group supervision,” and Item 55 “Model appropriate responses to affect presented in group supervision,” of CCSES-SE-JP. Based on these characteristics, this component was labeled Mediator / Leader.

These eight components could be grouped into four larger components: (a) Supervisory Relationship, (b) Roles, (c) Tasks, and (d) Competency Development (See figure 2). Considering the order of extracted components, these Japanese supervisees identified Roles as most important and Task as second. This structure is different than the hypothesized nine element model and contains a different component entirely. For example, Mediator and Leader fall under supervisor roles. Only Work Alliance fell surprisingly under Supervisory Relationship. It was hypothesized that the Supervisory Relationship would comprise both on an Emotional Bond and a Practical Bond, both of which are needed for a strong work alliance. But for these Japanese supervisees, items for Practical Bond merged into Master /Teacher. Also, the structure of Supervisee's Competency Development with two components, Self and Other Awareness and Reliance, was different from the hypothesized structure. Cultural ramification may explain some of these differences. Further study is needed to explore how Japanese supervisees envision these components: (a) work alliance, (b) the role of Mediator and Leader, and (c) Competency Development in Japanese supervision.

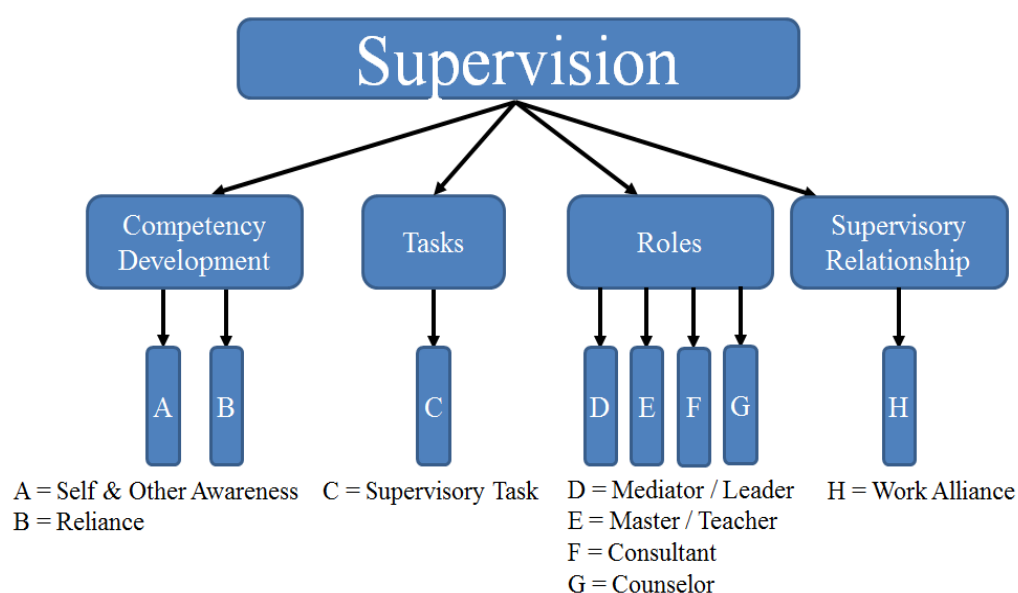


Figure 6. Constructs of Supervision: Japanese Supervisees' Perspective



This eight component structure is similar to what Japanese supervisors think about the clinical sensitivity of good supervisors (Sakai & Nunoshiro, 2014). In their research, good supervisors were those who provided flexible supervision for supervisees who espoused any kind of theoretical orientation and school of thought. The authors categorized flexible supervision into eight themes by dialectical qualitative analysis based on discussion among seven clinical psychology supervisors. For example, Competency Development was conceptualized as a precondition of supervision. The authors identified supervisees' needs for supervision as one of the factors necessary to increase self and other awareness and facilitate the meaning making process organically for both supervisors and supervisees in each supervision setting.

In their model, supervisor characteristics were conceptualized in two categories: supervisor competency and supervisor humanity (Sakai & Nunoshiro, 2014). Supervisor competency comprised three components: (a) education intention, (b) conceptualization, and (c) sharing words and image. In terms of supervisor competency, education intention and conceptualization resembled these Japanese supervisees' expectations of Supervisor's Tasks (Sakai & Nunoshiro, 2014).

The contents of sharing words and images in Sakai and Nunoshiro's study, resembled what participants in this study fell under Work Alliance. Similarly, Sakai and Nunoshiro's indicator of what makes for a good supervisor, his or her humanity, best fits under this study's Mediator / Leader component. Supervisor humanity is defined as how self-aware and reflective about how their worldview, belief in the human nature, and life development stage influence their supervision. In addition, supervisor humanity addresses awareness of power dynamics within self and others. Finally, in terms of supervisor humanity, Japanese supervisors are congruent and genuine (Sakai & Nunoshiro, 2014). The characteristics of the Mediator / Leader

factor as facilitative, warm, flexible, open, responsive, and sensitive in this study seems to be quite similar, and describe the ideal reflective supervisor.

These similarities between the findings from this study and the conceptual model created by Japanese supervisors (Sakai & Nunoshiba, 2014) indicate that both Japanese professionals and supervisors envision a similar ideal clinical supervisor figure.

### **Cultural Ramification**

The identified 8 components construct in this study was clearly different from the hypothesized 9 factor constructs from the literature review. Culturally, there are items on all of the Western-designed and adopted scales that may have been understood differently by the Japanese participants.

### **Work Alliance**

Item 10 of SWAI-SE-JP, “I feel free to mention to my supervisor any troublesome feelings I might have about him/her,” did not contribute to any components in both the SWAI-SE-JP and cross scale analysis. In the scale analysis, Item 10 contributed stronger to Bond-Relation. The major difference between Item 10 and other items loading on Bond-Relation was the Supervisee’s action. Item 10 asks supervisees’ action whereas all other items asking about the supervisor’s behavior or supervisee’s feeling. In other words, supervisees in Japan expect supervisors as primary responsible person to build a rapport relationship, but do not expect to initiate or express their thoughts and feelings toward their supervisor. The following Japanese Confucius characteristics may explain this phenomenon.

**Japanese Confucius Characteristics.** Japanese Confucius characteristics have two distinct ideas of virtue: Compassion and fidelity, and Obedience. Takashima (2009) addresses

the idea of obedience as the dynamic of relationship and the idea of compassion and fidelity as the appropriate approach to others in the relationship.

*Compassion and fidelity.* Takashima (2009) explained the idea of compassion as mindfully interaction with warmth and fidelity as commitment to interact with others genuinely. All of the items on Work Alliance describe supervisors' behavior that describe these two characteristics. Those Japanese supervisees might associate these characteristics with Work Alliance.

*Obedience.* The Confucius idea of obedience is hierarchical and follows the direction from senior or authority in a family without showing negative attitudes. This directionality manifests in social and work relationships as well (Takashima, 2009). For example, in the work place, a boss's suggestion is to be taken as an expectation, not as something to consider as it could be considered in the US. To ignore it is to be disrespectful, and reflects badly on oneself, often to the determinant of one's career and one's upbringing. Those Japanese supervisees may have considered Item 10 as challenging behavior and against the idea of obedience.

### **Mediator and Leader**

Shiota and Ueda (2011) discussed the cultural characteristics of Japanese communication in social work peer supervision. They identified that Japanese people see it to be more important to "feel like to be understood" by others based on observing others' response than to actually be clearly understood. By contrast, counselors in the US work to build understanding by accurately articulating and exchanging thoughts and emotions (Shiota & Ueda, 2011, p138). It is possible then, Japanese communication style may have contributed the lower loading of Item 10 on Work Alliance.

Shiota and Ueda (2011) expressed concern about this communication style as one of the major obstacles for clinical supervision in Japan. Because supervisees importantly see the bond in a supervisory relation based on the very subjective assumption to “feel like to be understood,” they may be reluctant to check whether they really understand each other in order to be supportive in group supervision.

This cultural characteristic is also evident in the two component solution of SSI-SE-JP. On SSI-SE-JP, Item 3, “concrete,” and Item 4, “explicit,” loaded on Empowering Supporter stronger in the two component solution model, and then loaded on Task Oriented Teacher in the three component solution. These two items also contributed to the component, Mediator / Leader. These indicate that those supervisees expect the ideal supervisor to play a specific assuring role that they gain understanding from both supervisor and other peers. And the z-score mean of Mediator / Leader also indicates that this role is the most important as compared to other roles.

This communication style expectation, that supervisors are to be the Mediator / Leader while supervisees do not clearly articulate their feeling and thoughts, can also explained by *Amae*. *Amae* is a motive to deny the separation from others and avoid pain of such the separation (Doi, 1971). In a social relationship, Japanese people try to accomplish *Amae* by internal locus of control whereas in the family or private relationship, they try to accomplish *Amae* by external locus of control (Osako & Takahashi, 1994). For example, when they have a family conflict, they tend to express anger, criticize or ignore their family members. On the other hand, in the social and work setting, they tend to smooth the tension by pleasing others, explaining situation in a roundabout way. In the clinical situation, the awareness of *Amae* has significant meaning (Tamase & Aihara, 2005). Considering parallel process (Friedlander, 1989),

Amae could happen within the clinical supervision relationship. For future research, understanding the supervisees' Amae in the supervision relationship would be meaningful.

### **Competency Development**

Unlike the original 9 element structure, most of motivation items merged to Self and Other Awareness. Reliance was left as one component. According to the Integrated Developmental Model, Autonomy fluctuates at intermediate stage, but other two concepts are correlates more clearly as their experience increase (Stoltenberg & McNeill, 2010). Therefore, rather than cultural ramification, the analysis differentiated items of supervisee self-efficacy based on the relationship with other criteria.

However, items regarding autonomy did not fall on dependency. Item 14 of the SLQ-R-JP, "Although at times I really want advice / feedback from my supervisor, at other times I really want to do things on my way," and Item 17 of SLQ-R-JP, "Given my current state of professional development, I believe I know when I need consultation from my supervisor and when I don't," did not load strongly on any component. However, considering the degree of autonomy, it should load on the dependency. Japanese supervisees attribute the idea of obedience among Japanese supervisor as a taboo to become independent from their supervisor. Becoming more independent may be seen as arrogant by others.

### **Limitations**

#### **The Trustworthiness and Reliability of Response**

There are limitations inherent in any research design; this study is no exception. Although the recruitment criteria was established to mitigate such a threat, there are certain limitations on internal validity due to the research design. This exploratory study is descriptive field research; research that is high in external validity but considerably limited in internal

validity (Heppner, Wampold, & Kivlighan, 2008). Participants responded to requests forwarded to them from authorities in Japanese clinical and educational institutions who had agreed to be a part of this study. Although assured confidentiality, it is not possible to know how much peer pressure or authority pressure, whether overtly, covertly, or even internalized affected participation.

In Japan, both social and work hierarchy is important. Children are taught early on that person with less privilege within a relationship yields to those who have more. This relates to the Japanese Confucius characteristic of obedience as discussed above. This cultural privilege includes age and gender, favoring the elderly and men. To attempt to culturally mitigate some of these oppression dynamics ethically, participants were told their responses were anonymous. However, the researcher could not verify whether those who chose to participate agreed upon their own free will or felt compelled to do so.

Another limitation in a descriptive field research design speaks to the trustworthiness and reliability of responses, yet in this study, social desirability was not considered. Social desirability was not measured because these items would have increased the length of the survey and could have contributed to research fatigue. There was an opportunity for participants to provide feedback. About 30 % of on-line participants did so. Most of them supported the study by lauding the meaningfulness of this research. Also, about 50 % of on-line participants provided additional relevant opinions about what makes an ideal supervisor figure. For example, the setting and price of supervision, competency in dual or multiple relationships, and openness to other theoretical orientations were very concrete and specific to the context of clinical supervision work. These responses supported the belief that study participants self-identified as professional counselors who were interested in supervision. Yet, it is very difficult to assume

what kind of intentionality and attitude participants had to this study and the researcher during the research participation.

### **Two Different Devices of Data Collection Procedure**

In this study, data were collected from both an online survey and a hard copy survey. Combining data from these two different collection procedures would be considered data contamination. Though, the level of contamination on data can be considered to be mitigated for two reasons. The first reason is because the group responding to the hard copy survey was a part of the target population. And the second reason is because there is research to support there are no significant differences in the scale scores between online and hard copy surveys (Campos, Zucoloto, Bonafé, Jordani, & Maroco, 2011; Dodu & Winter, 2014; Hirai, Vernon, Clum, & Skidmore, 2011). Moreover, the procedure of distribution and collection of online and hard copy surveys was consistent to the research design. It kept as anonymous; there was no limitation in time to complete; and the researcher never met the participants. However, as social desirability in these two surveys was not measured, there is still some possibility of data contamination.

### **Limitation of Preliminary Analyses**

The CCSES-SE-JP may lack strong evidence for validity regarding conceptually related constructs. The items of CCSES-SE-JP measure the ideal supervisor from the supervisees' point of view. Unlike the CCSES, the Psychotherapy Supervisor Development Questionnaire (PSDS) is difficult to change the description into a supervisee version because it was developed to measure the Supervisors' perception of their development. Therefore, this study had limitation in gathering evidence of validity.

The evidence for validity of SWAI-SE-JP regarding relationship with criteria should be obtained by the correlation with components of the SWAI-Supervisor form ideally. However,

because the number of supervisors in Japan is limited, accessibility to this population and their supervisees at the same time is difficult. Further research might require more resources in terms of time and funds.

### **Limitation of Sample Size**

Exploratory Factor Analysis (EFA) was conducted to measure evidence on internal structure of all scales validity and to explore the internal structure across the four scales. The average of communalities for each analysis ranged from .494 to .553. Each scale in this study loaded on a small number of components with more than six or seven indicators. Considering the possibility of the high overdetermination of components, the required sample size should be over 100 to achieve a good recovery of population factors (MacCallum, Widaman, Zhang, & Hong, 1999). Therefore, for measuring the evidence regarding the internal structure for all scales in this study, the sample size is reasonable enough.

The cross-scale analysis loaded eight components which I considered more than a “small number of factors” (MacCallum, Widaman, Zhang, & Hong, 1999, p 96). Only three items loaded on Component 8, Counselor. Based on these evidences, it is difficult to determine whether a good recovery of population factors is achieved. Therefore, in order to achieve better recovery of the cross-scale component solution, sample sizes of “well over 500” would be recommended for future research (MacCallum, Widaman, Zhang, & Hong, 1999, p.96).

Due to the small sample size in this research, Principal Component Analysis (PCA) was conducted rather than the Principal Axis Factoring (PAF). The PAF analysis identifies the factor, which is unique from other factors, based on the covariance of each item (Mulaik, 2009). Therefore, PAF analysis should be more suitable to obtain evidence regarding internal structure



for validity. In order to test the consistency of a model, future research will have to include both PAF and confirmatory factor analysis.

**The response rate.** Low response rate is another limitation in this study. This might have occurred for any of the following issues: (a) recruitment procedure, (b) familiarity of clinical supervision, (c) clarity of items, (d) length of survey and (e) technical issues. The first two points could explain why many people did not participate in this research. The second three points could help explain the proportion of completed responses. These limitations were mainly analyzed based on the participants' feedback to this research. I will clarify my reasoning below.

**Recruitment procedure.** The researcher contacted each organization, institute and office, where counseling professionals work in Japan. This came to 674 contacts. The solicitation e-mail included the reason why they were chosen and stated the research target population as counseling professionals in Japan. However, this statement was written in full sentences. Also, the advertisement / solicitations were similar. It was supposed that the full sentences and writing in a letter format would be considered more warm and polite. Feedback, though limited, was confusing. Three participants commented that the request was very warm, polite, and professional while two participants suggested that clearer bullet points of target population and practical statement would be friendlier and more likely to attract. In order to increase the response rate, more careful and culturally appropriate approach and description of solicitation and advertisement to potential participants will be required in future research.

**Familiarity with clinical supervision.** Some professionals are reluctant to receive supervision because of unfamiliarity or negative prior experiences. It is hard for counseling professionals to imagine what supervision is because there is no clear definition in Japan (Hiraki, 2012; Kaito, 2014).

Shiota (2013) addressed the issue of the hierarchical nature in the clinical supervision of social work. Supervisors, she maintained, need to be mindful of potential abuse resulting from inherent power differentials in the relationship, separating, wherever possible, administrative and clinical supervision duties. Indeed, Shiota reported that some supervisors provide suggestion and order based on administrative reason rather than on considering the development and empowerment of supervisees. This may have happened to many Japanese supervisees already such that there may not be much recognition of the difference between the clinical supervision and administrative supervision. In such a power dynamic, in addition to the Confucius idea, supervisees have to take a risk in mentioning troublesome feelings toward supervisor.

Three professionals reported that they did not want to participate in this research because they did not know about clinical supervision at all. Other participants reported that they were reluctant to take this survey because they doubted the effectiveness of supervision due to their previous negative experiences.

This power differential could be evident in a way to call supervisors. In general, counselors and clinical psychologist are called “Sensei” by their clients and they call each other “Sensei.” This led to the statement of “Kanpeki Sensei” or “Perfect Sensei” as an introductory statement in the study, which may have implied more power differential than hoped for. In fact, some counseling professionals do not prefer to be called “Sensei” because they try to mitigate unnecessary power differential. Therefore, those supervisees may have had a reaction towards the words used to describe the ideal supervisor (Kanpeki Sensei) which discouraged them from continuing participation.

***Clarity of items.*** Items were translated from instruments designed to measure constructs of supervision in the US. Unfamiliarity with specific translated terminology and sentence

construction may have been a factor. The most frequent feedback provided in the last descriptive section was focused on the overall awkwardness in Japanese that may be due to the translation. For example, Item 21 of SLQ-R-JP, “I believe I know my strengths and weaknesses as a counselor sufficiently well to understand my professional potential and limitations,” was one specific reported item that seems to confuse participants. It is my assumption that although the first part, “ I know my strengths and weakness as a counselor sufficiently,” and the second part, “to understand my professional potential and limitations,” are very clear; the relationship between these two parts are not clear together, may be too long, and may be answered separately.

Another bit of feedback pointed to some jargon such as “process,” in Item 60, “integrate an understanding of supervisees’ learning styles into the group supervision process.” On the other hand, some other participants appreciated that there were group process items in the survey. This indicates that there is no a unified word or jargon describing the “process” for Japanese counseling professionals. A qualitative study could be quite interesting for future research.

Other participants stated items on multicultural issues are not relevant to their work and they struggled to understand why these were included. In Japan, there are many multicultural issues regarding classism such as burakumin (Duval, 1994; Hino, 2002), ethnic diversity and complexity of their identity such as kikokushijo (Fry, 2007; Uematsu, 2008), international marriage and multiethnic children (Suzuki, 1998), and gender identity (Horie, 2010; Komiya, 2015; Nakanishi & Hori, 1997). Qualitative studies regarding multicultural sensitivity and familiarity of the use of term “multi-culture” and/or “cross-culture” among Japanese counseling professionals would be very interesting topics for future research.

Other issues were the grammatical inconsistency and an unclear introductory question statement. There were inconsistencies with the tense, direct style vs. distal style (-desu and -masu). The direct style is a short ending tense which is more concise. The distal style is a more polite tense. This may have led participants to be confused about the level of significance of the item between these different styles. Perhaps they might presume the sections with more direct language were more important than the others.

***The length of survey.*** This survey contained 150 items. The estimated time was 30 minutes to complete. However, several participants reported that the survey was very long. In addition to the issue with clarity, fatigue due to participating in this survey would be also another factor that could discourage study completion.

***Technical Issue.*** One participant reported that there was a technical issue on the survey online. When the participant tried to go back to the previous page, the error made the participant to start the survey over. This issue is assumed to have happened to other participants who did not inform the researcher. Therefore, within those who decided to take the survey, more participants might have completed the survey had there been no technical issue.

### **Clinical and Training Implication**

The findings of this study indicate the following three beneficial implications for the counseling profession: (a) quality assurance of clinical service, (b) supervisee benefit, and (c) supervisor training.

#### **Quality Assurance of Clinical Service**

The correlations among the components, the number of years receiving supervision, and the number of years in profession, indicate the benefit of receiving supervision. The number of years in profession was correlated negatively and significantly with Reliance, but not significantly correlated with Self and Other Awareness. These indicate that more experienced

professionals may become more independent. However, it does not necessarily mean that they have high self-efficacy on their counseling competency. In fact, the mean of the z-score of Self and Other Awareness was negative and suggests otherwise they had to be independent without receiving sufficient support to increase their self-efficacy.

On the other hand, the years in supervision experience was significantly and positively correlated with Self and Other Awareness and significantly and negatively correlated with Reliance. Though these correlation coefficients were not strong, this indicates that the participants with more experience in supervision are more independent and have higher self-efficacy.

As clinical supervisions can strengthen supervisors' self-efficacy, it will be also helpful to increase supervisees' competency through evaluative relationship. The use of terms like "multi-culture" and/or "cross-culture" are not familiar to some Japanese supervisees. Identifying multicultural sensitivity as a part of counseling competency and implementing training, and formative and summative evaluation through supervision will assure a higher and more consistent quality of counseling service for clients.

### **Implications for Supervisee Benefit**

Also, this research indicates what kind of supervision would be ideal for Japanese counseling supervisees. The highest mean score of the cross scale analysis was Supervisory Task and Skill. This indicates that these supervisees' saw it was the most important piece of clinical supervision. This component describes a very concrete and specific behavior or task that supervisors perform in supervision. An organized concept from the characteristics of Supervisory Task and Skill would be helpful for supervisees to have concrete vision of what supervision can do for counseling professionals.

The second highest mean score of the components was Mediator / Leader. Leader / Mediator is a different type of role from the US model such as the discrimination model (Bernard & Goodyear, 2009), though it is similar to the humanity of good supervisor (Sakai & Nunoshiba, 2014). This unique role would be the key figure to explain the Japanese supervisees' dilemma of becoming competent or being obedient to the clinical supervisor.

As mentioned in the previous section, more competent counseling professionals tend to be more independent. Amae and internal locus of control can be an obstacle to becoming independent. It may increase more confusion to supervisees when they have contradicting multiple clinical supervisors. However, obedience is one of the virtues for Japanese based on the Confucius idea. Therefore, this obedience produces more complex dilemma to become a competent counseling professionals. Organizing the concept of this role and establishing a guideline for the counseling clinical supervisors would reduce such the supervisees' the dilemma and become more competent in their practice as defined by Western thought.

### **Implications for Supervisor Training**

These findings can also be applied to supervisor training. Organizing the identified elements would be helpful to become a competent clinical supervisor. Organizing the Task and Skill would be helpful for supervisees to have concrete vision of what supervision can do for counseling professionals. And, the characteristics of the Mediator / Leader may provide a reflection of their supervisory style and their own human nature.

Particularly, the competency development and supervisory relationship implies significant factors to consider the Japanese clinical supervision. For example, understanding the relationship between competency development model, such as the integrative developmental model (IDM: Stoltenberg & McNeill, 2010) and the concept of Amae and obedience might

reveal a potential obstacle in empowering Japanese supervisees. If a clinical supervisor emphasizes to become more independent too much and disregards the Amai from supervisees from very early stage of supervisory relationship, supervisees' self-efficacy and competence would not effectively grow. On the other hand, if a clinical supervisor disregards supervisees to become independent and expect to obedience through a whole process of supervision, the supervisee would also not effectively grow. Understanding the dynamic of Amai and obedience in the development of supervisory relationship will implies the ideal characteristics of humanity to become a competent clinical supervisor.

The identified structure implies the basic conceptual framework for training guidelines for supervisors. Exploring each component in detail would identify what would be the criteria to become an effective supervisor. The establishment of systematic evaluation and competency criteria on supervisors' performance would be also beneficial to mitigate supervisees' dilemma and empower their clinical competency.

### **Recommendation for Future Research**

#### **Revision and Replication of this Research**

As mentioned in the limitations section, the increase of the sample size would reveal clearer structure model for cross scale analysis. This research was exploratory and should be considered as a pilot study. In order to increase the clarity of item and content validity, further revision on items is required. For example, some long and confusing item statement such as Item 21 of SLQ-R-JP may be required to be revised to sound natural and appropriate in Japanese.

Also, double barreled questions may be needed to split into multiple questions. For example, the SLQ-R Item 17 did not load on any component for the Main analysis. This indicates some cultural ramification; however, it also can be explained due to the complexity of

the item constructs. Item 17, “Given my current state of professional development, I believe I know when I need consultation from my supervisor and when I don’t,” can be split into two items asking “I know when I need consultation from my supervisor,” and “I know when I don’t need consultation from my supervisor.” This may offer more clarity regarding ones’ autonomy as well as the relationship between obedience and autonomy.

Also, the inconsistency with verb tenses should be standardized. And the clarity of the subject in the items, my supervisor vs Kanpeki Sensei, will be necessary to revise. These items should be included because it brings more realistic situation for clinical supervision. After the revision of the survey, future research may be required to repeat with a larger sample size to confirm the model. In addition, this research focused more with supervisors’ quality. This indicates that future research can explore the ideal supervision setting such as contracts and fee process.

### **Exploring issues in Japanese Counseling Professionals Competency**

Each adopted scale in this research had sufficient evidence for its validity and reliability. However, the cross scale analysis revealed another structure from the hypothesized one. Therefore, rather than adopting a scale and utilizing as is, future research should focus on scale construction for each element that measures the nature of Japanese counseling profession and clinical supervision.

In order to do that, further research should explore the familiarity with a jargon in this research and alternative words that describe the same concepts. For example, the word “process” is commonly used in group work in the US. This leads to two questions. The first question is how many Japanese counseling professionals are familiar with group work and how many of them could be considered experts. The second question is how many Japanese counseling



professionals are familiar with professional jargons like “process,” and how they utilize the concept in group work with or without using this jargon.

Another future research recommendation is regarding multicultural competency among Japanese counseling professionals. In this topic, two questions need to be explored. The first question is the familiarity of the use of term “multi-culture” and/or “cross-culture” among Japanese counseling professionals. The second question is how Japanese counseling professionals utilize multicultural sensitivity in their practice with or without using this term.

In addition, further study should explore the level of Japanese supervisors’ understanding of these topics. As competent clinical supervisors, understanding these topics is essential in order to train and empower supervisees’ competency.

### **Research for establishing measurement for supervisors’ competency**

This research focused on the supervisees’ point of view. The findings of identified and confirmed structure and model from cross scale analysis can be re-evaluated with the model from supervisors’ perspective (Sakai & Nunoshiya, 2014). Therefore, further research on these identified aspects and elements of supervision will inform specific criteria to measure supervisors’ competency.

**Supervisory Relationship.** For example, the Confucian ideas of compassion and obedience will need to be explored within the unique supervisory relationship and power difference in Japan. Further qualitative research should explore how these two concepts look in Japanese clinical supervision.

**Competency Development.** The concept of Amai and obedience indicates the dilemma between being independent as becoming more competent and being obedient in Japanese supervisees. Therefore, another recommendation for future research is to explore how Japanese

supervisees interact and approach clinical supervisors in terms of the level of dependency. These researches will indicate the essential interpersonal sensitivity of the clinical supervisors toward Japanese supervisees.

Also, identifying the criteria of counseling competency would be significant in order to enhance sound ethical counseling service for clients. A qualitative study regarding familiarity of the use of term “multi-culture” and/or “cross-culture” among Japanese counseling professional and their training experience for multicultural sensitivity would be a very interesting topic for the future research.

**Role of supervisor.** Leader /Mediator is a unique role expected by Japanese supervisees and would be the key figure to provide culturally appropriate, sound ethical and effective clinical supervision. A qualitative research exploring what the supervisors’ role of Leader / Mediator looks like in clinical supervision in Japan is highly recommended to establish a standard for Japanese supervisors’ training.

The concept of Amai may explain those Japanese supervisees’ expectation toward supervisors’ communication style. However, the concept of Amai is based on psychoanalytic theory (Doi, 1979; Osako & Takahashi, 1994) which is culturally Western derived. Therefore, further research should include Japanese cultural communication style, such as Aimai, Iki, Haimi, and so on.

### **Conclusion**

The preliminary analysis indicates that each aspect of the U.S. clinical supervision models might be adoptable to Japanese counseling professionals. Yet the small sample size does not confirm the conceptual framework of the ideal clinical supervisor for Japanese counseling professionals, the main analysis indicated an alternative culturally appropriate conceptual

framework. From those Japanese supervisees' point of view, the ideal supervisor figure manifests a role, particularly characterized as Mediator / Leader, to enhance supervisees' counselor development by demonstrating supervisory tasks such as identifying the supervisees' learning needs and structuring supervision to monitor and evaluate supervisees' performance.

This is an area on which to tread lightly. Instead of "importing" a Western conceptualization of clinical supervision, the counseling profession in Japan will need to determine how it wishes to define clinical supervision and/or it wishes to alter a Western concept to best fit Japan and Japanese. Japan has a long history of studying other cultures, importing an idea, and making it uniquely Japanese. For example, Chinese characters, even, Confucian philosophy are all originated from other cultures or countries. Further research embracing Japanese cultural characteristics and sound ethical manner in the professional counseling and supervisory relationship would enrich the clinical supervision in Japan.

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## APPENDICES



## Appendix A

## E-mail Solicitation (Organization version)

From: Makoto Miyoshi

Subject: Research Request

Dear \_\_\_\_\_

This is Makoto, a graduate student of Counselor Education program in the Counseling, Quantitative Method, and Special Education Department at Southern Illinois University-Carbondale in the US. I am contacting to you because your association has been identified as an organization that has contributed tremendously to Japanese counseling and related helping professions.

私は、南イリノイ大学大学院カウンセリング・定量法・特殊教育学部カウンセラー教育学科の三好真と申します。貴協会が日本におけるカウンセリング及び関連援助において多大な貢献をされてきました専門組織ということで、ご連絡を差し上げました。

As a part of the dissertation, I am conducting a research to explore how Japanese counseling and related helping professionals envision the ideal clinical supervisor figure. I would like voice of members from your organization to be heard by participating in my research study. Could you please forward the following description to members in your organization?

博士研究の一環として、日本のカウンセリング及び関連した援助の専門家がどのように理想的な臨床スーパーバイザー像を抱いているかについてアンケート調査しており、是非とも、貴協会の会員のご意見を本研究に反映させて頂きたく思います。付きましては、下記の懇願書を貴協会の会員にお知らせ頂けないでしょうか？

If you agree with distribution of the announcement of this research, please reply an e-mail indicating your agreement. There will be no future e-mail if you request the opt-out message to remove yourself from any future mailings. However, if you do not return the opt-out message, you will be contacted again during the next 3 weeks.

もし、本研究の告知をしていただける場合は、その旨をメールにてご返信ください。また、3週間後に、再び、お願いのメールをお送りいたします。もし、ご不要でしたら、再度の送付は致しませんのでご一報ください。

Thank you for taking the time to assist me in this research.

本研究にご助力いただき、また、貴重なお時間をお使い頂き有難うございます。

Makoto Miyoshi, MEd, NCC  
jupita@siu.edu  
Counselor Education and Supervision  
Counseling, Quantitative Method, and Special Education Department  
Southern Illinois University Carbondale

This project has been reviewed and approved by the SIUC Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the Committee Chairperson, Office of Sponsored Projects Administration, SIUC, Carbondale, IL 62901-4709. Phone (618) 453-4533. E-mail: siuhsc@siu.edu

このプロジェクトは、南イリノイ大学ヒューマン・サブジェクト委員会によって審理、承認されました。あなたの被験者としての権利についてご質問がございましたら、下記へご連絡ください。

Committee Chairperson, Office of Sponsored Projects Administration, SIUC, Carbondale, IL 62901-4709. Phone (618) 453-4533. E-mail: siuhsc@siu.edu

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Dear Counseling and related helping professionals

This is Makoto, a graduate student of Counselor Education program in the Counseling, Quantitative Method, and Special Education department at Southern Illinois University-Carbondale in the US. I am currently conducting my doctoral dissertation research regarding the elements of the clinical supervision: exporting the concept to Japan.

私は、南イリノイ大学大学院カウンセリング・定量法・特殊教育学部カウンセラー教育学科の三好真と申します。私は、現在、「臨床スーパービジョンのエレメント：日本へ」を題材に博士研究を行っております。この博士研究の一環として、これからお願いするアンケートは、日本のカウンセリング及び関連した援助の専門家がどのように理想的な臨床スーパーバイザー像を抱いているかについて調査するためのものです。

Due to the implementation of the Konin-shinrishi act, there will be a lot of opportunities for psychological professionals with various training background to work together. The purpose of enclosed survey is to explore how Japanese counseling and related helping professionals envisions the ideal clinical supervisor figure. You are selected to participate in this study because this research focuses on counseling and related helping professionals in Japan. And I would like your voice to be heard by participating in my research study.

日本国において公認心理師法施行により多種多様な訓練背景を持った心理支援職の専門家たちが、隣接する専門分野と協働で従事するたくさんの機会がでてくると思われます。このアンケートは、カウンセリングや心理支援職の専門家がどのような達理想の臨床スーパーバイザー像を抱いているか聞きするものです。そこで、日本のカウンセリング及び関連の援助の専門家として、是非あなたのご意見を賜りたくご連絡差し上げました。

The survey will take about 20 minutes to complete. All your responses will be kept confidential within reasonable limits. Only people directly involved with this project will have access to the surveys.

このアンケート調査は、およそ 20 分ほどかかることとなります。あなたの本研究での回答はすべて機密となっております。本研究プロジェクトに直接かかわっているものだけが、研究データへのアクセスできることとなっております。

Please click the link below, and complete the questionnaire form. You can withdraw at any point without any penalty.

下記のリンクをクリックして頂き、アンケートのご記入をお願いいたします。本研究は任意ですので、いつでも中止して頂いて結構です。また、このアンケートの記入が完了した場合のみ、この研究に賛同して頂いた事と致します。

[HTTP://LINK+LINK+LINK](http://LINK+LINK+LINK)

If you have any questions about this study, please feel free to contact me, or my supervising professor, Dr. Kimberly K. Asner-Self, Counseling, Quantitative Method, and Special Education Department, SIUC, Carbondale, IL 62901-4618. [kasner@siu.edu](mailto:kasner@siu.edu)

もし、本研究についてご質問がございましたら、私、若しくは、担当アドバイザーである Asner-Self 教授にご連絡ください。

Dr. Kimberly K. Asner-Self, Counseling, Quantitative Method, and Special Education Department, SIUC, Carbondale, IL 62901-4618. [kasner@siu.edu](mailto:kasner@siu.edu)

Thank you for taking the time to assist me in this research.

本研究にご助力いただき、また、貴重なお時間をお使い頂き有難うございます。

Makoto Miyoshi, MEd, NCC

[jupita@siu.edu](mailto:jupita@siu.edu)

Counselor Education and Supervision

Counseling, Quantitative Method, and Special Education Department

Southern Illinois University Carbondale

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Committee Chairperson, Office of Sponsored Projects Administration, SIUC, Carbondale, IL 62901-4709. Phone (618) 453-4533. E-mail: [siuhsc@siu.edu](mailto:siuhsc@siu.edu)

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## APPENDIX B

## E-mail Solicitation (Individuals version)

From: Makoto Miyoshi

Subject: Research Request

Dear \_\_\_\_\_

This is Makoto, a graduate student of Counselor Education program in Counseling, Quantitative Method, and Special Education Department at Southern Illinois University-Carbondale in the US. I am contacting to you to hear your idea because you have contributed tremendously to Japanese counseling and related helping professions.

私は、南イリノイ大学大学院カウンセリング・定量法・特殊教育学部カウンセラー教育学科の三好真と申します。是非とも日本におけるカウンセリング及び関連援助において多大な貢献をされておられる先生のご意見を賜りたく、ご連絡を差し上げました。

Due to the implementation of the Konin-shinrishi act, there will be a lot of opportunities for psychological professionals with various training background to work together. As a part of the dissertation, I am conducting a research to explore how Japanese counseling and related helping professionals envision the ideal clinical supervisor figure.

日本国において公認心理師法施行により多種多様な訓練背景を持った心理支援職の専門家たちが、隣接する専門分野と協働で従事するたくさんの機会がでてくると思われます。そこで、博士研究の一環として、日本のカウンセリング及び関連した援助の専門家がどのように理想的な臨床スーパーバイザー像を抱いているかについてアンケート調査しております。

The survey will take about 20 minutes to complete. All your responses will be kept confidential within reasonable limits. Only people directly involved with this project will have access to the surveys.

このアンケート調査は、およそ 20 分ほどかかることとなります。あなたの本研究での回答はすべて機密となっております。本研究プロジェクトに直接かかわっているものだけが、研究データへのアクセスできることとなっております。

Please click the link below, and complete the questionnaire form. You can withdraw at any point without any penalty.

下記のリンクをクリックして頂き、アンケートのご記入をお願いいたします。本研究は任意にですので、いつでも中止して頂いて結構です。また、このアンケートの記入が完了した場合のみ、この研究に賛同して頂いた事と致します。

[HTTP://LINK+LINK+LINK](http://LINK+LINK+LINK)

Also, could you spread this research solicitation to members in your organization or your workplace?

また、先生の所属されておられる協会や職場の方々にもこの研究依頼について知らせ頂けないでしょうか？

There will be no future e-mail if you request the opt-out message to remove from any future mailings. However, if you do not return the opt-out message, you will be contacted again during the next 3 weeks.

3週間後に、再び、お願いのメールをお送りいたします。もし、ご不要でしたら、再度の送付は致しませんのでご一報ください。

Thank you for taking the time to assist me in this research.

本研究にご助力いただき、また、貴重なお時間をお使い頂き有難うございます。

Makoto Miyoshi, MEd, NCC

jupita@siu.edu

Counselor Education and Supervision

Counseling, Quantitative Method, and Special Education Department

Southern Illinois University Carbondale

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Committee Chairperson, Office of Sponsored Projects Administration, SIUC, Carbondale, IL 62901-4709. Phone (618) 453-4533. E-mail: siuhsc@siu.edu

## Appendix C

### Informed Consent

My name is Makoto Miyoshi. I am a graduate student of Counselor Education program in Counseling, Quantitative Method, and Special Education Department at Southern Illinois University-Carbondale.

私は、南イリノイ大学大学院カウンセリング・定量法・特殊教育学部カウンセラー教育学科の三好真と申します。

Due to the implementation of the Konin-shinrishi act, there will be a lot of opportunities for psychological professionals with various training background to work together. As a part of the dissertation, I am conducting a research to explore how Japanese counseling and related helping professionals envision the ideal clinical supervisor figure. You are selected to participate in this study because this research focuses on counseling and related helping professionals in Japan.

日本国において公認心理師法施行により多種多様な訓練背景を持った心理支援職の専門家たちが、隣接する専門分野と協働で従事するたくさんの機会が出てくることと思われまます。そこで、日本のカウンセリング及び関連の援助の専門家として、是非あなたのご意見を賜りたく存じます。本研究は、日本の理想の臨床スーパーバイザー像とはどのようなものかを探求することを目的としております。

The survey includes questions about your perception as a supervisee and your envisioning figure of your ideal clinical supervisor. Your answer will be reflected as an informative indication for future clinical supervision and clinical supervisor training.

このアンケートは、あなたのスーパーバイザーとしての認識やあなたの理想の臨床スーパーバイザー像についてお聞きするものです。あなたの回答は、有益な指摘として今後の臨床スーパービジョンと臨床スーパーバイザー訓練に反映されます。

Participation is voluntary. You can withdraw at any time without any penalty. If you choose to participate in the study, it would take approximately 20 minutes of your time. You will be asked to follow the direction to answer 150 items.

本研究への参加は、任意です。もし、あなたが、本研究に参加される場合、およそ 20 分ほどかかることとなります。これから出題される 150 項目にお答えください。

All your responses will be kept confidential within reasonable limits. Only people directly involved with this project will have access to the surveys. Your personal information such as name and contact information will not be asked in this survey.

あなたの本研究での回答はすべて機密となっております。本研究プロジェクトに直接かかわっているものだけが、研究データへのアクセスできることとなっております。また、あなたの氏名や連絡先などの個人情報、お聞きしません。

Please click the link below, and complete the questionnaire form. The participation in this research is voluntary; therefore, you can withdraw at any point without any penalty.

この調査に同意していただきましたら、下記の次へをクリックして頂き、アンケートのご記入をお願いいたします。本研究は任意にですので、いつでも中止して頂いて結構です。

If you have any questions about the study, please feel free to contact me, or my supervising professor, Dr. Kimberly K. Asner-Self, Counseling, Quantitative Method, and Special Education Department, SIUC, Carbondale, IL 62901-4618. Phone 1+(618)-453-2311.

もし、本研究についてご質問がございましたら、私、若しくは、担当アドバイザーである Asner-Self 教授にご連絡ください。

Thank you for taking the time to assist me in this research.

本研究にご助力いただき、また、貴重なお時間をお使い頂き有難うございます。

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Kimberly K. Asner Self, Ed.D  
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This project has been reviewed and approved by the SIUC Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the Committee Chairperson, Office of Sponsored Projects Administration, SIUC, Carbondale, IL 62901-4709. Phone (618) 453-4533. E-mail: siuhsc@siu.edu



## Appendix D

## Survey Items English Version

Demographic items:

Please answer the following items:

Age

Gender

Years in profession

Specialty (ex: school counseling, private practice, career, etc.)

Number of supervisor

Amount of supervision experience as supervisee

Hypothetically, you are about to work with new, ideal counseling clinical supervisor, *Kanpeki-Seinsei* [Mr./Ms. Perfect]. Please describe what the supervision with him or her would look like. Please rate following items as following direction.

Each of the items listed below is related to a task performed in counselor supervision. Please rate by choosing the number that reflects how your **ideal supervisor** would do. Please answer every question, regardless of whether you have actually witnessed the corresponding activity.

	Not at all			Sometimes				always		
	1	2	3	4	5	6	7	8	9	10
1. Assist me to make appropriate referrals when necessary	1	2	3	4	5	6	7	8	9	10
2. Select supervision interventions congruent with the model/theory being used	1	2	3	4	5	6	7	8	9	10
3. Assist me in description and documentation of client change	1	2	3	4	5	6	7	8	9	10
4. Explore supervisor-supervisee boundary issues with me	1	2	3	4	5	6	7	8	9	10

5. Demonstrate for me who has a different world view from him/her-self	1	2	3	4	5	6	7	8	9	10
6. Present procedures for assessing and reporting an occurrence of child abuse	1	2	3	4	5	6	7	8	9	10
7. Describe the strength and limitations of the various supervision modalities (e.g., self-report, live observation, audiotape review)	1	2	3	4	5	6	7	8	9	10
8. Establish a system for monitoring a my management of cases	1	2	3	4	5	6	7	8	9	10
9. Demonstrate knowledge of various counseling theories, systems, and their related methods	1	2	3	4	5	6	7	8	9	10
10. Assist me to develop working hypotheses about my clients	1	2	3	4	5	6	7	8	9	10
11. Listen carefully to concerns presented by me	1	2	3	4	5	6	7	8	9	10
12. Assist me to include relevant cultural variables in case conceptualization	1	2	3	4	5	6	7	8	9	10
13. Model effective decision-making when faced with ethical and legal dilemmas	1	2	3	4	5	6	7	8	9	10
14. Solicit critical feedback on his or her work as a supervisor from either supervisor's peers or an evaluator	1	2	3	4	5	6	7	8	9	10
15. Write detailed supervision case notes when required	1	2	3	4	5	6	7	8	9	10
16. Understand key research on counselor development and developmental models as they pertain to supervision	1	2	3	4	5	6	7	8	9	10
17. Assist me to develop a strategy to address client resistance	1	2	3	4	5	6	7	8	9	10
18. Encourage me to share my negative feelings about supervision without becoming defensive	1	2	3	4	5	6	7	8	9	10
19. Assess my multicultural competencies	1	2	3	4	5	6	7	8	9	10

20. Identify key ethical and legal issues surrounding client confidentiality	1	2	3	4	5	6	7	8	9	10
21. Provide critical feedback to me when I challenge his/her authority as a supervisor	1	2	3	4	5	6	7	8	9	10
22. Structure supervision around a supervisee's learning goals	1	2	3	4	5	6	7	8	9	10
23. Understand appropriate supervisor functions of teacher, counselor, and consultant	1	2	3	4	5	6	7	8	9	10
24. Identify my traits that may interfere with the ability to appropriately respond to the clients	1	2	3	4	5	6	7	8	9	10
25. Discuss with me supervisor's own role and behaviors within a problematic supervisory relationship	1	2	3	4	5	6	7	8	9	10
26. Facilitate a supervisee's cultural awareness	1	2	3	4	5	6	7	8	9	10
27. Describe the legal liabilities involved in counseling minors	1	2	3	4	5	6	7	8	9	10
28. Write a through summative evaluation, indicating supervisee strengths and weakness	1	2	3	4	5	6	7	8	9	10
29. Establish a plan to safeguard a my due process within supervision	1	2	3	4	5	6	7	8	9	10
30. Identify the learning needs of mine relevant to my development as a counselor	1	2	3	4	5	6	7	8	9	10
31. Help me assess the compatibility between his/her in-session behaviors and espoused theoretical orientation	1	2	3	4	5	6	7	8	9	10
32. Recognize and respond to potentially conflictual areas in a way that strengthens the supervisory relationship	1	2	3	4	5	6	7	8	9	10
33. Address my race or ethnic identity as a counseling process variable	1	2	3	4	5	6	7	8	9	10
34. Conduct supervision in strict accordance to the ethical standards governing my profession	1	2	3	4	5	6	7	8	9	10

35. Guide a supervisee through the self-evaluation process	1	2	3	4	5	6	7	8	9	10
36. Employ interventions appropriate to a supervisee's learning needs	1	2	3	4	5	6	7	8	9	10
37. Model strategies that may enhance my case conceptualization skills	1	2	3	4	5	6	7	8	9	10
38. Address parallel processes as they arise within a supervisory relationship	1	2	3	4	5	6	7	8	9	10
39. Address sexual orientation as a counseling process variable	1	2	3	4	5	6	7	8	9	10
40. Articulate to me the ethical standards regarding client welfare	1	2	3	4	5	6	7	8	9	10
41. Receive my critical feedback on performance as a supervisor without becoming defensive or angry	1	2	3	4	5	6	7	8	9	10
42. State a rationale for choosing a supervision intervention based on theory, client/counselor dynamics, and/or setting	1	2	3	4	5	6	7	8	9	10
43. Use role playing to facilitate my skill development	1	2	3	4	5	6	7	8	9	10
44. Appear competent in interactions with me	1	2	3	4	5	6	7	8	9	10
45. Recognize possible dual relationship issues that may arise within supervision	1	2	3	4	5	6	7	8	9	10
46. Assign and provide a rationale for grades based on demonstrated counseling competence	1	2	3	4	5	6	7	8	9	10
47. Assist me to deal with termination issues	1	2	3	4	5	6	7	8	9	10
48. Implement strategies that enhance the quality of a supervisory relationship	1	2	3	4	5	6	7	8	9	10
49. Openly address the influence of gender on supervision when I am the opposite gender	1	2	3	4	5	6	7	8	9	10

50. Communicate due process procedures to me if I am unhappy with the supervision that the supervisor have provided	1	2	3	4	5	6	7	8	9	10
51. Appropriately attend to a my emotional responses when conducting an evaluation	1	2	3	4	5	6	7	8	9	10
52. Demonstrate respect for various learning styles and personal characteristics within supervision	1	2	3	4	5	6	7	8	9	10
53. Facilitate case discussion during group supervision	1	2	3	4	5	6	7	8	9	10
54. Balance the needs of the group with the individual needs of us during group supervision	1	2	3	4	5	6	7	8	9	10
55. Model appropriate responses to affect presented in group supervision	1	2	3	4	5	6	7	8	9	10
56. Structure group exercises that will maximize our learning in the group supervision context	1	2	3	4	5	6	7	8	9	10
57. Identify key group process variables that may negatively influence learning among members in a group supervision context	1	2	3	4	5	6	7	8	9	10
58. Facilitate vicarious learning within the group supervision context	1	2	3	4	5	6	7	8	9	10
59. Offer adequate support to all members of a group during group supervision	1	2	3	4	5	6	7	8	9	10
60. Integrate an understanding of supervisees' learning styles into the group supervision process	1	2	3	4	5	6	7	8	9	10

Please answer the items that follow in terms of your own behavior. Please rate them how you would perform if you have **the ideal supervision with your ideal supervisor**. In responding to those items, use the following scale:

	Never	Rarely	Some- times	Half the Time	Often	Most of the Time	Always
	1	2	3	4	5	6	7
1. I feel genuinely relaxed and comfortable in my counseling / therapy sessions.	1	2	3	4	5	6	7
2. I am able to critique counseling tapes and gain insights within minimum help from my supervisor.	1	2	3	4	5	6	7
3. I am able to be spontaneous in counseling / therapy, yet my behavior is relevant.	1	2	3	4	5	6	7
4. I lack self-confidence in establishing counseling relationship with diverse client types.	1	2	3	4	5	6	7
5. I am able to apply a consistent personalized rationale of human behavior in working with my clients.	1	2	3	4	5	6	7
6. I tend to get confused when things don't go according to plan and lack confidence in ability to handle the unexpected.	1	2	3	4	5	6	7
7. The overall quality of my work fluctuates; on some days I do well, on other days, I do poorly.	1	2	3	4	5	6	7
8. I depend upon my supervision considerably in figuring out how to deal with my clients.	1	2	3	4	5	6	7
9. I feel comfortable confronting my clients.	1	2	3	4	5	6	7
10. Much of the time in counseling / therapy I find my self thinking about my next response instead of fitting my intervention into the overall picture.	1	2	3	4	5	6	7
11. My motivation fluctuates from day to day.	1	2	3	4	5	6	7
12. At times, I wish my supervisor could be in the counseling / therapy session to lend a hand.	1	2	3	4	5	6	7

13. During counseling / therapy sessions, I find it difficult to concentrate because of my concern about my own performance.	1	2	3	4	5	6	7
14. Although at times I really want advice / feedback from my supervisor, at other times I really want to do things on my way.	1	2	3	4	5	6	7
15. Sometimes the clients' situation seems so hopeless. I just don't know what to do.	1	2	3	4	5	6	7
16. It is important that my supervisor allow me to make my own mistakes.	1	2	3	4	5	6	7
17. Given my current state of professional development, I believe I know when I need consultation from my supervisor and when I don't.	1	2	3	4	5	6	7
18. Sometimes I question how suited I am to be a counselor/therapist.	1	2	3	4	5	6	7
19. Regarding counseling / therapy, I view my supervisor as a teacher / mentor.	1	2	3	4	5	6	7
20. Sometimes I feel that counseling /therapy is so complex, I never will be able to learn it all.	1	2	3	4	5	6	7
21. I believe I know my strengths and weaknesses as a counselor sufficiently well to understand my professional potential and limitations.	1	2	3	4	5	6	7
22. Regarding my counseling / therapy, I will view my supervisor as a peer/colleague.	1	2	3	4	5	6	7
23. I think I know myself well and am able to integrate that into my therapeutic style.	1	2	3	4	5	6	7
24. I find I am able to understand my clients' view of the world, yet help them objectively evaluate alternatives.	1	2	3	4	5	6	7
25. At my current level of professional development, my confidence in my abilities is such that my desire to do counseling / therapy doesn't change much from day to day.	1	2	3	4	5	6	7
26. I find I am able to empathize with my clients' feeling states, but still help them focus on problem resolution.	1	2	3	4	5	6	7

27. I am able to adequately assess my interpersonal impact on clients and use that knowledge therapeutically.

1      2      3      4      5      6      7

28. I am adequately able to assess the client's interpersonal impact on me and use that therapeutically.

1      2      3      4      5      6      7

29. I believe I exhibit a consistent professional objectivity and ability to work within my role as a counselor without *undue overinvolvement* with my client.

1      2      3      4      5      6      7

30. I believe I exhibit a consistent professional objectivity and ability to work within my role as a counselor without excessive distance from my clients.

1      2      3      4      5      6      7



Please indicate the frequency with which the behavior described in each of the following items seems characteristic of your work **with your ideal supervisor**. After each item, check the space over the number corresponding to the appropriate point of the following seven-point scale:

	1	2	3	4	5	6	7
	<i>Almost never</i>						<i>Almost always</i>
1. I feel comfortable working with my supervisor.	—	—	—	—	—	—	—
2. My supervisor welcomes me explanations about the clients' behavior.	—	—	—	—	—	—	—
3. My supervisor makes the effort to understand me.	—	—	—	—	—	—	—
4. My supervisor encourages me to talk about my work with clients in ways that are comfortable for me.	—	—	—	—	—	—	—
5. My supervisor is tactful when commenting about my performance	—	—	—	—	—	—	—
6. My supervisor encourages me to formulate my own interventions with the client.	—	—	—	—	—	—	—
7. My supervisor helps me talk freely in our sessions.	—	—	—	—	—	—	—
8. My supervisor stays in tune with me during supervision	—	—	—	—	—	—	—
9. I understand client behavior and treatment technique similar to the way my supervisor does.	—	—	—	—	—	—	—
10. I feel free to mention to my supervisor any troublesome feelings I might have about him/her.	—	—	—	—	—	—	—
11. My supervisor treats me like a colleague in our supervisory sessions.	—	—	—	—	—	—	—
12. In supervision, I am more curious than anxious when discussing my difficulties with clients.	—	—	—	—	—	—	—
13. In supervision, my supervisor places a high priority on our understanding the client's perspective.	—	—	—	—	—	—	—
14. My supervisor encourages me to take time to understand what the client is saying and doing.	—	—	—	—	—	—	—
15. My supervisor's style is to carefully and systematically consider the material I bring to supervision.	—	—	—	—	—	—	—

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 16. When correcting my errors with a client, my supervisor offers alternative ways of intervening with that client. | - | - | - | - | - | - | - |
| 17. My supervisor helps me work with a specific treatment plan with my clients.                                     | - | - | - | - | - | - | - |
| 18. My supervisor helps me stay on track during our meetings.   | - | - | - | - | - | - | - |
| 19. I work with my supervisor on specific goals in the supervisory session.   | - | - | - | - | - | - | - |

Please indicate your perception of the style of **your ideal supervisor** of psychotherapy/counseling on each of the following descriptions. Circle the number on the scale, from 1 to 7, which best reflects your view of him or her.

	1	2	3	4	5	6	7
	<i>Not very</i>						<i>Very</i>
1. goal-oriented	1	2	3	4	5	6	7
2. perceptive	1	2	3	4	5	6	7
3. concrete	1	2	3	4	5	6	7
4. explicit	1	2	3	4	5	6	7
5. committed	1	2	3	4	5	6	7
6. affirming	1	2	3	4	5	6	7
7. practical	1	2	3	4	5	6	7
8. sensitive	1	2	3	4	5	6	7
9. collaborative	1	2	3	4	5	6	7
10. intuitive	1	2	3	4	5	6	7
11. reflective	1	2	3	4	5	6	7
12. responsive	1	2	3	4	5	6	7
13. structured	1	2	3	4	5	6	7
14. evaluative	1	2	3	4	5	6	7
15. friendly	1	2	3	4	5	6	7
16. flexible	1	2	3	4	5	6	7
17. prescriptive	1	2	3	4	5	6	7
18. didactic	1	2	3	4	5	6	7
19. thorough	1	2	3	4	5	6	7
20. focused	1	2	3	4	5	6	7
21. creative	1	2	3	4	5	6	7
22. supportive	1	2	3	4	5	6	7
23. open	1	2	3	4	5	6	7
24. realistic	1	2	3	4	5	6	7
25. resourceful	1	2	3	4	5	6	7
26. invested	1	2	3	4	5	6	7
27. facilitative	1	2	3	4	5	6	7
28. therapeutic	1	2	3	4	5	6	7
29. positive	1	2	3	4	5	6	7
30. trusting	1	2	3	4	5	6	7
31. informative	1	2	3	4	5	6	7
32. humorous	1	2	3	4	5	6	7
33. warm	1	2	3	4	5	6	7
34. collaborative	1	2	3	4	5	6	7

**Feedback items**

Please fill out following section for further improvement on this survey.

(A) Which item(s) was (were) not clear to you?

(B) What are other characteristics that you envision to your ideal supervisor?

(C) Please fill out the box below if you have any comments, feedback, critiques.

## Appendix E

## Survey Item Japanese Version

## Demographic items:

以下の項目についてお答え下さい。

年齢

性別

臨床経験年月数

専門分野 (例: 学校カウンセリング、開業、キャリア等)

これまでのスーパーバイザーの人数

スーパーバイザーとしてスーパービジョンを受けた経験年月数

あなたは、スーパーバイザーとして、これから、理想のスーパーバイザー、“完璧先生”のスーパービジョンを受けようとしています。完璧先生のスーパービジョンを以下の尺度に沿って評価してください。

以下の各項目はカウンセリングのスーパービジョンで行われる作業に関するものです。あなたにとっての理想的なスーパーバイザーの特徴と各項目がどのくらい一致しているか、以下の尺度に沿って評価してください。また、実際にそのような行為を目にしたことがあるかに関わらず、全ての質問にお答えください。

	全くそ うでは ない	時々そう である	いつも そうで ある							
	1	2	3	4	5	6	7	8	9	10
1. 必要な時に適切な紹介が行えるよう助けてくれます。	1	2	3	4	5	6	7	8	9	10
2. 使われているモデルや理論に合致するスーパービジョンの方法を選びます。	1	2	3	4	5	6	7	8	9	10
3. クライアントの変化についての記述や文書化を手伝ってくれます。	1	2	3	4	5	6	7	8	9	10
4. スーパーバイザー・スーパーバイザー間に生じている境界線の問題を一緒に検討する。	1	2	3	4	5	6	7	8	9	10
5. スーパーバイザーの世界観とは異なる私の世界観を大切にしてくれている。	1	2	3	4	5	6	7	8	9	10
6. 児童虐待のケースを査定、報告する手順を示してくれる。	1	2	3	4	5	6	7	8	9	10

7. 様々なスーパービジョン法（例：自己報告、観察、録音の振り返り）の強みと限界について説明してください。
8. 私のケースの進め方をモニターするためのシステムを構築します。
9. さまざまなカウンセリングの理論やシステム、それらに関連する技法についての知識を説明してください。
10. クライアントについての作業仮説を自分で立てられるよう援助してください。
11. 私の示す懸念について注意深く耳を傾けてください。
12. 関連のある文化についての要因を含めてケース概念化をする手助けをしてください。
13. 倫理的かつ法的なジレンマに直面した時、効果的な意思決定の模範を示してください。
14. スーパーバイザーとしての彼／彼女の働きについて、バイザー仲間あるいは評価者からの批評的なフィードバックを求めます。
15. 必要な場合において、詳細なスーパービジョンのケース記録を書き留めます。
16. カウンセラーの専門性発達における主な研究やスーパービジョンに関連する発達モデルを理解しています。
17. クライアントの抵抗を扱う際の方策を立てる上での援助をしてください。
18. 防衛的になることなく、私がスーパービジョンに対して抱いているネガティブな思いをシェアするよう促してください。
19. 私の多文化的な適格性を評価します。
20. クライアントの秘密保持にまつわる主要な倫理的・法的論点を指摘します。
21. 私が彼／彼女のスーパーバイザーとしての権限に対して疑問を投げかけた時、批評的なフィードバックを与えてください。
22. 私の学習目標に即したスーパービジョンを構成してください。
23. 教師であり、カウンセラーであり、コンサルタントであるという、スーパーバイザーにふさわしい役割を理解しています。
24. クライアントに適切に対応する上で、支障となり得る私の特性を指摘してください。
25. 問題のあるスーパービジョン関係においても、スーパーバイザー自身の役割や態度について私と協議してください。

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1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

26. 私の文化に関する気づきを促します。
27. 未成年へのカウンセリングに伴う法的責任を説明します。
28. 私の強みと弱みを示す、総括的評価を書いてくれます。
29. スーパービジョンの中で、私の適正な法的手続きを保障するためのプランを設定してくれます。
30. カウンセラーとしての成長に関わる私の学習ニーズを明確に指摘してくれます。
31. 私のセッション内での行動と支持している理論的志向性が合致しているか査定する手助けをしてくれます。
32. 私と対立する可能性のある領域を認識し、スーパービジョン関係をより強化する形で応答します。
33. 私の人種あるいは民族的アイデンティティを、カウンセリングプロセスに影響を与える要因の1つとして指摘します。
34. 私の専門職を治める倫理基準を厳正に従ってスーパービジョンを行います。
35. 私自身の自己評価プロセスを通して、私を指導します。
36. スーパーバイザーの学習ニーズにふさわしい介入法を用います。
37. ケースを概念化するスキルを向上させる方策を立て手本を示してくれます。
38. スーパーバイズ関係で起こるパラレルプロセスに対処しています。
39. カウンセリングプロセスに影響を与える一つの要因として性的指向を指摘します。
40. クライエントの福祉に関する倫理基準を説明してくれます。
41. 私が完璧先生に対してスーパーバイザーとしての評価をした時に防衛的になることも怒ることもなく評価を受け入れてくれます。
42. スーパービジョンの介入法を選択するにあたり、理論や、クライアント-カウンセラー間の力動、あるいは、場面を基盤として説明してくれます。
43. 私のスキル向上を促すため、ロールプレイを活用します。
44. 私との交流において才能にあふれた立ち振る舞いをしています。
45. スーパービジョンの中で生じる可能性のある二重関係の問題について認識しています。
46. カウンセリング能力に基づいて成績をつけ、その根拠を示すことが出来ます。

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47. 私が終結に関する問題に対処できるよう援助してくれます。

1 2 3 4 5 6 7 8 9 10

48. スーパービジョン関係の質を高める手法を実際に用いている

1 2 3 4 5 6 7 8 9 10

49. スーパーバイザーとスーパーバイジーの性別が異なる場合におこりうる影響をオープンに指摘します。

1 2 3 4 5 6 7 8 9 10

50. もし、スーパーバイザーが提供してくれているスーパービジョンについて不服がある場合、適正な手続きで、私と話し合います。

1 2 3 4 5 6 7 8 9 10

51. 私の情緒反応に適切に注意を払って評価を下します。

1 2 3 4 5 6 7 8 9 10

52. スーパービジョンでは、スーパーバイジーの様々な学習法や個性を尊重している姿勢を見せている。

1 2 3 4 5 6 7 8 9 10

53. グループ・スーパービジョンにおいて、ケースについての議論をファシリテートします。

1 2 3 4 5 6 7 8 9 10

54. グループスーパービジョンの間、集団のニーズと個のニーズのバランスを図ります。

1 2 3 4 5 6 7 8 9 10

55. グループスーパービジョンの中で表された感情に対して適切な応答の仕方を示します。

1 2 3 4 5 6 7 8 9 10

56. グループスーパービジョンの文脈に応じて、メンバーの学習効果を最大化するようなグループ演習を組み込みます。

1 2 3 4 5 6 7 8 9 10

57. グループスーパービジョンでの文脈の中で、メンバー間の学習にネガティブな影響を及ぼす可能性のある、主要なグループプロセス要因を指摘してくれます。

1 2 3 4 5 6 7 8 9 10

58. グループスーパービジョンにて、メンバー相互の疑似体験による学習を促します。

1 2 3 4 5 6 7 8 9 10

59. グループスーパービジョンの間、参加者全員に適切なサポートを与える

1 2 3 4 5 6 7 8 9 10

60. 個々のスーパーバイジーの学習スタイルに対する理解をグループスーパービジョンのプロセスの中に取り入れます。

1 2 3 4 5 6 7 8 9 10



理想のスーパーバイザーのスーパービジョンを受けている時のあなたの職務の特徴を以下の尺度を用いてお答え下さい。

	全く ない 1	減多 にな い 2	時折 そう であ る 3	半々で ある 4	しばしば そうであ る 5	大抵そ うであ る 6	いつ もそ うで ある 7
1. 私はカウンセリング/セラピーのセッションにおいて、心からリラックスして落ち着いています。	1	2	3	4	5	6	7
2. 私はスーパーバイザーからの最低限の手助けで、セッションの録音を批判的に分析し、内省を深めることができる。	1	2	3	4	5	6	7
3. 私は私の行動にカウンセリング姿勢を保ちながら、即時性を保つことができる。	1	2	3	4	5	6	7
4. 多様なクライアントとカウンセリング関係を構築する自信があまりない。	1	2	3	4	5	6	7
5. 人間の行動について一貫した個々の論理的根拠をクライアントとの作業に応用することができる。	1	2	3	4	5	6	7
6. 私は計画通りに物事が進まないときと困惑しがちで、予期せぬ事態に対応することにあまり自信がない。	1	2	3	4	5	6	7
7. 全体的に私の仕事の質にはばらつきがある。よくできる日もあれば、逆に全く駄目な日もある。	1	2	3	4	5	6	7
8. 私はクライアントへの対処の仕方を見つけるためにかなりスーパービジョンに頼っている。	1	2	3	4	5	6	7
9. 私はクライアントと対峙しても固くならない。	1	2	3	4	5	6	7
10. カウンセリング/セラピーの大半の時間、全体像に合わせて介入するというよりは、次にどう反応しようか考えてしまっている。	1	2	3	4	5	6	7
11. やる気が日によって上下する。	1	2	3	4	5	6	7

- |  |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
| 12. 時々、カウンセリング/セラピーのセッションにスーパーバイザーが同席してくれたらいいのと思う。                     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. カウンセリング/セラピーのセッション中、自分の出来栄が気になって集中を欠いてしまうことがある。                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. スーパーバイザーから助言やフィードバックが欲しいと切に思う時があるが、自力でやりたいと思う時もある。                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. たまにクライアントの状況があまりにも絶望的に思えて、何をしても良いか全くわからなくなる。                       | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. スーパーバイザーが私にミスをさせてくれることは大切である。                                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. 今の私の臨床家としての専門的な発達段階を考えると、いつスーパーバイザーからコンサルテーションが必要で、いつそうでないか分かっている。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. 時折、私はカウンセラー/セラピストとしてふさわしいのかどうか疑問に思う。                               | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. カウンセリング/セラピーに関して、自身のスーパーバイザーを師/メンターと見なしている。                        | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. カウンセリング/セラピーは非常に複雑だと思う時があり、全てを学べることは不可能である。                        | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. 私の専門家としての可能性と限界を十分に理解できる程に、私の長短を知っていると信じている。                       | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. カウンセリング/セラピーに関して、私はスーパーバイザーのことを同等の仲間あるいは同僚として見ている。                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. 私は私自身のことをよく知っており、それを自分の臨床スタイルに統合することができる。                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. 私はクライアントの世界観を理解しつつ、クライアントが代替                                       | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

案を客観的に評価するよう手助けできる。

25. 現時点での臨床家としての成長段階において、私は、カウンセリング/セラピーをやりたいという欲求が日によって大きく変化することがないぐらい、自分の能力に自信を持っている。

1 2 3 4 5 6 7

26. 私はクライアントの情緒的な側面に共感しつつ、彼らが問題解決に焦点を当てるのを手伝うことができます。

1 2 3 4 5 6 7

27. 私は、自分自身が一人の人間としてクライアントにどのような影響を与えるかを適切に評価することができ、それを治療的に用いることができる。

1 2 3 4 5 6 7

28. 私は、クライアントが人として私に与える影響について適切に評価することができ、その知識を治療的に用いることができる。

1 2 3 4 5 6 7

29. 私は、クライアントに不適切かつ過度に巻き込まれることなく、専門家として一貫した客観性を示し、自らの役割の範囲内で働く能力がある。

1 2 3 4 5 6 7

30. 専門家として一貫した客観性を保ち、過剰にクライアントと距離を置くことなく、カウンセラーとしての役割内で仕事をすることができる

1 2 3 4 5 6 7

あなたにとって**理想のスーパーバイザー・完璧先生**とのスーパービジョンにおいて特徴的だと思われるものの頻度を次の7段階評価でお答え下さい。

	1	2	3	4	5	6	7
	ほとんどない						ほぼ毎回
1. 私はスーパーバイザーとの作業を心地よく感じています。	-	-	-	-	-	-	-
2. 私のスーパーバイザーは、私がクライアントの言動について説明をよく聞いてくれます。	-	-	-	-	-	-	-
3. 私のスーパーバイザーは、私を理解しようと努力しています。	-	-	-	-	-	-	-
4. 私のスーパーバイザーは、私が話しやすい方法でクライアントと作業することを勧めてくれます。	-	-	-	-	-	-	-
5. 私のスーパーバイザーは、私の臨床能力についてコメントを巧みにしてくれます。	-	-	-	-	-	-	-
6. 私のスーパーバイザーは、私独自のクライアントへの介入方法を考えるように勧めます。	-	-	-	-	-	-	-
7. 私のスーパーバイザーは、私がセッションで自由に話せるようにしてくれています。	-	-	-	-	-	-	-
8. 私のスーパーバイザーは、私と息を合わせてスーパービジョンを行ってくれます。	-	-	-	-	-	-	-
9. クライアントの言動や介入技法についての私の理解の仕方は、スーパーバイザーと一致していると思います。	-	-	-	-	-	-	-
10. 私は、スーパーバイザーに対してどんな複雑な感情を抱いたとしても、それを気軽に伝えることができます。	-	-	-	-	-	-	-
11. 私のスーパーバイザーは、セッションにおいて、私を同僚のように扱います。	-	-	-	-	-	-	-
12. スーパービジョンにおいて、私がクライアントについて感じている難しさについて話す時、不安より探究心の方を強く感じます。	-	-	-	-	-	-	-
13. スーパービジョンでは、私のスーパーバイザーはクライアントの視点を理解することに高い優先度を置いています。	-	-	-	-	-	-	-

- |  |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
| 14. 私のスーパーバイザーは、時間をかけてクライアントの言動の意味を理解するように勧めます。            | - | - | - | - | - | - | - |
| 15. 私のスーパーバイザーは、私がスーパービジョンのために用意した資料を注意深くかつ体系的に考察します。      | - | - | - | - | - | - | - |
| 16. クライアントへの誤った対応を修正する際、私のスーパーバイザーは替わりとなる複数の介入方法を提示してくれます。 | - | - | - | - | - | - | - |
| 17. 私のバイザーは、クライアントとの面接を特定の治療方針に沿って進めることを援助してくれます。          | - | - | - | - | - | - | - |
| 18. 私のスーパーバイザーは、スーパービジョン中、私が脱線しないよう手助けをしてくれる。              | - | - | - | - | - | - | - |
| 19. セッションにおいて、私はスーパーバイザーとともに具体的な目標を定めて作業を進めています。           | - | - | - | - | - | - | - |

以下に挙げるそれぞれの描写について、**あなたの理想とする**スーパーバイザーのやり方・スタイルについて、7段階評価で最も当てはまると思われる番号を○で囲んでください。

	1	2	3	4	5	6	7
	ほとんど当てはまらない			非常に当てはまる			
1. 目標指向型である	1	2	3	4	5	6	7
2. 視野が広い	1	2	3	4	5	6	7
3. 具体的である	1	2	3	4	5	6	7
4. 明示的である	1	2	3	4	5	6	7
5. コミットしている	1	2	3	4	5	6	7
6. 肯定的である	1	2	3	4	5	6	7
7. 実践的である	1	2	3	4	5	6	7
8. 感受性に富んでいる	1	2	3	4	5	6	7
9. 協働的である	1	2	3	4	5	6	7
10. 直観的である	1	2	3	4	5	6	7
11. 内省的である	1	2	3	4	5	6	7
12. 応答的である	1	2	3	4	5	6	7
13. 構造的である	1	2	3	4	5	6	7
14. 評価的である	1	2	3	4	5	6	7
15. 友好的である	1	2	3	4	5	6	7
16. 柔軟である	1	2	3	4	5	6	7
17. 指示的である	1	2	3	4	5	6	7
18. 教訓的である	1	2	3	4	5	6	7
19. 徹底的である	1	2	3	4	5	6	7
20. 焦点化されている	1	2	3	4	5	6	7
21. 創造的である	1	2	3	4	5	6	7
22. 支持的である	1	2	3	4	5	6	7
23. オープンである	1	2	3	4	5	6	7
24. 現実的である	1	2	3	4	5	6	7
25. 対応力に富んでいる	1	2	3	4	5	6	7
26. (時間・労力を)注ぎ込む	1	2	3	4	5	6	7
27. 促進的である	1	2	3	4	5	6	7
28. 治療的である	1	2	3	4	5	6	7
29. ポジティブである	1	2	3	4	5	6	7
30. 信頼を寄せられる	1	2	3	4	5	6	7
31. 参考になる	1	2	3	4	5	6	7
32. ユーモアのある	1	2	3	4	5	6	7
33. 温かい	1	2	3	4	5	6	7
34. 協働的である	1	2	3	4	5	6	7

**Feedback items**

このアンケート調査の今後の向上のために、以下の項目にお答え下さい。 Please fill out following section for further improvement on this survey.

(A) どの項目が分かりにくかったですか?

(B) このアンケート項目の他に、あなたにとっての理想のスーパーバイザーにどのような特徴がありますか?

(C) 他にご意見、ご質問等ありましたら下の空欄にご記入下さい。

## Appendix F

Factor Loading of Four Component Solution from Exploratory Factorial Analysis of CSSES-SE-JP using oblimin rotation

	1 Supervising Skill and Intervention	2 Supervisee Focus	3 Vicarious Learning Competence	4 Multicultural and Diversity Competency	$h^2$		
CCS53	<b>.912</b>	-.164	-.002	.006	.734	53. グループ・スーパービジョンにおいて、ケースについての議論をファシリテートします。	53. Facilitate case discussion during group supervision
CCS54	<b>.900</b>	-.073	.157	.098	.729	54. グループスーパービジョンの間、集団のニーズと個のニーズのバランスを図ります。	54. Balance the needs of the group with the individual needs of us during group supervision
CCS55	<b>.843</b>	.068	.220	.109	.741	55. グループスーパービジョンの中で表された感情に対して適切な応答の仕方を示します。	55. Model appropriate responses to affect presented in group supervision
CCS45	<b>.728</b>	.022	-.061	-.101	.630	45. スーパービジョンの中で生じる可能性のある二重関係の問題について認識しています。	45. Recognize possible dual relationship issues that may arise within supervision
CCS47	<b>.671</b>	.145	-.130	-.141	.690	47. 私が終結に関する問題に対処できるよう援助してくれます。	47. Assist me to deal with termination issues
CCS57	<b>.637</b>	.092	.246	-.151	.691	57. グループスーパービジョンでの文脈の中で、メンバー間の学習にネガティブな影響を及ぼす可能性のある、主要なグループプロセス要因を指摘してくれます。	57. Identify key group process variables that may negatively influence learning among members in a group supervision context
CCS56	<b>.617</b>	-.093	.278	-.138	.546	56. グループスーパービジョンの文脈に応じて、メンバーの学習効果を最大化するようなグループ演習を組み込みます。	56. Structure group exercises that will maximize our learning in the group supervision context
CCS48	<b>.590</b>	.111	.007	-.226	.630	48. スーパービジョン関係の質を高める手法を実際に用いている。	48. Implement strategies that enhance the quality of a supervisory relationship
CCS59	<b>.568</b>	-.139	.254	-.362	.676	59. グループスーパービジョンの間、参加者全員に適切なサポートを与える	59. Offer adequate support to all members of a group during group supervision
CCS52	<b>.562</b>	.334	.046	.012	.573	52. スーパービジョンでは、スーパーバイザーの様々な学習法や個性を尊重している姿勢を見せている。	52. Demonstrate respect for various learning styles and personal characteristics within supervision
CCS25	<b>.538</b>	.253	-.111	-.134	.589	25. 問題のあるスーパービジョン関係においても、スーパーバイザー自身の役割や態度について私と協議してくれます。	25. Discuss with me supervisor's own role and behaviors within a problematic supervisory relationship



CCS41	<b>.535</b>	.189	-.098	-.110	.497	41. 私が完璧先生に対してスーパーバイザーとしての評価をした時に防衛的になることも怒ることもなく評価を受け入れてくれます。	41. Receive my critical feedback on performance as a supervisor without becoming defensive or angry
CCS60	<b>.530</b>	-.036	.197	-.156	.431	60. 個々のスーパーバイザーの学習スタイルに対する理解をグループスーパービジョンのプロセスの中に取り入れます。	60. Integrate an understanding of supervisees' learning styles into the group supervision process
CCS16	<b>.508</b>	.035	-.188	-.336	.594	16. カウンセラーの専門性発達における主な研究やスーパービジョンに関連する発達モデルを理解しています。	16. Understand key research on counselor development and developmental models as they pertain to supervision
CCS42	<b>.501</b>	.258	-.055	-.159	.568	42. スーパービジョンの介入法を選択するにあたり、理論や、クライアント-カウンセラー間の力動、あるいは、場面を基盤として説明してくれます。	42. State a rationale for choosing a supervision intervention based on theory, client/counselor dynamics, and/or setting
CCS11	<b>.482</b>	.355	-.187	-.091	.595	11. 私の示す懸念について注意深く耳を傾けてくれます。	11. Listen carefully to concerns presented by me
CCS13	<b>.456</b>	.269	-.297	-.236	.662	13. 倫理的かつ法的なジレンマに直面した時、効果的な意思決定の模範を示してくれます。	13. Model effective decision-making when faced with ethical and legal dilemmas
CCS50	<b>.416</b>	.155	-.190	-.386	.637	50. もし、スーパーバイザーが提供してくれているスーパービジョンについて不服がある場合、適正な手続きで、私と話し合います。	50. Communicate due process procedures to me if I am unhappy with the supervision that the supervisor have provided
CCS10	<b>.407</b>	.199	-.140	-.192	.433	10. クライアントについての作業仮説を自分で立てられるよう援助してくれます。	10. Assist me to develop working hypotheses about my clients
CCS37	.398	.301	-.033	-.117	.439	37. ケースを概念化するスキルを向上させる方策を立て手本を示してくれます。	37. Model strategies that may enhance my case conceptualization skills
CCS18	.395	.244	-.181	-.166	.444	18. 防衛的になることなく、私がスーパービジョンに対して抱いているネガティブな思いをシェアするよう促してくれます。	18. Encourage me to share my negative feelings about supervision without becoming defensive
CCS17	.357	.222	-.095	-.196	.395	17. クライアントの抵抗を扱う際の方策を立てる上での援助をしてくれます。	17. Assist me to develop a strategy to address client resistance
CCS51	.333	.231	.035	-.098	.296	51. 私の情緒反応に適切に注意を払って評価を下します。	51. Appropriately attend to a my emotional responses when conducting an evaluation
CCS2	-.048	<b>.736</b>	-.050	-.030	.538	2. 使われているモデルや理論に合致するスーパービジョンの方法を選びます。	2. Select supervision interventions congruent with the model/theory being used
CCS7	.099	<b>.721</b>	.181	.111	.549	7. 様々なスーパービジョン法（例：自己報告、観察、録音の振り返り）の強みと限界について説明してくれます。	7. Describe the strength and limitations of the various supervision modalities (e.g., self-report, live observation, audiotape review)

CCS30	.225	<b>.710</b>	-.165	-.018	.712	30. カウンセラーとしての成長に関わる私の学習ニーズを明確に指摘してくれます。	30. Identify the learning needs of mine relevant to my development as a counselor
CCS32	.144	<b>.709</b>	-.029	.039	.572	32. 私と対立する可能性のある領域を認識し、スーパービジョン関係をより強化する形で応答します。	32. Recognize and respond to potentially conflictual areas in a way that strengthens the supervisory relationship
CCS22	.035	<b>.692</b>	.217	-.096	.642	22. 私の学習目標に即したスーパービジョンを構成してくれます。	22. Structure supervision around a supervisee's learning goals
CCS31	-.007	<b>.664</b>	-.207	-.021	.483	31. 私のセッション内での行動と支持している理論的志向性が合致しているか査定する手助けをしてくれます。	31. Help me assess the compatibility between his/her in-session behaviors and espoused theoretical orientation
CCS28	-.229	<b>.652</b>	.111	-.300	.593	28. 私の強みと弱みを示す、総括的評価を書いてくれます。	28. Write a through summative evaluation, indicating supervisee strengths and weakness
CCS9	-.018	<b>.541</b>	.235	-.127	.437	9. さまざまなカウンセリングの理論やシステム、それらに関連する技法についての知識を説明してくれます。	9. Demonstrate knowledge of various counseling theories, systems, and their related methods
CCS46	-.158	<b>.534</b>	.509	-.141	.595	46. カウンセリング能力に基づいて成績をつけ、その根拠を示すことが出来ます。	46. Assign and provide a rationale for grades based on demonstrated counseling competence
CCS36	.466	<b>.528</b>	-.076	.104	.594	36. スーパーバイザーの学習ニーズにふさわしい介入法を用います。	36. Employ interventions appropriate to a supervisee's learning needs
CCS35	.254	<b>.521</b>	.071	.061	.407	35. 私自身の自己評価プロセスを通して、私を指導します。	35. Guide a supervisee through the self-evaluation process
CCS1	.070	<b>.497</b>	-.007	-.226	.461	1. 必要な時に適切な紹介が行えるよう助けてくれます。	1. Assist me to make appropriate referrals when necessary
CCS14	-.057	<b>.430</b>	.034	-.339	.414	14. スーパーバイザーとしての彼／彼女の働きについて、バイザー仲間あるいは評価者からの批評的なフィードバックを求めます。	14. Solicit critical feedback on his or her work as a supervisor from either supervisor's peers or an evaluator
CCS8	.078	<b>.424</b>	.258	-.267	.509	8. 私のケースの進め方をモニターするためのシステムを構築します。	8. Establish a system for monitoring a my management of cases
CCS24	.210	<b>.412</b>	-.131	-.244	.501	24. クライアントに適切に対応する上で、支障となり得る私の特性を指摘してくれます。	24. Identify my traits that may interfere with the ability to appropriately respond to the clients
CCS15	.239	.375	.204	-.027	.343	15. 必要な場合において、詳細なスーパービジョンのケース記録を書き留めます。	15. Write detailed supervision case notes when required
CCS5	.292	.344	-.247	-.111	.408	5. スーパーバイザーの世界観とは異なる私の世界観を大切にしてくれている。	5. Demonstrate for me who has a different world view from him/herself
CCS43	.182	.305	<b>.582</b>	-.084	.595	43. 私のスキル向上を促すため、ロールプレイを活用します。	43. Use role playing to facilitate my skill development

CCS44	.220	.182	<b>.545</b>	-.025	.449	44. 私との交流において才能にあふれた立ち振る舞いをしています。	44. Appear competent in interactions with me
CCS58	.353	-.093	<b>.463</b>	<b>-.425</b>	.673	58. グループスーパービジョンにて、メンバー相互の疑似体験による学習を促します。	58. Facilitate vicarious learning within the group supervision context
CCS40	.143	-.160	.039	<b>-.780</b>	.635	40. クライエントの福祉に関する倫理基準を説明してくれます。	40. Articulate to me the ethical standards regarding client welfare
CCS12	.113	-.064	.010	<b>-.776</b>	.657	12. 関連のある文化についての要因を含めてケース概念化をする手助けをしてくれる	12. Assist me to include relevant cultural variables in case conceptualization
CCS39	.085	-.066	.115	<b>-.772</b>	.650	39. カウンセリングプロセスに影響を与える一つの要因として性的指向を指摘します。	39. Address sexual orientation as a counseling process variable
CCS19	-.202	.203	-.062	<b>-.758</b>	.614	19. 私の多文化的な適格性を評価します。	19. Assess my multicultural competencies
CCS49	.150	-.111	.176	<b>-.729</b>	.642	49. スーパーバイザーとスーパーバイジーの性別が異なる場合におこりうる影響をオープンに指摘します。	49. Openly address the influence of gender on supervision when I am the opposite gender
CCS26	.109	.066	-.036	<b>-.645</b>	.552	26. 私の文化に関する気づきを促します。	26. Facilitate a supervisee's cultural awareness
CCS38	.327	-.148	.069	<b>-.635</b>	.633	38. スーパーバイズ関係で起こるパラレルプロセスに対処しています。	38. Address parallel processes as they arise within a supervisory relationship
CCS6	-.048	.172	.134	<b>-.569</b>	.450	6. 児童虐待のケースを査定、報告する手順を示してくれる。	6. Present procedures for assessing and reporting an occurrence of child abuse
CCS33	.255	-.023	.176	<b>-.561</b>	.567	33. 私の人種あるいは民族的アイデンティティを、カウンセリングプロセスに影響を与える要因の1つとして指摘します。	33. Address my race or ethnic identity as a counseling process variable
CCS27	.372	.059	-.203	<b>-.530</b>	.692	27. 未成年へのカウンセリングに伴う法的責任を説明します。	27. Describe the legal liabilities involved in counseling minors
CCS20	.275	.177	-.270	<b>-.515</b>	.687	20. クライエントの秘密保持にまつわる主要な倫理的・法的論点を指摘します。	20. Identify key ethical and legal issues surrounding
CCS29	.084	.189	-.345	<b>-.513</b>	.542	29. スーパービジョンの中で、私の適正な法的手続きを保障するためのプランを設定してくれます。	29. Establish a plan to safeguard a my due process within supervision
CCS21	-.094	.129	-.183	<b>-.486</b>	.286	21. 私が彼/彼女のスーパーバイザーとしての権限に対して疑問を投げかけた時、批評的なフィードバックを与えてくれます。	21. Provide critical feedback to me when I challenge his/her authority as a supervisor
CCS3	-.123	.245	.196	<b>-.447</b>	.356	3. クライエントの変化についての記述や文書化を手伝ってくれます。	3. Assist me in description and documentation of client change
CCS23	.091	.252	.055	<b>-.411</b>	.411	23. 教師であり、カウンセラーであり、コンサルタントであるという、スーパーバイザーにふさわしい役割を理解しています。	23. Understand appropriate supervisor functions of teacher, counselor, and consultant
CCS34	.381	.123	-.245	<b>-.401</b>	.598	34. 私の専門職を治める倫理基準を厳正に従ってスーパービジョンを行います。	34. Conduct supervision in strict accordance to the ethical standards governing my profession

CCS4	.263	.126	.271	-.392	.528	4. スーパーバイザー・スーパーバイジー間に 生じている境界線の問題を一緒に検討する。	4. Explore supervisor-supervisee boundary issues with me
Eigenvalue	24.593	3.532	2.667	2.4			
% of Variance	40.989	5.886	4.445	3.999			
Cumulative Variance	40.989	46.875	51.319	55.319			

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## Appendix G

Factor Loading of Four-Factor Solution from Exploratory Factorial Analysis of CSSES using varimax rotation

	1	2	3	4	$h^2$		
	Supervising Skill & Intervention	Supervisee Focus	Multicultural & Diversity Competency	Supervisor's Task			
CCS53	<b>.835</b>	.003	.136	.134	.734	53. グループ・スーパービジョンにおいて、ケースについての議論をファシリテートします。	53. Facilitate case discussion during group supervision
CCS54	<b>.802</b>	.035	.053	.287	.729	54. グループスーパービジョンの間、集団のニーズと個のニーズのバランスを図ります。	54. Balance the needs of the group with the individual needs of us during group supervision
CCS55	<b>.763</b>	.143	.052	.368	.741	55. グループスーパービジョンの中で表された感情に対して適切な応答の仕方を示します。	55. Model appropriate responses to affect presented in group supervision
CCS45	<b>.727</b>	.183	.237	.112	.630	45. スーパービジョンの中で生じる可能性のある二重関係の問題について認識しています。	45. Recognize possible dual relationship issues that may arise within supervision
CCS47	<b>.709</b>	.312	.291	.072	.690	47. 私が終結に関する問題に対処できるよう援助してくれます。	47. Assist me to deal with termination issues
CCS57	<b>.644</b>	.190	.247	<b>.422</b>	.691	57. グループスーパービジョンでの文脈の中で、メンバー間の学習にネガティブな影響を及ぼす可能性のある、主要なグループプロセス要因を指摘してくれます。	57. Identify key group process variables that may negatively influence learning among members in a group supervision context
CCS48	<b>.641</b>	.262	.332	.202	.630	48. スーパービジョン関係の質を高める手法を実際に用いている。	48. Implement strategies that enhance the quality of a supervisory relationship
CCS59	<b>.602</b>	.014	.380	.411	.676	59. グループスーパービジョンの間、参加者全員に適切なサポートを与える	59. Offer adequate support to all members of a group during group supervision
CCS25	<b>.597</b>	.385	.277	.089	.589	25. 問題のあるスーパービジョン関係においても、スーパーバイザー自身の役割や態度についてと協議してくれます。	25. Discuss with me supervisor's own role and behaviors within a problematic supervisory relationship
CCS16	<b>.597</b>	.239	<b>.420</b>	.004	.590	16. カウンセラーの専門性発達における主な研究やスーパービジョンに関連する発達モデルを理解しています。	16. Understand key research on counselor development and developmental models as they pertain to supervision
CCS56	<b>.589</b>	.005	.195	<b>.402</b>	.546	56. グループスーパービジョンの文脈に応じて、メンバーの学習効果を最大化するようなグループ演習を組み込みます。	56. Structure group exercises that will maximize our learning in the group supervision context

CCS52	<b>.580</b>	<b>.400</b>	.151	.232	.573	52. スーパービジョンでは、スーパーバイザーの様々な学習法や個性を尊重している姿勢を見せている。	52. Demonstrate respect for various learning styles and personal characteristics within supervision
CCS41	<b>.576</b>	.316	.243	.081	.497	41. 私が完璧先生に対してスーパーバイザーとしての評価をした時に防衛的になることも怒ることもなく評価を受け入れてくれます。	41. Receive my critical feedback on performance as a supervisor without becoming defensive or angry
CCS42	<b>.566</b>	.379	.289	.144	.568	42. スーパービジョンの介入法を選択するにあたり、理論や、クライアント-カウンセラー間の力動、あるいは、場面を基盤として説明してくれます。	42. State a rationale for choosing a supervision intervention based on theory, client/counselor dynamics, and/or setting
CCS13	<b>.564</b>	<b>.445</b>	.374	-.080	.662	13. 倫理的かつ法的なジレンマに直面した時、効果的な意思決定の模範を示してくれます。	13. Model effective decision-making when faced with ethical and legal dilemmas
CCS11	<b>.553</b>	<b>.473</b>	.254	.019	.595	11. 私の示す懸念について注意深く耳を傾けてくれます。	11. Listen carefully to concerns presented by me
CCS50	<b>.543</b>	.348	<b>.469</b>	.025	.637	50. もし、スーパーバイザーが提供してくれているスーパービジョンについて不服がある場合、適正な手続きで、私と話し合います。	50. Communicate due process procedures to me if I am unhappy with the supervision that the supervisor have provided
CCS60	<b>.526</b>	.062	.213	.324	.431	60. 個々のスーパーバイザーの学習スタイルに対する理解をグループスーパービジョンのプロセスの中に取り入れます。	60. Integrate an understanding of supervisees' learning styles into the group supervision process
CCS34	<b>.513</b>	.327	.475	-.039	.598	34. 私の専門職を治める倫理基準を厳正に従ってスーパービジョンを行います。	34. Conduct supervision in strict accordance to the ethical standards governing my profession
CCS10	<b>.483</b>	.331	.298	.037	.433	10. クライアントについての作業仮説を自分で立てられるよう援助してくれます。	10. Assist me to develop working hypotheses about my clients
CCS18	<b>.474</b>	.372	.284	-.002	.444	18. 防衛的になることなく、私がスーパービジョンに対して抱いているネガティブな思いをシェアするよう促してくれます。	18. Encourage me to share my negative feelings about supervision without becoming defensive
CCS37	<b>.461</b>	.387	.237	.145	.439	37. ケースを概念化するスキルを向上させる方策を立て手本を示してくれます。	37. Model strategies that may enhance my case conceptualization skills
CCS17	<b>.437</b>	.336	.291	.077	.395	17. クライアントの抵抗を扱う際の方策を立てる上での援助をしてくれます。	17. Assist me to develop a strategy to address client resistance
CCS51	.378	.293	.188	.178	.296	51. 私の情緒反応に適切に注意を払って評価を下します。	51. Appropriately attend to a my emotional responses when conducting an evaluation
CCS30	.345	<b>.740</b>	.204	.058	.712	30. カウンセラーとしての成長に関わる私の学習ニーズを明確に指摘してくれます。	30. Identify the learning needs of mine relevant to my development as a counselor
CCS2	.086	<b>.700</b>	.157	.127	.538	2. 使われているモデルや理論に合致するスーパービジョンの方法を選びます。	2. Select supervision interventions congruent with the model/theory being used

CCS32	.243	<b>.687</b>	.124	.162	.572	32. 私と対立する可能性のある領域を認識し、スーパービジョン関係をより強化する形で応答します。	32. Recognize and respond to potentially conflictual areas in a way that strengthens the supervisory relationship
CCS31	.122	<b>.665</b>	.158	-.038	.483	31. 私のセッション内での行動と支持している理論的志向性が合致しているか査定する手助けをしてくれます。	31. Help me assess the compatibility between his/her in-session behaviors and espoused theoretical orientation
CCS22	.158	<b>.641</b>	.197	<b>.409</b>	.642	22. 私の学習目標に即したスーパービジョンを構成してくれます。	22. Structure supervision around a supervisee's learning goals
CCS7	.167	<b>.634</b>	.033	.344	.549	7. 様々なスーパービジョン法（例：自己報告、観察、録音の振り返り）の強みと限界について説明してくれます。	7. Describe the strength and limitations of the various supervision modalities (e.g., self-report, live observation, audiotape review)
CCS28	-.033	<b>.628</b>	.333	.294	.593	28. 私の強みと弱みを示す、総括的評価を書いてくれます。	28. Write a through summative evaluation, indicating supervisee strengths and weakness
CCS36	<b>.503</b>	<b>.564</b>	.098	.119	.594	36. スーパーバイザーの学習ニーズにふさわしい介入法を用います。	36. Employ interventions appropriate to a supervisee's learning needs
CCS1	.213	<b>.537</b>	.307	.181	.461	1. 必要な時に適切な紹介が行えるよう助けてくれます。	1. Assist me to make appropriate referrals when necessary
CCS24	.345	<b>.508</b>	.345	.071	.501	24. クライアントに適切に対応する上で、支障となり得る私の特性を指摘してくれます。	24. Identify my traits that may interfere with the ability to appropriately respond to the clients
CCS35	.303	<b>.505</b>	.081	.230	0.407	35. 私自身の自己評価プロセスを通して、私を指導します。	35. Guide a supervisee through the self-evaluation process
CCS9	.091	<b>.494</b>	.186	.387	.437	9. さまざまなカウンセリングの理論やシステム、それらに関連する技法についての知識を説明してくれます。	9. Demonstrate knowledge of various counseling theories, systems, and their related methods
CCS14	.111	<b>.473</b>	.368	.207	.414	14. スーパーバイザーとしての彼／彼女の働きについて、バイザー仲間あるいは評価者からの批評的なフィードバックを求めます。	14. Solicit critical feedback on his or her work as a supervisor from either supervisor's peers or an evaluator
CCS5	.382	<b>.446</b>	.241	-.074	.408	5. スーパーバイザーの世界観とは異なる私の世界観を大切にしてくれている。	5. Demonstrate for me who has a different world view from him/her-self
CCS15	.280	.364	.118	.343	.343	15. 必要な場合において、詳細なスーパービジョンのケース記録を書き留めます。	15. Write detailed supervision case notes when required
CCS12	.318	.153	<b>.701</b>	.202	.657	12. 関連のある文化についての要因を含めてケース概念化をする手助けをしてくれる	12. Assist me to include relevant cultural variables in case conceptualization

CCS40	.330	.064	<b>.691</b>	.214	.635	40. クライエントの福祉に関する倫理基準を説明してくれます。	40. Articulate to me the ethical standards regarding client welfare
CCS19	.063	.357	<b>.683</b>	.131	.614	19. 私の多文化的な適格性を評価します。	19. Assess my multicultural competencies
CCS39	.283	.126	<b>.682</b>	.298	.650	39. カウンセリングプロセスに影響を与える一つの要因として性的指向を指摘します。	39. Address sexual orientation as a counseling process variable
CCS49	.321	.074	<b>.642</b>	.349	.642	49. スーパーバイザーとスーパーバイジーの性別が異なる場合におこりうる影響をオープンに指摘します。	49. Openly address the influence of gender on supervision when I am the opposite gender
CCS26	.301	.250	<b>.612</b>	.157	.552	26. 私の文化に関する気づきを促します。	26. Facilitate a supervisee's cultural awareness
CCS38	.463	.064	<b>.595</b>	.247	.633	38. スーパーバイズ関係で起こるパラレルプロセスに対処しています。	38. Address parallel processes as they arise within a supervisory relationship
CCS27	.528	.290	<b>.574</b>	.015	.692	27. 未成年へのカウンセリングに伴う法的責任を説明します。	27. Describe the legal liabilities involved in counseling minors
CCS20	.455	.392	<b>.570</b>	-.045	.687	20. クライエントの秘密保持にまつわる主要な倫理的・法的論点を指摘します。	20. Identify key ethical and legal issues surrounding
CCS29	.281	.382	<b>.542</b>	-.152	.542	29. スーパービジョンの中で、私の適正な法的手続きを保障するためのプランを設定してくれます。	29. Establish a plan to safeguard a my due process within supervision
CCS33	.386	.132	<b>.528</b>	.350	.567	33. 私の人種あるいは民族的アイデンティティを、カウンセリングプロセスに影響を与える要因の1つとして指摘します。	33. Address my race or ethnic identity as a counseling process variable
CCS6	.136	.272	<b>.518</b>	.299	.450	6. 児童虐待のケースを査定、報告する手順を示してくれる。	6. Present procedures for assessing and reporting an occurrence of child abuse
CCS21	.084	.260	<b>.458</b>	-.050	.286	21. 私が彼/彼女のスーパーバイザーとしての権限に対して疑問を投げかけた時、批評的なフィードバックを与えてくれます。	21. Provide critical feedback to me when I challenge his/her authority as a supervisor
CCS23	.240	.345	<b>.425</b>	.231	.411	23. 教師であり、カウンセラーであり、コンサルタントであるという、スーパーバイザーにふさわしい役割を理解しています。	23. Understand appropriate supervisor functions of teacher, counselor, and consultant
CCS3	.037	.286	<b>.402</b>	.334	.356	3. クライエントの変化についての記述や文書化を手伝ってくれます。	3. Assist me in description and documentation of client change
CCS43	.205	.234	.108	<b>.698</b>	.595	43. 私のスキル向上を促すため、ロールプレイを活用します。	43. Use role playing to facilitate my skill development
CCS46	-.058	<b>.418</b>	.144	<b>.629</b>	.595	46. カウンセリング能力に基づいて成績をつけ、その根拠を示すことが出来ます。	46. Assign and provide a rationale for grades based on demonstrated counseling competence
CCS44	.206	.118	.043	<b>.625</b>	.449	44. 私との交流において才能にあふれた立ち振る舞いをしています。	44. Appear competent in interactions with me
CCS58	.408	-.003	.384	<b>.600</b>	.673	58. グループスーパービジョンにて、メンバー相互の疑似体験による学習を促します。	58. Facilitate vicarious learning within the group supervision context



CCS4	.363	.214	.396	<b>.440</b>	.528	4. スーパーバイザー・スーパーバイジー間に生じている境界線の問題と一緒に検討する。	4. Explore supervisor-supervisee boundary issues with me
CCS8	.201	<b>.433</b>	.305	<b>.434</b>	.509	8. 私のケースの進め方をモニターするためのシステムを構築します。	8. Establish a system for monitoring a my management of cases
Eigenvalue	24.593	3.532	2.667	2.4			
% of Variance	40.989	5.886	4.445	3.999			
Cumulative Variance	40.989	46.875	51.319	55.319			

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## Appendix H

Factor Loading of Two Component  
Solution from Exploratory Factorial  
Analysis of SLQ-R-JP using varimax  
rotation

	1	2		
	High Self- Efficacy	Low Self- Efficacy	$h^2$	
SLQ24	<b>.836</b>	-.150	.721	24. 私はクライアントの世界観を理解しつつ、クライアントが代替案を客観的に評価するよう手助けできる。
SLQ28	<b>.799</b>	-.227	.690	28. 私は、クライアントが人として私に与える影響について適切に評価することができ、その知識を治療的に用いることができる。
SLQ27	<b>.797</b>	-.249	.697	27. 私は、自分自身が一人の人間としてクライアントにどのような影響を与えるかを適切に評価することができ、それを治療的に用いることができる。
SLQ26	<b>.767</b>	-.232	.643	26. 私はクライアントの情緒的な側面に共感しつつ、彼らが問題解決に焦点を当てるのを手伝うことができます。
SLQ29	<b>.762</b>	-.197	.620	29. 私は、クライアントに不適切かつ過度に巻き込まれることなく、専門家として一貫した客観性を示し、自らの役割の範囲内で働く能力がある。
SLQ3	<b>.760</b>	.081	.584	3. 私は私の行動にカウンセリング姿勢を保ちながら、即時性を保つことができる。
SLQ30	<b>.751</b>	-.176	.595	30. 専門家として一貫した客観性を保ち、過剰にクライアントと距離を置くことなく、カウンセラーとしての役割内で仕事をすることができる
SLQ5	<b>.749</b>	.018	.561	5. 人間の行動について一貫した個々の論理的根拠をクライアントとの作業に応用することができる。
SLQ1	<b>.722</b>	-.062	.525	1. 私はカウンセリング/セラピーのセッションにおいて、心からリラックスして落ち着いています。
SLQ25	<b>.721</b>	-.293	.606	25. 現時点での臨床家としての成長段階において、私は、カウンセリング/セラピーをやりたいという欲求が
				24. I find I am able to understand my clients' view of the world, yet help them objectively evaluate alternatives.
				28. I am adequately able to assess the client's interpersonal impact on me and use that therapeutically.
				27. I am able to adequately assess my interpersonal impact on clients and use that knowledge therapeutically.
				26. I find I am able to empathize with my clients' feeling states, but still help them focus on problem resolution.
				29. I believe I exhibit a consistent professional objectivity and ability to work within my role as a counselor without <i>undue overinvolvement</i> with my client.
				3. I am able to be spontaneous in counseling / therapy, yet my behavior is relevant.
				30. I believe I exhibit a consistent professional objectivity and ability to work within my role as a counselor without excessive distance from my clients.
				5. I am able to apply a consistent personalized rationale of human behavior in working with my clients.
				1. I feel genuinely relaxed and comfortable in my counseling / therapy sessions.
				25. At my current level of professional development, my confidence in my abilities is such that my desire to do counseling / therapy doesn't change much from day to day.

SLQ23	<b>.689</b>	-.230	.527	日によって大きく変化することがないぐらい、自分の能力に自信を持っている。	23. I think I know myself well and am able to integrate that into my therapeutic style.
SLQ9	<b>.595</b>	-.184	.388	9. 私はクライアントと退治しても固くならない。	9. I feel comfortable confronting my clients.
SLQ2	<b>.561</b>	.369	.452	2. 私はスーパーバイザーからの最低限の手助けで、セッションの録音を批判的に分析し、内省を深めることができる。	2. I am able to critique counseling tapes and gain insights within minimum help from my supervisor.
SLQ21	<b>.529</b>	.159	.305	21. 私の専門家としての可能性と限界を十分に理解できる程に、私の長短を知っていると信じている。	21. I believe I know my strengths and weaknesses as a counselor sufficiently well to understand my professional potential and limitations.
SLQ17	<b>.468</b>	.046	.221	17. 今の私の臨床家としての専門的な発達段階を考えると、いつスーパーバイザーからコンサルテーションが必要で、いつそうでないか分かっている。	17. Given my current state of professional development, I believe I know when I need consultation from my supervisor and when I don't.
SLQ22	.331	-.067	.114	22. カウンセリング/セラピーに関して、私はスーパーバイザーのことを同等の仲間あるいは同僚として見ている。	22. Regarding my counseling / therapy, I will view my supervisor as a peer/colleague.
SLQ15	-.196	<b>.697</b>	.524	15. たまにクライアントの状況があまりにも絶望的に思えて、何をして良いか全くわからなくなる。	15. Sometimes the clients' situation seems so hopeless. I just don't know what to do.
SLQ6	-.435	<b>.663</b>	.629	6. 私は計画通りに物事が進まないと困惑しがちで、予期せぬ事態に対応することにあまり自信がない。	6. I tend to get confused when things don't go according to plan and lack confidence in ability to handle the unexpected.
SLQ11	-.223	<b>.654</b>	.477	11. やる気が日によって上下する。	11. My motivation fluctuates from day to day.
SLQ13	-.169	<b>.602</b>	.391	13. カウンセリング/セラピーのセッション中、自分の出来栄が気になって集中を欠いてしまうことがある。	13. During counseling / therapy sessions, I find it difficult to concentrate because of my concern about my own performance.
SLQ18	-.448	<b>.588</b>	.547	18. 時折、私はカウンセラー/セラピストとしてふさわしいかどうか疑問に思う。	18. Sometimes I question how suited I am to be a counselor/therapist.
SLQ8	.114	<b>.580</b>	.350	8. 私はクライアントへの対処の仕方を見つけるためにかなりスーパービジョンに頼っている。	8. I depend upon my supervision considerably in figuring out how to deal with my clients.
SLQ7	-.459	<b>.554</b>	.518	7. 全体的に私の仕事の質にはばらつきがある。よくできる日もあれば、逆に全く駄目な日もある。	7. The overall quality of my work fluctuates; on some days I do well, on other days, I do poorly.
SLQ12	.037	<b>.553</b>	.308	12. 時々、カウンセリング/セラピーのセッションにスーパーバイザーが同席してくれたらいいのと思う。	12. At times, I wish my supervisor could be in the counseling / therapy session to lend a hand.
SLQ10	-.298	<b>.485</b>	.324	10. カウンセリング/セラピーの大半の時間、全体像に合わせて介入するというよりは、次にどう反応しようか考えてしまっている。	10. Much of the time in counseling / therapy I find my self thinking about my next response instead of fitting my intervention into the overall picture.

SLQ4	-.341	<b>.457</b>	.325	4. 多様なクライアントとカウンセリング関係を構築する自信があまりない。	4. I lack self-confidence in establishing counseling relationship with diverse client types.
SLQ20	-.036	<b>.438</b>	.193	20. カウンセリング/セラピーは非常に複雑だと思う時があり、全てを学べることは不可能である。	20. Sometimes I feel that counseling /therapy is so complex, I never will be able to learn it all.
SLQ16	-.032	<b>.388</b>	.151	16. スーパーバイザーが私にミスをさせてくれることは大切である。	16. It is important that my supervisor allow me to make my own mistakes.
SLQ14	.049	<b>.346</b>	.122	14. スーパーバイザーから助言やフィードバックが欲しいと切に思う時があるが、自力でやりたいと思う時もある。	14. Although at times I really want advice / feedback from my supervisor, at other times I really want to do things on my way.
SLQ19	.153	.250	.086	19. カウンセリング/セラピーに関して、自身のスーパーバイザーを師/メンターと見なしている。	19. Regarding counseling / therapy, I view my supervisor as a teacher / mentor.
Eigenvalue	9.803	3.407			
% of Variance	32.678	11.302			
Cumulative Variance	32.678	43.980			

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## Appendix I

Factor Loading of Three Component Solution from Exploratory Factorial Analysis of SLQ-R-JP using varimax rotation

	1 Self & Other Awareness	2 Motivation	3 Autonomy	$h^2$		
SLQ24	<b>.820</b>	-.230	.107	.736	24. 私はクライアントの世界観を理解しつつ、クライアントが代替案を客観的に評価するよう手助けができる。	24. I find I am able to understand my clients' view of the world, yet help them objectively evaluate alternatives.
SLQ28	<b>.806</b>	-.184	-.149	.705	28. 私は、クライアントが人として私に与える影響について適切に評価することができ、その知識を治療的に用いることができる。	28. I am adequately able to assess the client's interpersonal impact on me and use that therapeutically.
SLQ27	<b>.805</b>	-.198	-.170	.716	27. 私は、自分自身が一人の人間としてクライアントにどのような影響を与えるかを適切に評価することができ、それを治療的に用いることができる。	27. I am able to adequately assess my interpersonal impact on clients and use that knowledge therapeutically.
SLQ29	<b>.777</b>	-.118	-.213	.663	29. 私は、クライアントに不適切かつ過度に巻き込まれることなく、専門家として一貫した客観性を示し、自らの役割の範囲内で働く能力がある。	29. I believe I exhibit a consistent professional objectivity and ability to work within my role as a counselor without <i>undue overinvolvement</i> with my client.
SLQ3	<b>.765</b>	.073	.026	.591	3. 私は私の行動にカウンセリング姿勢を保ちながら、即時性を保つことができる。	3. I am able to be spontaneous in counseling / therapy, yet my behavior is relevant.
SLQ26	<b>.763</b>	-.241	-.047	.643	26. 私はクライアントの情緒的な側面に共感しつつ、彼らが問題解決に焦点を当てるのを手伝うことができます。	26. I find I am able to empathize with my clients' feeling states, but still help them focus on problem resolution.
SLQ5	<b>.748</b>	-.008	.045	.562	5. 人間の行動について一貫した個々の論理的根拠をクライアントとの作業に応用することができる。	5. I am able to apply a consistent personalized rationale of human behavior in working with my clients.
SLQ1	<b>.738</b>	.009	-.163	.572	1. 私はカウンセリング／セラピーのセッションにおいて、心からリラックスして落ち着いています。	1. I feel genuinely relaxed and comfortable in my counseling / therapy sessions.
SLQ30	<b>.738</b>	-.233	.060	.603	30. 専門家として一貫した客観性を保ち、過剰にクライアントと距離を置くことなく、カウンセラーとしての役割内で仕事をすることができる。	30. I believe I exhibit a consistent professional objectivity and ability to work within my role as a counselor without excessive distance from my clients.
SLQ25	<b>.714</b>	-.307	-.054	.607	25. 現時点での臨床家としての成長段階において、私は、カウンセリング／セラピーをやりたいという欲求が日によって大きく変化することがないぐらい、自分の能力に自信を持っている。	25. At my current level of professional development, my confidence in my abilities is such that my desire to do counseling / therapy doesn't change much from day to day.

SLQ23	<b>.673</b>	-.290	.052	.54	23. 私は私自身のことをよく知っており、それを自分の臨床スタイルに統合することができる。	23. I think I know myself well and am able to integrate that into my therapeutic style.
SLQ9	<b>.583</b>	-.235	.046	.397	9. 私はクライアントと退治しても固くならない。	9. I feel comfortable confronting my clients.
SLQ2	<b>.566</b>	.324	.170	.454	2. 私はスーパーバイザーからの最低限の手助けで、セッションの録音を批判的に分析し、内省を深めることができる。	2. I am able to critique counseling tapes and gain insights within minimum help from my supervisor.
SLQ17	<b>.450</b>	-.061	.214	.252	17. 今の私の臨床家としての専門的な発達段階を考えると、いつスーパーバイザーからコンサルテーションが必要で、いつそうでないか分かっている。	17. Given my current state of professional development, I believe I know when I need consultation from my supervisor and when I don't.
SLQ15	-0.176	<b>.701</b>	.163	.549	15. たまにクライアントの状況があまりにも絶望的に思えて、何をして良いか全くわからなくなる。	15. Sometimes the clients' situation seems so hopeless. I just don't know what to do.
SLQ11	-.197	<b>.696</b>	.078	.529	11. やる気が日によって上下する。	11. My motivation fluctuates from day to day.
SLQ12	.073	<b>.650</b>	-.056	.431	12. 時々、カウンセリング/セラピーのセッションにスーパーバイザーが同席してくれたらいいのと思う。	12. At times, I wish my supervisor could be in the counseling / therapy session to lend a hand.
SLQ13	-.158	<b>.577</b>	.197	.396	13. カウンセリング/セラピーのセッション中、自分の出来栄が気になって集中を欠いてしまうことがある。	13. During counseling / therapy sessions, I find it difficult to concentrate because of my concern about my own performance.
SLQ7	<b>-.443</b>	<b>.569</b>	.110	.532	7. 全体的に私の仕事の質にはばらつきがある。よくできる日もあれば、逆に全く駄目な日もある。	7. The overall quality of my work fluctuates; on some days I do well, on other days, I do poorly.
SLQ10	-.274	<b>.541</b>	.013	.368	10. カウンセリング/セラピーの大半の時間、全体像に合わせて介入するというよりは、次にどう反応しようか考えてしまっている。	10. Much of the time in counseling / therapy I find my self thinking about my next response instead of fitting my intervention into the overall picture.
SLQ18	<b>-.445</b>	<b>.534</b>	.255	.547	18. 時折、私はカウンセラー/セラピストとしてふさわしいのかどうか疑問に思う	18. Sometimes I question how suited I am to be a counselor/therapist.
SLQ6	<b>-.448</b>	<b>.519</b>	<b>.447</b>	.67	6. 私は計画通りに物事が進まないで困惑しがちで、予期せぬ事態に対応することにあまり自信がない。	6. I tend to get confused when things don't go according to plan and lack confidence in ability to handle the unexpected.
SLQ8	.115	<b>.499</b>	.297	.351	8. 私はクライアントへの対処の仕方を見つけるためにかなりスーパービジョンに頼っている。	8. I depend upon my supervision considerably in figuring out how to deal with my clients.
SLQ16	.001	<b>.498</b>	-.122	.263	16. スーパーバイザーが私にミスをさせてくれることは大切である。	16. It is important that my supervisor allow me to make my own mistakes.
SLQ19	.102	-.037	<b>.618</b>	.393	19. カウンセリング/セラピーに関して、自身のスーパーバイザーを師/メンターと見なしている。	19. Regarding counseling / therapy, I view my supervisor as a teacher / mentor.

SLQ20	-.071	.210	<b>.551</b>	.352	20. カウンセリング/セラピーは非常に複雑だと思う時があり、全てを学べることは不可能である。	20. Sometimes I feel that counseling /therapy is so complex, I never will be able to learn it all.
SLQ21	<b>.487</b>	-.086	<b>.510</b>	.504	21. 私の専門家としての可能性と限界を十分に理解できる程に、私の長短を知っていると信じている。	21. I believe I know my strengths and weaknesses as a counselor sufficiently well to understand my professional potential and limitations.
SLQ14	.021	.161	<b>.443</b>	.223	14. スーパーバイザーから助言やフィードバックが欲しいと切に思う時があるが、自力でやりたいと思う時もある。	14. Although at times I really want advice / feedback from my supervisor, at other times I really want to do things on my way.
SLQ22	.368	.114	<b>-.373</b>	.287	22. カウンセリング/セラピーに関して、私はスーパーバイザーのことを同等の仲間あるいは同僚として見ている。	22. Regarding my counseling / therapy, I will view my supervisor as a peer/colleague.
SLQ4	-.356	.328	.367	.369	4. 多様なクライアントとカウンセリング関係を構築する自信があまりない。	4. I lack self-confidence in establishing counseling relationship with diverse client types.
Eigenvalue	9.803	3.391	1.611			
% of Variance	32.678	11.302	5.370			
Cumulative Variance	32.678	43.98	49.350			

## Appendix J

Factor Loading of Two Components  
Solution from Exploratory Factorial  
Analysis of SWAI-SE using oblimin  
rotation

	1	2	$h^2$		
	Bond- Relation	Practical Task			
SWA3	.924	-.023	.831	3. 私のスーパーバイザーは、私を理解しようと努力しています。	3. My supervisor makes the effort to understand me.
SWA2	.879	-.071	.708	2. 私のスーパーバイザーは、私がクライアントの言動について説明をよく聞いてくれます。	2. My supervisor welcomes me explanations about the clients' behavior.
SWA14	.867	-.100	.663	14. 私のスーパーバイザーは、時間をかけてクライアントの言動の意味を理解するように勧めます。	14. My supervisor encourages me to take time to understand what the client is saying and doing.
SWA7	.813	.068	.728	7. 私のスーパーバイザーは、私がセッションで自由に話せるようにしてくれています。	7. My supervisor helps me talk freely in our sessions.
SWA8	.798	.128	.769	8. 私のスーパーバイザーは、私と息を合わせてスーパービジョンを行ってくれます。	8. My supervisor stays in tune with me during supervision
SWA13	.790	-.115	.534	13. スーパービジョンでは、私のスーパーバイザーはクライアントの視点を理解することに高い優先度を置いています。	13. In supervision, my supervisor places a high priority on our understanding the client's perspective.
SWA9	.657	-.029	.411	9. クライアントの言動や介入技法についての私の理解の仕方は、スーパーバイザーと一致していると思います。	9. I understand client behavior and treatment technique similar to the way my supervisor does.
SWA15	.656	.119	.533	15. 私のスーパーバイザーは、私がスーパービジョンのために用意した資料を注意深くかつ体系的に考察します。	15. My supervisor's style is to carefully and systematically consider the material I bring to supervision.
SWA4	.596	.168	.497	4. 私のスーパーバイザーは、私が話しやすい方法でクライアントと作業することを勧められます。	4. My supervisor encourages me to talk about my work with clients in ways that are comfortable for me.
SWA1	.482	.270	.452	1. 私はスーパーバイザーとの作業を心地よく感じています。	1. I feel comfortable working with my supervisor.



SWA12	.441	.287	.42	12. スーパービジョンにおいて、私がクライアントについて感じている難しさについて話す時、不安より探究心の方を強く感じます。	12. In supervision, I am more curious than anxious when discussing my difficulties with clients.
SWA10	.303	.299	.284	10. 私は、スーパーバイザーに対してどんな複雑な感情を抱いたとしても、それを気軽に伝えることができます。	10. I feel free to mention to my supervisor any troublesome feelings I might have about him/her.
SWA19	.092	.757	.662	19. セッションにおいて、私はスーパーバイザーとともに具体的な目標を定めて作業を進めています。	19. I work with my supervisor on specific goals in the supervisory session.
SWA16	.091	.748	.646	16. クライアントへの誤った対応を修正する際、私のスーパーバイザーは替わりとなる複数の介入方法を提示してくれます。	16. When correcting my errors with a client, my supervisor offers alternative ways of intervening with that client.
SWA17	-.153	.688	.377	17. 私のバイザーは、クライアントとの面接を特定の治療方針に沿って進めることを援助してくれます。	17. My supervisor helps me work with a specific treatment plan with my clients.
SWA18	.144	.683	.599	18. 私のスーパーバイザーは、スーパービジョン中、私が脱線しないよう手助けをしてくれる。	18. My supervisor helps me stay on track during our meetings.
SWA11	-.032	.566	.301	11. 私のスーパーバイザーは、セッションにおいて、私を同僚のように扱います。	11. My supervisor treats me like a colleague in our supervisory sessions.
SWA5	.264	.541	.523	5. 私のスーパーバイザーは、私の臨床能力についてコメントを巧みにしてくれます。	5. My supervisor is tactful when commenting about my performance
SWA6	.306	.461	.466	6. 私のスーパーバイザーは、私独自のクライアントへの介入方法を考えるように勧めます。	6. My supervisor encourages me to formulate my own interventions with the client.
Eigenvalue	8.906	1.497			
% of Variance	46.876	7.877			
Cumulative Variance	46.876	54.753			

## Appendix K

Factor Loading of Two Components Solution from  
Exploratory Factorial Analysis of SSI-SE-JP using varimax  
rotation

	1	2	$h^2$		
	Empowering Supporter	Task Oriented Teacher			
SSI30	<b>.797</b>	.096	.644	30. 信頼を寄せられる	30. trusting
SSI33	<b>.794</b>	.078	.636	33. 温かい	33. warm
SSI16	<b>.791</b>	.104	.636	16. 柔軟である	16. flexible
SSI25	<b>.788</b>	.179	.653	25. 対応力に富んでいる	25. resourceful
SSI21	<b>.764</b>	.079	.591	21. 創造的である	21. creative
SSI23	<b>.716</b>	.031	.513	23. オープンである	23. open
SSI8	<b>.712</b>	.018	.508	8. 感受性に富んでいる	8. sensitive
SSI31	<b>.712</b>	.234	.562	31. 参考になる	31. informative
SSI2	<b>.709</b>	.201	.543	2. 視野が広い	2. perceptive
SSI5	<b>.703</b>	.215	.540	5. コミットしている	5. committed
SSI27	<b>.703</b>	.269	.567	27. 促進的である	27. facilitative
SSI15	<b>.698</b>	.266	.558	15. 友好的である	15. friendly
SSI9	<b>.680</b>	.158	.487	9. 協働的である	9. collaborative
SSI22	<b>.678</b>	.060	.463	22. 支持的である	22. supportive
SSI7	<b>.676</b>	.282	.586	7. 実践的である	7. practical
SSI32	<b>.649</b>	.225	.471	32. ユーモアのある	32. humorous
SSI29	<b>.635</b>	.251	.466	29. ポジティブである	29. positive
SSI26	<b>.611</b>	.275	.449	26. (時間・労力を) 注ぎ込む	26. invested
SSI3	<b>.596</b>	<b>.432</b>	.542	3. 具体的である	3. concrete
SSI4	<b>.586</b>	<b>.424</b>	.523	4. 明示的である	4. explicit
SSI6	<b>.574</b>	.155	.354	6. 肯定的である	6. affirming
SSI11	<b>.551</b>	.228	.355	11. 内省的である	11. reflective,

SSI12	<b>.542</b>	.289	.377	12. 応答的である	12. responsive
SSI10	<b>.491</b>	.202	.282	10. 直観的である	10. intuitive
SSI24	<b>.459</b>	.297	.299	24. 現実的である	24. realistic
SSI28	<b>.420</b>	.377	.318	28. 治療的である	28. therapeutic
SSI17	-.025	<b>.765</b>	.586	17. 指示的である	17. prescriptive
SSI18	.004	<b>.762</b>	.580	18. 教訓的である	18. didactic
SSI14	.047	<b>.749</b>	.563	14. 評価的である	14. evaluative
SSI19	.213	<b>.688</b>	.519	19. 徹底的である	19. thorough
SSI13	.304	<b>.605</b>	.458	13. 構造的である	13. structured
SSI1	.273	<b>.552</b>	.380	1. 目標指向型である	1. goal-oriented
SSI20	.450	<b>.515</b>	.468	20. 焦点化されている	20. focused
Eigenvalue	13.698	2.73			
% of Variance	41.51	8.273			
Cumulative Variance	41.51	49.783			

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## Appendix L

Factor Loading of Three Components Solution from Exploratory  
Factorial Analysis of SSI-SE-JP using oblimin rotation

	1	2	3	$h^2$		
	Empowering Practical Supporter	Task Oriented Teacher	Reflection Facilitator			
SSI2	<b>.895</b>	-.003	-.173	.674	2. 視野が広い	2. perceptive
SSI30	<b>.868</b>	-.128	-.003	.699	30. 信頼を寄せられる	30. trusting
SSI3	<b>.812</b>	.261	-.242	.698	3. 具体的である	3. concrete
SSI16	<b>.781</b>	-.114	.103	.655	16. 柔軟である	16. flexible
SSI25	<b>.773</b>	-.036	.104	.671	25. 対応力に富んでいる	25. resourceful
SSI33	<b>.757</b>	-.139	.141	.647	33. 温かい	33. warm
SSI7	<b>.735</b>	.096	-.015	.586	7. 実践的である	7. practical
SSI5	<b>.655</b>	.026	.134	.548	5. コミットしている	5. committed
SSI31	<b>.647</b>	.043	.157	.567	31. 参考になる	31. informative
SSI20	<b>.643</b>	.386	-.236	.590	20. 焦点化されている	20. focused
SSI21	<b>.624</b>	-.124	.274	.591	21. 創造的である	21. creative
SSI23	<b>.623</b>	-.161	.208	.513	23. オープンである	23. open
SSI4	<b>.619</b>	.265	-.001	.554	4. 明示的である	4. explicit
SSI6	<b>.616</b>	-.004	.004	.381	6. 肯定的である	6. affirming
SSI22	<b>.607</b>	-.123	.172	.465	22. 支持的である	22. supportive
SSI29	<b>.581</b>	.081	.132	.471	29. ポジティブである	29. positive
SSI32	<b>.560</b>	.053	.181	.472	32. ユーモアのある	32. humorous
SSI15	<b>.473</b>	.088	.363	.573	15. 友好的である	15. friendly
SSI24	.351	.180	.177	.300	24. 現実的である	24. realistic
SSI17	-.081	<b>.785</b>	.016	.586	17. 指示的である	17. prescriptive
SSI18	-.072	<b>.774</b>	.048	.581	18. 教訓的である	18. didactic
SSI14	-.168	<b>.757</b>	.236	.599	14. 評価的である	14. evaluative

SSI19	.098	<b>.644</b>	.128	.521	19. 徹底的である	19. thorough
SSI13	.267	<b>.530</b>	.042	.461	13. 構造的である	13. structured
SSI1	.373	<b>.479</b>	-.137	.424	1. 目標指向型である	1. goal-oriented
SSI10	-.056	.098	<b>.769</b>	.583	10. 直観的である	10. intuitive
SSI12	.045	.169	<b>.702</b>	.600	12. 応答的である	12. responsive
SSI11	.101	.102	<b>.645</b>	.531	11. 内省的である	11. reflective
SSI8	.303	-.158	<b>.626</b>	.636	8. 感受性に富んでいる	8. sensitive
SSI9	.330	-.010	<b>.534</b>	.568	9. 協働的である	9. collaborative
SSI26	.265	.128	<b>.511</b>	.528	26. (時間・労力を) 注ぎ込む	26. invested
SSI27	.399	.094	<b>.469</b>	.424	27. 促進的である	27. facilitative
SSI28	.142	.280	.392	.370	28. 治療的である	28. therapeutic
Eigenvalue	13.698	2.73	1.821			
% of Variance	41.51	8.273	5.517			
Cumulative Variance	41.51	49.783	55.3			

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## Appendix M

## Eight Components Solution from All Scale Explorative Factor Analysis with Varimax Rotation

	1	2	3	4	5	6	7	8	$h^2$		
	Supervisory Task & Skill	Mediator / Leader	Rapport / alliance / Respected	Self and Other Awareness	Master / Teacher	Reliance / Depend t	Colleague / Consultant	Therapist / Counselor			
CCS30	.744	.230	.205	-.088	.081	.174	-.053	-.057	.700	30. カウンセラーとしての成長に関わる私の学習ニーズを明確に指摘してくれます。	30. Identify the learning needs of mine relevant to my development as a counselor
CCS22	.719	.029	.105	.091	.273	.073	-.025	-.075	.624	22. 私の学習目標に即したスーパービジョンを構成してくれます。	22. Structure supervision around a supervisee's learning goals
CCS32	.707	.177	-.106	.151	.161	.168	-.117	-.067	.638	32. 私と対立する可能性のある領域を認識し、スーパービジョン関係をより強化する形で応答します。	32. Recognize and respond to potentially conflictual areas in a way that strengthens the supervisory relationship
CCS8	.674	.129	.054	-.092	.166	-.100	.261	-.005	.588	8. 私のケースの進め方をモニターするためのシステムを構築します。	8. Establish a system for monitoring a my management of cases
CCS28	.667	.050	-.059	.077	.301	.038	.211	-.069	.598	28. 私の強みと弱みを示す、総括的評価を書いてくれます。	28. Write a through summative evaluation, indicating supervisee strengths and weakness
CCS36	.661	.363	.217	.052	.093	.008	-.121	-.224	.691	36. スーパーバイジの学習ニーズにふさわしい介入法を用います。	36. Employ interventions appropriate to a supervisee's learning needs
CCS7	.638	.052	.019	-.042	.181	-.154	.219	-.209	.561	7. 様々なスーパービジョン法（例：自己報告、観察、録音の振り返り）の強みと限界について説明してくれます。	7. Describe the strength and limitations of the various supervision modalities (e.g., self-report, live observation, audiotape review)
CCS13	.636	.301	.361	.160	-.083	.068	-.169	.080	.698	13. 倫理的かつ法的なジレンマに直面した時、効果的な意思決定の模範を示してくれます。	13. Model effective decision-making when faced with ethical and legal dilemmas
CCS25	.634	.324	.229	.214	-.106	-.134	-.027	-.150	.657	25. 問題のあるスーパービジョン関係においても、スーパーバイザー自身の役割や態度について私と協議してくれます。	25. Discuss with me supervisor's own role and behaviors within a problematic supervisory relationship
CCS20	.628	.393	.147	.058	-.083	.096	.107	.061	.605	20. クライエントの秘密保持にまつわる主要な倫理的・法的論点を指摘します。	20. Identify key ethical and legal issues surrounding
CCS1	.619	.125	.158	-.099	.107	.009	.232	.126	.515	1. 必要な時に適切な紹介が行えるよう助けてくれます。	1. Assist me to make appropriate referrals when necessary
CCS2	.609	.015	.122	.149	.213	.044	.060	-.001	.459	2. 使われているモデルや理論に合致するスーパービジョンの方法を選びます。	2. Select supervision interventions congruent with the model/theory being used
CCS42	.605	.392	.201	.073	.125	.069	-.171	-.044	.618	42. スーパービジョンの介入法を選択するにあたり、理論や、クライアント-カウンセラ	42. State a rationale for choosing a supervision intervention based on theory, client/counselor dynamics, and/or setting

										一間の力動、あるいは、場面を基盤として説明してくれます。	
CCS27	.599	.463	.143	.037	.041	-.031	-.044	.124	.616	27. 未成年へのカウンセリングに伴う法的責任を説明します。	27. Describe the legal liabilities involved in counseling minors
CCS48	.595	.404	.217	.159	-.019	-.037	-.128	.169	.635	48. スーパービジョン関係の質を高める手法を実際に用いている。	48. Implement strategies that enhance the quality of a supervisory relationship
CCS6	.593	.255	.040	-.028	.080	-.050	.062	.109	.444	6. 児童虐待のケースを査定、報告する手順を示してくれる。	6. Present procedures for assessing and reporting an occurrence of child abuse
CCS50	.586	.365	.293	.176	-.008	-.050	-.165	.240	.681	50. もし、スーパーバイザーが提供しているスーパービジョンについて不服がある場合、適正な手続きで、私と話し合います。	50. Communicate due process procedures to me if I am unhappy with the supervision that the supervisor have provided
CCS35	.576	.142	.115	.041	.049	.100	.107	.004	.391	35. 私自身の自己評価プロセスを通して、私を指導します。	35. Guide a supervisee through the self-evaluation process
CCS31	.574	.063	.013	.177	.005	.371	-.012	-.006	.503	31. 私のセッション内での行動と支持している理論的志向性が合致しているか査定する手助けをしてくれます。	31. Help me assess the compatibility between his/her in-session behaviors and espoused theoretical orientation
CCS14	.571	.073	.046	-.014	-.011	.123	.381	.140	.514	14. スーパーバイザーとしての彼/彼女の働きについて、バイザー仲間あるいは評価者からの批評的なフィードバックを求めます。	14. Solicit critical feedback on his or her work as a supervisor from either supervisor's peers or an evaluator
CCS23	.571	.121	.316	.112	.104	.214	-.126	.047	.528	23. 教師であり、カウンセラーであり、コンサルタントであるという、スーパーバイザーにふさわしい役割を理解しています。	23. Understand appropriate supervisor functions of teacher, counselor, and consultant
CCS52	.566	.439	.169	.132	.007	.010	-.092	-.087	.575	52. スーパービジョンでは、スーパーバイザーの様々な学習法や個性を尊重している姿勢を見せている。	52. Demonstrate respect for various learning styles and personal characteristics within supervision
CCS34	.566	.380	.213	.168	-.092	.018	.019	.154	.571	34. 私の専門職を治める倫理基準を厳正に従ってスーパービジョンを行います。	34. Conduct supervision in strict accordance to the ethical standards governing my profession
CCS12	.565	.357	.277	.072	.077	-.016	.114	.143	.568	12. 関連のある文化についての要因を含めてケース概念化をする手助けをしてくれる	12. Assist me to include relevant cultural variables in case conceptualization
CCS57	.563	.476	.146	.131	.117	-.224	-.022	.180	.679	57. グループスーパービジョンでの文脈の中で、メンバー間の学習にネガティブな影響を及ぼす可能性のある、主要なグループプロセス要因を指摘してくれます。	57. Identify key group process variables that may negatively influence learning among members in a group supervision context
CCS39	.551	.286	.150	.064	.086	-.092	-.003	.454	.633	39. カウンセリングプロセスに影響を与える一つの要因として性的指向を指摘します。	39. Address sexual orientation as a counseling process variable
CCS26	.551	.318	.258	.101	.052	-.010	.160	.099	.520	26. 私の文化に関する気づきを促します。	26. Facilitate a supervisee's cultural awareness

CCS24	.551	.203	.283	.049	.166	.217	.179	-.002	.533	24. クライエントに適切に対応する上で、支障となり得る私の特性を指摘してくれます。	24. Identify my traits that may interfere with the ability to appropriately respond to the clients
SLQ21	.550	.159	.104	.160	.113	-.043	.163	-.288	.488	21. 私の専門家としての可能性と限界を十分に理解できる程に、私の長短を知っていると信じている。	21. I believe I know my strengths and weaknesses as a counselor sufficiently well to understand my professional potential and limitations.
CCS37	.549	.292	.287	.075	.032	.099	.003	.084	.493	37. ケースを概念化するスキルを向上させる方策を立てて手本を示してくれます。	37. Model strategies that may enhance my case conceptualization skills
CCS29	.546	.191	.184	-.007	-.052	.170	-.055	.381	.548	29. スーパービジョンの中で、私の適正な法的手続きを保障するためのプランを設定してくれます。	29. Establish a plan to safeguard a my due process within supervision
CCS10	.546	.334	.302	.130	-.039	.122	.192	-.102	.582	10. クライエントについての作業仮説を自分で立てられるよう援助してくれます。	10. Assist me to develop working hypotheses about my clients
CCS4	.541	.269	.149	.127	-.018	-.100	.377	.131	.573	4. スーパーバイザー・スーパーバイジー間に生じている境界線の問題を一緒に検討する。	4. Explore supervisor-supervisee boundary issues with me
CCS33	.540	.327	.162	.108	.176	-.171	-.034	.428	.681	33. 私の人種あるいは民族的アイデンティティを、カウンセリングプロセスに影響を与える要因の1つとして指摘します。	33. Address my race or ethnic identity as a counseling process variable
CCS16	.539	.300	.386	.183	-.106	-.034	-.037	.207	.619	16. カウンセラーの専門性発達における主な研究やスーパービジョンに関連する発達モデルを理解しています。	16. Understand key research on counselor development and developmental models as they pertain to supervision
CCS19	.537	.148	.252	-.053	.182	.002	.204	.211	.495	19. 私の多文化的な適格性を評価します。	19. Assess my multicultural competencies
CCS49	.534	.348	.159	.219	.054	-.117	-.157	.362	.652	49. スーパーバイザーとスーパーバイジーの性別が異なる場合におこりうる影響をオープンに指摘します。	49. Openly address the influence of gender on supervision when I am the opposite gender
CCS11	.534	.358	.379	.096	-.062	.070	.204	-.128	.633	11. 私のスーパーバイザーは、セッションにおいて、私を同僚のように扱います。	11. Listen carefully to concerns presented by me
CCS41	.522	.388	.173	.072	-.003	.043	-.094	-.042	.470	41. 私が完璧先生に対してスーパーバイザーとしての評価をした時に防衛的になることも怒ることもなく評価を受け入れてくれます。	41. Receive my critical feedback on performance as a supervisor without becoming defensive or angry
CCS9	.518	.059	.057	.035	.393	-.063	.119	.127	.465	9. さまざまなカウンセリングの理論やシステム、それらに関連する技法についての知識を説明してくれます。	9. Demonstrate knowledge of various counseling theories, systems, and their related methods
CCS3	.493	.105	.008	.250	.133	.182	.153	.336	.504	3. クライエントの変化についての記述や文書化を手伝ってくれます。	3. Assist me in description and documentation of client change
CCS45	.490	.450	.239	.342	-.184	-.055	-.056	-.132	.674	45. スーパービジョンの中で生じる可能性のある二重関係の問題について認識しています。	45. Recognize possible dual relationship issues that may arise within supervision
CCS15	.489	.122	.128	-.030	.101	-.331	.412	-.015	.561	15. 必要な場合において、詳細なスーパービジョンのケース記録を書き留めます。	15. Write detailed supervision case notes when required



CCS38	.486	.430	.342	.140	-.064	-.107	-.107	.263	.655	38. スーパーバイズ関係で起こるパラレルプロセスに対処しています。	38. Address parallel processes as they arise within a supervisory relationship
CCS40	.481	.447	.164	.058	.089	-.023	-.032	.389	.622	40. クライエントの福祉に関する倫理基準を説明してくれます。	40. Articulate to me the ethical standards regarding client welfare
SSI20	.472	.295	.314	.171	.277	.080	-.027	-.090	.529	20. 焦点化されている	20. focused
CCS43	.455	.255	-.036	.108	.202	-.195	.214	-.158	.434	43. 私のスキル向上を促すため、ロールプレイを活用します。	43. Use role playing to facilitate my skill development
CCS17	.440	.279	.360	-.003	.096	.019	.169	.146	.460	17. クライエントの抵抗を扱う際の方策を立てる上での援助をしてくれます。	17. Assist me to develop a strategy to address client resistance
CCS5	.426	.256	.202	.256	-.127	.279	.324	-.088	.560	5. スーパーバイザーの世界観とは異なる私の世界観を大切にしてくれている。	5. Demonstrate for me who has a different world view from him/her-self
CCS21	.418	.059	.027	-.021	-.223	.349	.187	.283	.467	21. 私が彼/彼女のスーパーバイザーとしての権限に対して疑問を投げかけた時、批評的なフィードバックを与えてくれます。	21. Provide critical feedback to me when I challenge his/her authority as a supervisor
CCS51	.374	.310	.151	.069	.045	-.044	.166	.164	.322	51. 私の情緒反応に適切に注意を払って評価を下します。	51. Appropriately attend to a my emotional responses when conducting an evaluation
SLQ17	.278	.112	.250	.234	.037	-.201	.091	-.118	.271	17. 今の私の臨床家としての専門的な発達段階を考えると、いつスーパーバイザーからコンサルテーションが必要で、いつそうでないか分かっている。	17. Given my current state of professional development, I believe I know when I need consultation from my supervisor and when I don't.
SSI27	.111	.745	.190	.108	.092	-.060	.086	.130	.651	27. 促進的である	27. facilitative
SSI21	.287	.721	.160	.010	-.090	.090	.126	.068	.664	21. 創造的である	21. creative
SSI33	.251	.717	.252	.153	.101	.004	-.178	.100	.716	33. 温かい	33. warm
SSI25	.291	.713	.190	.048	.216	.052	-.012	-.035	.683	25. 対応力に富んでいる	25. resourceful
SSI16	.264	.709	.286	.046	.019	.028	.031	-.071	.664	16. 柔軟である	16. flexible
SSI23	.173	.700	.190	.105	-.058	.127	-.053	-.195	.628	23. オープンである	23. open
SSI15	.105	.661	.048	.146	.356	-.168	.003	.190	.663	15. 友好的である	15. friendly
CCS54	.315	.655	.198	.188	-.144	-.205	.104	-.067	.681	54. グループスーパービジョンの間、集団のニーズと個のニーズのバランスを図ります。	54. Balance the needs of the group with the individual needs of us during group supervision
SSI9	.215	.649	.150	.133	.220	-.016	.218	.194	.641	9. 協働的である	9. collaborative
SSI22	.175	.647	.111	.218	-.114	.088	-.060	-.131	.550	22. 支持的である	22. supportive
SSI7	.212	.641	.215	.022	.132	.202	.131	-.085	.585	7. 実践的である	7. practical
SSI12	.076	.628	.016	.092	.207	.016	.099	.002	.461	12. 応答的である	12. responsive
SSI31	.209	.625	.208	.174	.268	.111	-.007	.076	.598	31. 参考になる	31. informative

CCS59	.461	.622	.222	.110	.016	-.107	-.072	.083	.684	59. グループスーパービジョンの間、参加者全員に適切なサポートを与える	59. Offer adequate support to all members of a group during group supervision
SSI11	.054	.622	.110	-.042	.053	.029	.307	-.004	.501	11. 内省的である	11. reflective,
SSI30	.342	.612	.346	.175	-.003	.166	-.071	-.088	.683	30. 信頼を寄せられる	30. trusting
SSI8	.272	.607	.173	.127	-.016	-.124	.255	.193	.606	8. 感受性に富んでいる	8. sensitive
SSI29	.337	.590	.072	.091	.200	-.118	-.025	-.103	.541	29. ポジティブである	29. positive
CCS53	.346	.579	.283	.267	-.207	-.165	-.030	-.014	.678	53. グループ・スーパービジョンにおいて、ケースについての議論をファシリテートします。	53. Facilitate case discussion during group supervision
SSI5	.223	.575	.326	.097	.063	-.078	.113	.138	.537	5. コミットしている	5. committed
SSI32	.197	.567	.115	.123	.186	-.068	.076	.098	.443	32. ユーモアのある	32. humorous
SSI10	.037	.558	.116	.115	.108	.008	.224	.058	.405	10. 直観的である	10. intuitive
SSI26	.159	.555	.182	.197	.146	.088	.225	.343	.602	26. (時間・労力を) 注ぎ込む	28. therapeutic
CCS47	.521	.554	.363	.123	.043	.103	.031	.005	.738	47. 私が終結に関する問題に対処できるよう援助してくれます。	47. Assist me to deal with termination issues
SSI6	.215	.539	.128	.174	.190	-.075	-.016	-.010	.425	6. 肯定的である	6. affirming
CCS55	.405	.528	.230	.130	-.058	-.269	.138	.081	.614	55. グループスーパービジョンの中で表された感情に対して適切な応答の仕方を示します。	55. Model appropriate responses to affect presented in group supervision
CCS56	.352	.520	.109	.076	.078	-.399	.077	.133	.601	56. グループスーパービジョンの文脈に応じて、メンバーの学習効果を最大化するようなグループ演習を組み込みます。	56. Structure group exercises that will maximize our learning in the group supervision context
SSI3	.312	.500	.188	.004	.358	.172	-.122	.039	.558	3. 具体的である	3. concrete
SSI4	.277	.483	.309	-.039	.303	.096	.024	.161	.534	4. 明示的である	4. explicit
CCS58	.444	.464	.056	.149	.191	-.359	.039	.117	.619	58. グループスーパービジョンにて、メンバー相互の疑似体験による学習を促します。	58. Facilitate vicarious learning within the group supervision context
SSI24	.345	.434	.038	.006	.191	.143	-.017	-.386	.552	24. 現実的である	24. realistic
CCS60	.368	.398	.013	.359	.033	.052	-.159	.333	.562	60. 個々のスーパーバイザーの学習スタイルに対する理解をグループスーパービジョンのプロセスの中に取り入れます。	60. Integrate an understanding of supervisees' learning styles into the group supervision process
SLQ20	.197	.359	.035	-.302	-.005	.152	-.108	-.139	.314	20. カウンセリング/セラピーは非常に複雑だと思ふ時があり、全てを学べることは不可能である。	20. Sometimes I feel that counseling /therapy is so complex, I never will be able to learn it all.
SWA3	.140	.295	.839	.120	.092	-.001	.068	-.033	.840	3. 私のスーパーバイザーは、私を理解しようと努力しています。	3. My supervisor makes the effort to understand me.

SWA2	.285	.198	.777	.106	.036	-.025	-.141	-.011	.758	2. 私のスーパーバイザーは、私がクライアントの言動について説明をよく聞いてくれます。	2. My supervisor welcomes me explanations about the clients' behavior.
SWA7	.127	.384	.726	.185	.077	.004	-.040	-.085	.739	7. 私のスーパーバイザーは、私がセッションで自由に話せるようにしてくれています。	7. My supervisor helps me talk freely in our sessions.
SWA8	.167	.369	.711	.241	.159	-.066	-.068	-.065	.766	8. 私のスーパーバイザーは、私と息を合わせてスーパービジョンを行ってくれます。	8. My supervisor stays in tune with me during supervision
SWA14	.158	.299	.706	-.039	.033	-.039	.108	.216	.675	14. 私のスーパーバイザーは、時間をかけてクライアントの言動の意味を理解するように勧めます。	14. My supervisor encourages me to take time to understand what the client is saying and doing.
SWA4	.089	.219	.651	.113	.128	.139	.138	.033	.549	4. 私のスーパーバイザーは、私が話しやすい方法でクライアントと作業することを勧めてくれます。	4. My supervisor encourages me to talk about my work with clients in ways that are comfortable for me.
SWA1	.212	.251	.630	.128	.261	-.035	.109	.100	.613	1. 私はスーパーバイザーとの作業を心地よく感じています。	1. I feel comfortable working with my supervisor.
SWA15	.324	.255	.589	.000	.077	-.126	.154	.054	.565	15. 私のスーパーバイザーは、私がスーパービジョンのために用意した資料を注意深くかつ体系的に考察します。	15. My supervisor's style is to carefully and systematically consider the material I bring to supervision.
SSI2	.250	.505	.580	.000	.074	.137	-.026	-.106	.690	2. 視野が広い	2. perceptive
SWA13	.260	.327	.559	-.028	.057	-.107	-.042	.040	.506	13. スーパービジョンでは、私のスーパーバイザーはクライアントの視点を理解することに高い優先度を置いています。	13. In supervision, my supervisor places a high priority on our understanding the client's perspective.
SWA5	.264	.013	.516	.178	.325	-.098	.328	.223	.641	5. 私のスーパーバイザーは、私の臨床能力についてコメントを巧みにしてくれます。	5. My supervisor is tactful when commenting about my performance
SWA6	.209	.192	.483	.154	.007	.044	.441	.090	.542	6. 私のスーパーバイザーは、私独自のクライアントへの介入方法を考えるように勧めます。	6. My supervisor encourages me to formulate my own interventions with the client.
SWA12	.152	.258	.477	.279	.079	-.215	.040	-.073	.454	12. スーパービジョンにおいて、私がクライアントについて感じている難しさについて話す時、不安より探究心の方を強く感じます。	12. In supervision, I am more curious than anxious when discussing my difficulties with clients.
SWA16	.286	.180	.470	.185	.454	-.060	.193	.139	.635	16. クライアントへの誤った対応を修正する際、私のスーパーバイザーは替わりとなる複数の介入方法を提示してくれます。	16. When correcting my errors with a client, my supervisor offers alternative ways of intervening with that client.
SLQ19	.215	.058	.461	-.095	-.033	.088	-.208	.234	.378	19. カウンセリング/セラピーに関して、自身のスーパーバイザーを師/メンターと見なししている。	19. Regarding counseling / therapy, I view my supervisor as a teacher / mentor.
SWA9	.263	.184	.457	.300	.210	.179	-.279	.117	.570	9. クライアントの言動や介入技法についての私の理解の仕方は、スーパーバイザーと一致していると思います。	9. I understand client behavior and treatment technique similar to the way my supervisor does.

CCS18	.430	.251	.430	.102	-.157	.116	.319	.050	.584	18. 防衛的になることなく、私がスーパービ ジョンに対して抱いているネガティブな思い をシェアするよう促してくれます。	18. Encourage me to share my negative feelings about supervision without becoming defensive
SLQ14	.047	.101	.370	-.216	-.362	.149	.100	-.162	.385	14. スーパーバイザーから助言やフィードバ ックが欲しいと切に思う時があるが、自力で やりたいと思う時もある。	14. Although at times I really want advice / feedback from my supervisor, at other times I really want to do things on my way.
SLQ27	.043	.150	.095	.810	.022	.095	.134	.184	.750	27. 私は、自分自身が一人の人間としてクラ イアントにどのような影響を与えるかを適切 に評価することができ、それを治療的に用い ることができる。	27. I am able to adequately assess my interpersonal impact on clients and use that knowledge therapeutically.
SLQ28	.078	.207	.086	.764	-.123	.084	.142	.217	.730	28. 私は、クライアントが人として私に与え る影響について適切に評価することができ、 その知識を治療的に用いることができる。	28. I am adequately able to assess the client's interpersonal impact on me and use that therapeutically.
SLQ29	.067	.249	.063	.761	.145	.013	-.050	-.106	.685	29. 私は、クライアントに不適切かつ過度に 巻き込まれることなく、専門家として一貫し た客観性を示し、自らの役割の範囲内で働く 能力がある。	29. I believe I exhibit a consistent professional objectivity and ability to work within my role as a counselor without <i>undue overinvolvement</i> with my client.
SLQ26	.250	.171	.136	.724	.187	-.137	.022	-.032	.689	26. 私はクライアントの情緒的な側面に共感 しつつ、彼らが問題解決に焦点を当てるのを 手伝うことができます。	6. I tend to get confused when things don't go according to plan and lack confidence in ability to handle the unexpected.
SLQ6	.187	.038	.112	-.714	.010	.210	.097	-.043	.614	6. 私は計画通りに物事が進まないと困惑し がちで、予期せぬ事態に対応することにあま り自信がない。	26. I find I am able to empathize with my clients' feeling states, but still help them focus on problem resolution.
SLQ24	.210	.323	.302	.678	.047	-.036	-.009	-.100	.713	24. 私はクライアントの世界観を理解しつ つ、クライアントが代替案を客観的に評価す るよう手助けできる。	24. I find I am able to understand my clients' view of the world, yet help them objectively evaluate alternatives.
SLQ25	.145	.110	.061	.649	-.028	-.275	.261	-.197	.641	25. 現時点での臨床家としての成長段階にお いて、私は、カウンセリング/セラピーをや りたいという欲求が日によって大きく変化す ることがないぐらい、自分の能力に自信を持 っている。	25. At my current level of professional development, my confidence in my abilities is such that my desire to do counseling / therapy doesn't change much from day to day.
SLQ18	.021	.084	-.038	-.638	-.068	.411	-.083	-.096	.607	18. 時折、私はカウンセラー/セラピストと してふさわしいのかどうか疑問に思う	18. Sometimes I question how suited I am to be a counselor/therapist.
SLQ5	.395	.110	-.014	.632	.066	.169	.034	.147	.624	5. 人間の行動について一貫した個々の論理 的根拠をクライアントとの作業に応用するこ とができる。	5. I am able to apply a consistent personalized rationale of human behavior in working with my clients.
SLQ23	.112	.141	.267	.601	-.084	-.085	.027	-.157	.505	23. 私は私自身のことをよく知っており、そ れを自分の臨床スタイルに統合することがで きる。	23. I think I know myself well and am able to integrate that into my therapeutic style.

SLQ30	.212	.306	.235	.599	.026	-.185	-.007	-.178	.619	30. 専門家として一貫した客観性を保ち、過剰にクライアントと距離を置くことなく、カウンセラーとしての役割内で仕事を行うことができる	30. I believe I exhibit a consistent professional objectivity and ability to work within my role as a counselor without excessive distance from my clients.
SLQ3	.261	.306	-.003	.594	.123	.107	.362	.042	.674	3. 私は私の行動にカウンセリング姿勢を保ちながら、即時性を保つことができる。	3. I am able to be spontaneous in counseling / therapy, yet my behavior is relevant.
SLQ1	.248	.257	-.021	.591	.050	.037	.289	.153	.588	1. 私はカウンセリング/セラピーのセッションにおいて、心からリラックスして落ちています。	1. I feel genuinely relaxed and comfortable in my counseling / therapy sessions.
SLQ7	.015	.007	.013	-.575	.008	.298	.156	-.288	.527	7. 全体的に私の仕事の質にはばらつきがある。よくできる日もあれば、逆に全く駄目な日もある。	7. The overall quality of my work fluctuates; on some days I do well, on other days, I do poorly.
SLQ4	.167	.040	-.219	-.549	.023	.180	.060	-.069	.420	4. 多様なクライアントとカウンセリング関係を構築する自信があまりない。	4. I lack self-confidence in establishing counseling relationship with diverse client types.
SLQ9	.176	.220	.186	.544	-.010	-.142	.118	-.192	.481	9. 私はクライアントと対峙しても固くならない。	9. I feel comfortable confronting my clients.
SLQ15	.003	.184	-.010	-.527	.201	.404	.304	-.285	.689	15. たまにクライアントの状況があまりにも絶望的に思えて、何をして良いかわからなくなる。	15. Sometimes the clients' situation seems so hopeless. I just don't know what to do.
SWA10	.048	.166	.350	.386	.216	.062	.212	-.118	.540	10. 私は、スーパーバイザーに対してどんな複雑な感情を抱いたとしても、それを気軽に伝えることができます。	10. I feel free to mention to my supervisor any troublesome feelings I might have about him/her.
CCS44	.323	.180	-.073	.337	.229	.010	.096	-.012	.318	44. 私との交流において才能にあふれた立ち振る舞いをしています。	44. Appear competent in interactions with me
SWA17	.207	.101	.244	.334	.252	.333	.029	.021	.400	17. 私のバイザーは、クライアントとの面接を特定の治療方針に沿って進めることを援助してくれます。	17. My supervisor helps me work with a specific treatment plan with my clients.
SSI14	.118	.106	.228	-.045	.667	-.007	.121	.114	.552	14. 評価的である	14. evaluative
SSI18	.073	.122	.049	-.107	.631	.232	-.063	.004	.490	18. 教訓的である	18. didactic
CCS46	.536	.022	-.213	.158	.576	-.077	-.034	-.106	.707	46. カウンセリング能力に基づいて成績をつけ、その根拠を示すことが出来ます。	46. Assign and provide a rationale for grades based on demonstrated counseling competence
SSI17	-.007	.203	.039	-.139	.553	.204	-.070	-.097	.424	17. 指示的である	17. prescriptive
SSI1	.314	.221	.212	.145	.511	-.049	-.043	.221	.528	1. 目標指向型である	1. goal-oriented
SSI13	.276	.219	.258	.089	.483	-.170	.077	-.104	.478	13. 構造的である	13. structured
SSI19	.050	.269	.198	.069	.468	.240	.014	-.062	.399	19. 徹底的である	19. thorough

SWA19	.171	.081	.446	.256	.466	-.223	.215	-.059	.617	19. カウンセリング/セラピーに関して、自身のスーパーバイザーを師/メンターと見なしている。	19. I work with my supervisor on specific goals in the supervisory session.
SWA18	.296	.220	.384	.290	.444	-.109	-.015	.008	.576	18. 私のスーパーバイザーは、スーパービジョン中、私が脱線しないよう手助けをしてくれる。	18. My supervisor helps me stay on track during our meetings.
SLQ10	.028	-.127	.041	-.357	.001	.608	-.089	-.130	.540	10. カウンセリング/セラピーの大半の時間、全体像に合わせて介入するというよりは、次にどう反応しようか考えてしまっている。	10. Much of the time in counseling / therapy I find my self thinking about my next response instead of fitting my intervention into the overall picture.
SLQ11	.098	-.001	-.020	-.285	.178	.544	-.131	-.184	.470	11. やる気が日によって上下する。	11. My motivation fluctuates from day to day.
SLQ12	.094	-.003	-.124	-.039	.314	.544	.069	.127	.442	12. 時々、カウンセリング/セラピーのセッションにスーパーバイザーが同席してくれたらいいのと思う。	12. At times, I wish my supervisor could be in the counseling / therapy session to lend a hand.
SLQ8	.135	-.002	.349	-.098	.042	.492	.175	.027	.424	8. 私はクライアントへの対処の仕方を見つけるためにかなりスーパービジョンに頼っている。	8. I depend upon my supervision considerably in figuring out how to deal with my clients.
SLQ13	-.063	-.036	.168	-.355	-.004	.462	.106	.157	.409	13. カウンセリング/セラピーのセッション中、自分の出来栄が気になって集中を欠いてしまうことがある。	13. During counseling / therapy sessions, I find it difficult to concentrate because of my concern about my own performance.
SLQ16	.100	.031	-.178	-.124	-.039	.414	.070	.031	.237	16. スーパーバイザーが私にミスをさせてくれることは大切である。	16. It is important that my supervisor allow me to make my own mistakes.
SWA11	.202	.184	.153	.164	.124	.033	.531	-.059	.427	11. 私のスーパーバイザーは、セッションにおいて、私を同僚のように扱います。	11. My supervisor treats me like a colleague in our supervisory sessions.
SLQ22	.044	-.096	-.085	.339	-.114	.099	.431	-.033	.343	22. カウンセリング/セラピーに関して、私はスーパーバイザーのことを同等の仲間あるいは同僚として見ている。	22. Regarding my counseling / therapy, I will view my supervisor as a peer/colleague.
SLQ2	.244	.276	.048	.337	-0.012	.231	0.430	-.068	.496	2. 私はスーパーバイザーからの最低限の手助けで、セッションの録音を批判的に分析し、内省を深めることができる。	2. I am able to critique counseling tapes and gain insights within minimum help from my supervisor.
SSI28	.137	.459	.126	.044	0.190	.019	.011	.465	.500	28. 治療的である	28. therapeutic
Eigenvalue	45.589	9.041	6.369	4.921	4.486	4.019	3.392	3.268			
% of Variance	31.400	6.367	4.485	3.465	3.159	2.830	2.389	2.302			
Cumulative Variance	31.400	37.767	42.252	45.718	48.877	51.707	54.096	56.397			

## Appendix N

Factor Loading of Four-Factor Solution from Exploratory Factorial Analysis of Cross Scale using varimax rotation

	1	2	3	4	$h^2$		
	Roles	Task	Work Alliance	Competence Development			
SSI33	.762	.162	.221	.102	.666	33. 温かい	33. warm
SSI21	.745	.218	.110	-.032	.616	21. 創造的である	21. creative
SSI16	.742	.168	.250	.005	.641	16. 柔軟である	16. flexible
SSI27	.733	.069	.194	.115	.593	27. 促進的である	27. facilitative
CCS54	.730	.196	.077	.236	.633	54. グループスーパービジョンの間、集団のニーズと個のニーズのバランスを図ります。	54. Balance the needs of the group with the individual needs of us during group supervision
CCS59	.718	.354	.142	.111	.674	59. グループスーパービジョンの間、参加者全員に適切なサポートを与える	59. Offer adequate support to all members of a group during group supervision
CCS53	.706	.200	.110	.286	.633	53. グループ・スーパービジョンにおいて、ケースについての議論をファシリテートします。	53. Facilitate case discussion during group supervision
SSI23	.704	.074	.157	.015	.526	23. オープンである	23. open
SSI25	.698	.244	.257	-.009	.613	25. 対応力に富んでいる	25. resourceful
SSI30	.673	.244	.315	.059	.615	30. 信頼を寄せられる	30. trusting
SSI22	.657	.087	.065	.139	.463	22. 支持的である	22. supportive
CCS47	.652	.426	.328	.038	.716	47. 私が終結に関する問題に対処できるよう援助してくれます。	47. Assist me to deal with termination issues
SSI8	.640	.238	.139	.174	.516	8. 感受性に富んでいる	8. sensitive
CCS55	.631	.308	.121	.215	.553	55. グループスーパービジョンの中で表された感情に対して適切な応答の仕方を示します。	55. Model appropriate responses to affect presented in group supervision
SSI5	.624	.165	.291	.112	.514	5. コミットしている	5. committed
SSI9	.612	.237	.248	.130	.509	9. 協働的である	9. collaborative
SSI7	.602	.189	.297	-.076	.493	7. 実践的である	7. practical
SSI15	.602	.120	.164	.184	.437	15. 友好的である	15. friendly
CCS38	.599	.372	.193	.148	.556	38. スーパーバイズ関係で起こるパラレルプロセスに対処しています。	38. Address parallel processes as they arise within a supervisory relationship

SSI31	.594	.206	.320	.093	.506	31. 参考になる	31. informative
CCS56	.592	.277	.039	.213	.474	56. グループスーパービジョンの文脈に応じて、メンバーの学習効果を最大化するようなグループ演習を組み込みます。	56. Structure group exercises that will maximize our learning in the group supervision context
SSI2	.588	.137	.533	-.089	.657	2. 視野が広い	2. perceptive
SSI29	.588	.283	.122	.094	.449	29. ポジティブである	29. positive
CCS57	.579	.494	.105	.182	.624	57. グループスーパービジョンでの文脈の中で、メンバー間の学習にネガティブな影響を及ぼす可能性のある、主要なグループプロセス要因を指摘してください。	57. Identify key group process variables that may negatively influence learning among members in a group supervision context
CCS45	.578	.359	.115	.301	.566	45. スーパービジョンの中で生じる可能性のある二重関係の問題について認識しています。	45. Recognize possible dual relationship issues that may arise within supervision
CCS27	.567	.523	.096	.018	.604	27. 未成年へのカウンセリングに伴う法的責任を説明します。	27. Describe the legal liabilities involved in counseling minors
SSI11	.559	.051	.160	-.040	.342	11. 内省的である	11. reflective
SSI32	.549	.186	.174	.128	.383	32. ユーモアのある	32. humorous
CCS48	.547	.499	.125	.129	.581	48. スーパービジョン関係の質を高める手法を実際に用いている	48. Implement strategies that enhance the quality of a supervisory relationship
SSI12	.544	.088	.129	.068	.325	12. 応答的である	12. responsive
CCS40	.542	.446	.130	.052	.512	40. クライアントの福祉に関する倫理基準を説明してください。	40. Articulate to me the ethical standards regarding client welfare
CCS52	.534	.469	.126	.076	.527	52. スーパービジョンでは、スーパーバイザーの様々な学習法や個性を尊重している姿勢を見せている。	52. Demonstrate respect for various learning styles and personal characteristics within supervision
CCS50	.532	.486	.183	.150	.575	50. もし、スーパーバイザーが提供しているスーパービジョンについて不満がある場合、適正な手続きで、私と話し合います。	50. Communicate due process procedures to me if I am unhappy with the supervision that the supervisor have provided
SSI26	.531	.203	.264	.163	.420	26. (時間・労力を) 注ぎ込む	26. invested
SSI6	.531	.183	.182	.163	.375	6. 肯定的である	6. affirming
CCS58	.520	.398	.056	.256	.498	58. グループスーパービジョンにて、メンバー相互の疑似体験による学習を促します。	58. Facilitate vicarious learning within the group supervision context
CCS34	.509	.490	.128	.131	.532	34. 私の専門職を治める倫理基準を厳正に従ってスーパービジョンを行います。	34. Conduct supervision in strict accordance to the ethical standards governing my profession
SSI10	.501	.049	.187	.109	.300	10. 直観的である	10. intuitive
SSI4	.493	.269	.394	-.092	.480	4. 明示的である	4. explicit



CCS49	.485	.475	.086	.225	.519	49. スーパーバイザーとスーパーバイジーの性別が異なる場合におこりうる影響をオープンに指摘します。	49. Openly address the influence of gender on supervision when I am the opposite gender
CCS41	.483	.432	.125	.013	.435	41. 私が完璧先生に対してスーパーバイザーとしての評価をした時に防衛的になることも怒ることもなく評価を受け入れてくれます。	41. Receive my critical feedback on performance as a supervisor without becoming defensive or angry
CCS16	.481	.434	.244	.162	.506	16. カウンセラーの専門性発達における主な研究やスーパービジョンに関連する発達モデルを理解しています。	16. Understand key research on counselor development and developmental models as they pertain to supervision
SSI3	.481	.306	.321	-.102	.439	3. 具体的である	3. concrete
SSI28	.464	.163	.165	.040	.271	28. 治療的である	28. therapeutic
SWA13	.463	.138	.445	-.011	.432	13. スーパービジョンでは、私のスーパーバイザーはクライアントの視点を理解することに高い優先度を置いています。	13. In supervision, my supervisor places a high priority on our understanding the client's perspective.
CCS11	.463	.451	.332	.042	.530	11. 私の示す懸念について注意深く耳を傾けてくれます。	11. Listen carefully to concerns presented by me
CCS60	.455	.358	.012	.294	.422	60. 個々のスーパーバイジーの学習スタイルに対する理解をグループスーパービジョンのプロセスの中に取り入れます。	60. Integrate an understanding of supervisees' learning styles into the group supervision process
SSI24	.390	.307	.156	-.097	.280	24. 現実的である	24. realistic
SLQ20	.367	.123	.006	-.364	.283	20. カウンセリング/セラピーは非常に複雑だと思う時があり、全てを学べることは不可能である。	20. Sometimes I feel that counseling /therapy is so complex, I never will be able to learn it all.
CCS51	.366	.359	.147	.081	.291	51.私の情緒反応に適切に注意を払って評価を下します。	51. Appropriately attend to a my emotional responses when conducting an evaluation
CCS28	.052	.728	.127	.038	.550	28. 私の強みと弱みを示す、総括的評価を書いてくれます。	28. Write a through summative evaluation, indicating supervisee strengths and weakness
CCS22	.101	.718	.218	.015	.573	22. 私の学習目標に即したスーパービジョンを構成してくれます。	22. Structure supervision around a supervisee's learning goals
CCS32	.217	.705	-.001	.031	.545	32. 私と対立する可能性のある領域を認識し、スーパービジョン関係をより強化する形で応答します。	32. Recognize and respond to potentially conflictual areas in a way that strengthens the supervisory relationship
CCS30	.346	.674	.204	-.190	.651	30. カウンセラーとしての成長に関わる私の学習ニーズを明確に指摘してくれます。	30. Identify the learning needs of mine relevant to my development as a counselor
CCS8	.192	.673	.114	-.055	.506	8. 私のケースの進め方をモニターするためのシステムを構築します。	8. Establish a system for monitoring a my management of cases
CCS46	-.041	.628	.076	.134	.420	46. カウンセリング能力に基づいて成績をつけ、その根拠を示すことが出来ます。	46. Assign and provide a rationale for grades based on demonstrated counseling competence
CCS7	.101	.626	.093	-.001	.410	7. 様々なスーパービジョン法（例：自己報告、観察、録音の振り返り）の強みと限界について説明してくれます。	7. Describe the strength and limitations of the various supervision modalities (e.g., self-report, live observation, audiotape review)

CCS2	.081	.621	.218	.095	.449	2. 使われているモデルや理論に合致するスーパービジョンの方法を選びます。	2. Select supervision interventions congruent with the model/theory being used
CCS1	.211	.615	.184	-.098	.467	1. 必要な時に適切な紹介が行えるよう助けてくれます。	1. Assist me to make appropriate referrals when necessary
CCS14	.124	.611	.094	-.042	.400	14. スーパーバイザーとしての彼/彼女の働きについて、バイザー仲間あるいは評価者からの批評的なフィードバックを求めます。	14. Solicit critical feedback on his or her work as a supervisor from either supervisor's peers or an evaluator
CCS31	.111	.590	.089	-.002	.368	31. 私のセッション内での行動と支持している理論的志向性が合致しているか査定する手助けをしてくれます。	31. Help me assess the compatibility between his/her in-session behaviors and espoused theoretical orientation
CCS9	.076	.576	.218	.042	.386	9. さまざまなカウンセリングの理論やシステム、それらに関連する技法についての知識を説明してくれます。	9. Demonstrate knowledge of various counseling theories, systems, and their related methods
CCS3	.133	.574	.122	.167	.390	3. クライアントの変化についての記述や文書化を手伝ってくれます。	3. Assist me in description and documentation of client change
CCS20	.493	.567	.100	.001	.574	20. クライアントの秘密保持にまつわる主要な倫理的・法的論点を指摘します。	20. Identify key ethical and legal issues surrounding
CCS6	.334	.563	.040	-.022	.430	6. 児童虐待のケースを査定、報告する手順を示してくれる。	6. Present procedures for assessing and reporting an occurrence of child abuse
CCS35	.216	.559	.142	-.017	.379	35. 私自身の自己評価プロセスを通して、私を指導します。	35. Guide a supervisee through the self-evaluation process
CCS24	.254	.555	.374	-.056	.516	24. クライアントに適切に対応する上で、支障となり得る私の特性を指摘してくれます。	24. Identify my traits that may interfere with the ability to appropriately respond to the clients
CCS36	.468	.551	.199	-.012	.562	36. スーパーバイザーの学習ニーズにふさわしい介入法を用います。	36. Employ interventions appropriate to a supervisee's learning needs
CCS19	.230	.543	.293	-.052	.436	19. 私の多文化的な適格性を評価します。	19. Assess my multicultural competencies
CCS4	.344	.535	.144	.168	.454	14. スーパーバイザーとしての彼/彼女の働きについて、バイザー仲間あるいは評価者からの批評的なフィードバックを求めます。	14. Solicit critical feedback on his or her work as a supervisor from either supervisor's peers or an evaluator
CCS39	.410	.527	.104	.090	.465	39. カウンセリングプロセスに影響を与える一つの要因として性的指向を指摘します。	39. Address sexual orientation as a counseling process variable
CCS23	.239	.523	.326	-.017	.437	23. 教師であり、カウンセラーであり、コンサルタントであるという、スーパーバイザーにふさわしい役割を理解しています。	23. Understand appropriate supervisor functions of teacher, counselor, and consultant
CCS42	.488	.521	.199	-.009	.549	42. スーパービジョンの介入法を選択するにあたり、理論や、クライアント-カウンセラー間の力動、あるいは、場面を基盤として説明してくれます。	42. State a rationale for choosing a supervision intervention based on theory, client/counselor dynamics, and/or setting

SLQ21	.199	.521	.173	.134	.359	21. 私の専門家としての可能性と限界を十分に理解できる程に、私の長短を知っていると信じている。	21. I believe I know my strengths and weaknesses as a counselor sufficiently well to understand my professional potential and limitations.
CCS12	.460	.517	.260	.057	.550	12. 関連のある文化についての要因を含めてケース概念化をする手助けをしてください。	12. Assist me to include relevant cultural variables in case conceptualization
CCS33	.441	.516	.140	.154	.504	33. 私の人種あるいは民族的アイデンティティを、カウンセリングプロセスに影響を与える要因の1つとして指摘します。	33. Address my race or ethnic identity as a counseling process variable
CCS13	.485	.512	.236	.081	.560	13. 倫理的かつ法的なジレンマに直面した時、効果的な意思決定の模範を示してください。	13. Model effective decision-making when faced with ethical and legal dilemmas
CCS26	.413	.511	.248	.085	.501	26. 私の文化に関する気づきを促します。	26. Facilitate a supervisee's cultural awareness
CCS29	.327	.510	.112	-.079	.386	29. スーパービジョンの中で、私の適正な法的手続きを保障するためのプランを設定してください。	29. Establish a plan to safeguard a my due process within supervision
CCS25	.474	.504	.117	.210	.537	25. 問題のあるスーパービジョン関係においても、スーパーバイザー自身の役割や態度について私と協議してください。	25. Discuss with me supervisor's own role and behaviors within a problematic supervisory relationship
CCS37	.404	.489	.257	.007	.468	37. ケースを概念化するスキルを向上させる方策を立てて手本を示してください。	37. Model strategies that may enhance my case conceptualization skills
CCS10	.420	.487	.290	.055	.501	10. クライアントについての作業仮説を自分で立てられるよう援助してください。	10. Assist me to develop working hypotheses about my clients
CCS15	.188	.477	.134	.109	.293	15. 必要な場合において、詳細なスーパービジョンのケース記録を書き留めます。	15. Write detailed supervision case notes when required
CCS43	.250	.459	.063	.158	.302	43. 私のスキル向上を促すため、ロールプレイを活用します。	43. Use role playing to facilitate my skill development
SSI20	.343	.442	.408	.084	.487	20. 焦点化されている	20. focused
CCS21	.131	.439	-.010	-.132	.227	21. 私が彼/彼女のスーパーバイザーとしての権限に対して疑問を投げかけた時、批評的なフィードバックを与えてください。	21. Provide critical feedback to me when I challenge his/her authority as a supervisor
CCS5	.290	.426	.238	.131	.340	5. スーパーバイザーの世界観とは異なる私の世界観を大切にしてください。	5. Demonstrate for me who has a different world view from him/her-self
CCS17	.370	.406	.351	-.016	.425	17. クライアントの抵抗を扱う際の方策を立てる上での援助をしてください。	17. Assist me to develop a strategy to address client resistance
CCS44	.141	.384	.089	.293	.261	44. 私との交流において才能にあふれた立ち振る舞いをしています。	44. Appear competent in interactions with me
CCS18	.367	.374	.354	.056	.403	18. 防衛的になることなく、私がスーパービジョンに対して抱いているネガティ	18. Encourage me to share my negative feelings about supervision without becoming defensive

						ブな思いをシェアするよう促してくれ ます。	
SLQ2	.219	.315	.184	.238	.238	2. 私はスーパーバイザーからの最低限の手助けで、セッションの録音を批判的に分析し、内省を深めることができる。	2. I am able to critique counseling tapes and gain insights within minimum help from my supervisor.
SLQ12	-.133	.250	.155	-.243	.163	12. 時々、カウンセリング/セラピーのセッションにスーパーバイザーが同席してくれたらいいのと思う。	12. At times, I wish my supervisor could be in the counseling / therapy session to lend a hand.
SWA3	.427	.030	.760	.088	.768	3. 私のスーパーバイザーは、私を理解しようと努力しています。	3. My supervisor makes the effort to understand me.
SWA8	.481	.056	.660	.209	.715	8. 私のスーパーバイザーは、私と息を合わせてスーパービジョンを行ってくれます。	8. My supervisor stays in tune with me during supervision
SWA4	.285	.052	.659	.041	.520	4. 私のスーパーバイザーは、私が話しやすい方法でクライアントと作業することを勧めてくれます。	4. My supervisor encourages me to talk about my work with clients in ways that are comfortable for me.
SWA1	.334	.175	.655	.116	.585	1. 私はスーパーバイザーとの作業を心地よく感じています。	1. I feel comfortable working with my supervisor.
SWA7	.496	.007	.650	.135	.687	7. 私のスーパーバイザーは、私がセッションで自由に話せるようにしてくれています。	7. My supervisor helps me talk freely in our sessions.
SWA2	.389	.136	.635	.068	.578	2. 私のスーパーバイザーは、私がクライアントの言動について説明をよく聞いてくれます。	2. My supervisor welcomes me explanations about the clients' behavior.
SWA16	.206	.326	.624	.183	.571	16. クライアントへの誤った対応を修正する際、私のスーパーバイザーは替わりとなる複数の介入方法を提示してくれます。	16. When correcting my errors with a client, my supervisor offers alternative ways of intervening with that client.
SWA5	.074	.310	.614	.213	.523	5. 私のスーパーバイザーは、私の臨床能力についてコメントを巧みにしてくれます。	5. My supervisor is tactful when commenting about my performance
SWA19	.089	.203	.603	.306	.506	19. セッションにおいて、私はスーパーバイザーとともに具体的な目標を定めて作業を進めています。	19. I work with my supervisor on specific goals in the supervisory session.
SWA14	.440	.065	.587	-.023	.543	14. 私のスーパーバイザーは、時間をかけてクライアントの言動の意味を理解するように勧めます。	14. My supervisor encourages me to take time to understand what the client is saying and doing.
SWA18	.249	.300	.520	.274	.497	18. 私のスーパーバイザーは、スーパービジョン中、私が脱線しないよう手助けをしてくれる。	18. My supervisor helps me stay on track during our meetings.
SWA15	.388	.235	.509	.037	.466	15. 私のスーパーバイザーは、私がスーパービジョンのために用意した資料を注意深くかつ体系的に考察します。	15. My supervisor's style is to carefully and systematically consider the material I bring to supervision.
SSI14	.027	.224	.504	-.052	.307	14. 評価的である	14. evaluative

SWA6	.249	.212	.491	.146	.370	6. 私のスーパーバイザーは、私独自のクライアントへの介入方法を考えるように勧めます。	6. My supervisor encourages me to formulate my own interventions with the client.
SWA10	.138	.084	.486	.324	.367	10. 私は、スーパーバイザーに対してどんな複雑な感情を抱いたとしても、それを気軽に伝えることができます。	10. I feel free to mention to my supervisor any troublesome feelings I might have about him/her.
SWA9	.276	.219	.483	.165	.384	9. クライエントの言動や介入技法についての私の理解の仕方は、スーパーバイザーと一致していると思います。	9. I understand client behavior and treatment technique similar to the way my supervisor does.
SSI19	.171	.120	.442	-.054	.242	19. 徹底的である	19. thorough
SLQ8	.006	.169	.427	-.275	.286	8. 私はクライアントへの対処の仕方を見つけるためにかなりスーパービジョンに頼っている。	8. My supervisor stays in tune with me during supervision
SSI13	.207	.290	.423	.117	.319	13. 構造的である	13. structured
SWA17	.078	.271	.422	.161	.283	17. 私のバイザーは、クライアントとの面接を特定の治療方針に沿って進めることを援助してくれます。	17. My supervisor helps me work with a specific treatment plan with my clients.
SWA12	.349	.068	.421	.318	.405	12. スーパービジョンにおいて、私がクライアントについて感じている難しさについて話す時、不安より探究心の方を強く感じます。	12. In supervision, I am more curious than anxious when discussing my difficulties with clients.
SSI1	.222	.365	.388	.128	.349	1. 目標指向型である	1. goal-oriented
SSI18	-.004	.184	.359	-.215	.516	18. 教訓的である	18. didactic
SLQ19	.216	.120	.321	-.140	.184	19. カウンセリング/セラピーに関して、自身のスーパーバイザーを師/メンターと見なしている。	19. Regarding counseling / therapy, I view my supervisor as a teacher / mentor.
SSI17	.070	.074	.311	-.236	.211	17. 指示的である	17. prescriptive
SWA11	.135	.274	.295	.162	.206	11. 私のスーパーバイザーは、セッションにおいて、私を同僚のように扱います。	11. My supervisor treats me like a colleague in our supervisory sessions.
SLQ18	.059	-.009	-.055	-.755	.576	18. 時折、私はカウンセラー／セラピストとしてふさわしいのかどうか疑問に思う。	18. Sometimes I question how suited I am to be a counselor/therapist.
SLQ6	.063	.148	.079	-.739	.578	6. 私は計画通りに物事が進まないと感じがちで、予期せぬ事態に対応することにあまり自信がない。	6. I tend to get confused when things don't go according to plan and lack confidence in ability to handle the unexpected.
SLQ27	.128	.125	.203	.720	.592	27. 私は、自分自身が一人の人間としてクライアントにどのような影響を与えるかを適切に評価することができる、それを治療的に用いることができる。	27. I am able to adequately assess my interpersonal impact on clients and use that knowledge therapeutically.
SLQ25	.115	.151	.099	.704	.541	25. 現時点での臨床家としての成長段階において、私は、カウンセリング／セラ	25. At my current level of professional development, my confidence in my abilities is such that my desire

						ピーをやりたいという欲求が日によって大きく変化することがないぐらい、自分の能力に自信を持っている。	to do counseling / therapy doesn't change much from day to day.
SLQ26	.185	.274	.244	.697	.655	26. 私はクライアントの情緒的な側面に共感しつつ、彼らが問題解決に焦点を当てるのを手伝うことができます。	26. I find I am able to empathize with my clients' feeling states, but still help them focus on problem resolution.
SLQ28	.217	.128	.118	.688	.551	28. 私は、クライアントが人として私に与える影響について適切に評価することができ、その知識を治療的に用いることができる。	28. I am adequately able to assess the client's interpersonal impact on me and use that therapeutically.
SLQ29	.207	.101	.196	.671	.542	29. 私は、クライアントに不適切かつ過度に巻き込まれることなく、専門家として一貫した客観性を示し、自らの役割の範囲内で働く能力がある。	29. I believe I exhibit a consistent professional objectivity and ability to work within my role as a counselor without <i>undue overinvolvement</i> with my client.
SLQ7	-.050	.009	.060	-.645	.423	7. 全体的に私の仕事の質にはばらつきがある。よくできる日もあれば、逆に全く駄目な日もある。	7. The overall quality of my work fluctuates; on some days I do well, on other days, I do poorly.
SLQ15	.040	.066	.181	-.638	.445	15. たまにクライアントの状況があまりにも絶望的に思えて、何をして良いかわからなくなる。	15. Sometimes the clients' situation seems so hopeless. I just don't know what to do.
SLQ24	.367	.175	.332	.610	.674	24. 私はクライアントの世界観を理解しつつ、クライアントが代替案を客観的に評価するよう手助けできる。	24. I find I am able to understand my clients' view of the world, yet help them objectively evaluate alternatives.
SLQ30	.356	.153	.231	.593	.556	30. 専門家として一貫した客観性を保ち、過剰にクライアントと距離を置くことなく、カウンセラーとしての役割内で仕事を行うことができる	30. I believe I exhibit a consistent professional objectivity and ability to work within my role as a counselor without excessive distance from my clients.
SLQ10	-.166	.052	.118	-.575	.375	10. カウンセリング/セラピーの大半の時間、全体像に合わせて介入するというよりは、次にどう反応しようか考えてしまっている。	10. Much of the time in counseling / therapy I find my self thinking about my next response instead of fitting my intervention into the overall picture.
SLQ4	-.002	.177	-.183	-.575	.395	4. 多様なクライアントとカウンセリング関係を構築する自信があまりない。	4. I lack self-confidence in establishing counseling relationship with diverse client types.
SLQ23	.199	.064	.237	.569	.424	23. 私は私自身のことをよく知っており、それを自分の臨床スタイルに統合することができる	23. I think I know myself well and am able to integrate that into my therapeutic style.
SLQ1	.225	.332	.105	.546	.470	1. 私はカウンセリング/セラピーのセッションにおいて、心からリラックスして落ち着いています。	1. I feel genuinely relaxed and comfortable in my counseling / therapy sessions.
SLQ9	.248	.145	.201	.540	.415	9. 私はクライアントと対峙しても固くならない。	9. I feel comfortable confronting my clients.
SLQ3	.237	.362	.186	.518	.491	3. 私は私の行動にカウンセリング姿勢を保ちながら、即時性を保つことができる。	3. I am able to be spontaneous in counseling / therapy, yet my behavior is relevant.

SLQ5	.125	.460	.104	.508	.497	5. 人間の行動について一貫した個々の論理的根拠をクライアントとの作業に応用することができる。	5. I am able to apply a consistent personalized rationale of human behavior in working with my clients.
SLQ11	-.076	.137	.136	-.499	.292	11. やる気が日によって上下する。	11. My motivation fluctuates from day to day.
SLQ13	-.058	-.019	.208	-.486	.284	13. カウンセリング／セラピーのセッション中、自分の出来栄が気になって集中を欠いてしまうことがある。	13. During counseling / therapy sessions, I find it difficult to concentrate because of my concern about my own performance.
SLQ22	-.149	.139	.008	.311	.138	22. カウンセリング／セラピーに関して、私はスーパーバイザーのことを同等の仲間あるいは同僚として見ている。	22. Regarding my counseling / therapy, I will view my supervisor as a peer/colleague.
SLQ17	.189	.223	.220	.276	.211	17. 今の私の臨床家としての専門的な発達段階を考えると、いつスーパーバイザーからコンサルテーションが必要で、いつそうでないか分かっている。	17. Given my current state of professional development, I believe I know when I need consultation from my supervisor and when I don't.
SLQ16	-.032	.164	-.087	-.265	.105	16. スーパーバイザーが私にミスをさせてくれることは大切である。	16. It is important that my supervisor allow me to make my own mistakes.
SLQ14	.191	-.166	.174	-.252	.158	14. スーパーバイザーから助言やフィードバックが欲しいと切に思う時があるが、自力でやりたいと思う時もある。	14. Although at times I really want advice / feedback from my supervisor, at other times I really want to do things on my way.
Eigenvalue	45.589	9.041	6.369	4.921			
% of Variance	31.400	6.367	4.485	3.465			
Cumulative Variance	31.400	37.767	42.252	45.718			

### Appendix O The Correlation Matrix

The Correlation Matrix: CCSES-SE-JP-1 (n = 85)

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20
C1	1	.645**	.423**	.483**	.362**	.535**	.485**	.592**	.344**	.510**	.480**	.529**	.395**	.410**	.378**	.329**	.332**	.479**	.474**	.415**
C2		1	.420**	.301**	.410**	.401**	.558**	.408**	.442**	.414**	.425**	.290**	.422**	.355**	.306**	.352**	.308**	.420**	.401**	.343**
C3			1	.406**	.340**	.412**	.273*	.395**	.440**	.336**	.330**	.414**	.393**	.348**	.203	.272*	.320**	.286**	.338**	.358**
C4				1	.493**	.595**	.453**	.592**	.351**	.591**	.480**	.509**	.396**	.409**	.407**	.414**	.441**	.477**	.308**	.465**
C5					1	.279**	.308**	.257*	.146	.625**	.570**	.417**	.447**	.421**	.265*	.464**	.278**	.386**	.326**	.431**
C6						1	.532**	.563**	.417**	.454**	.431**	.511**	.477**	.280**	.265*	.423**	.428**	.342**	.454**	.476**
C7							1	.670**	.450**	.371**	.380**	.294**	.282**	.300**	.523**	.345**	.365**	.247*	.334**	.419**
C8								1	.429**	.470**	.443**	.505**	.412**	.436**	.510**	.332**	.419**	.386**	.412**	.466**
C9									1	.444**	.410**	.372**	.389**	.335**	.335**	.209	.473**	.253*	.418**	.328**
C10										1	.753**	.619**	.575**	.244*	.275*	.418**	.513**	.518**	.347**	.590**
C11											1	.605**	.649**	.305**	.380**	.493**	.496**	.600**	.409**	.635**
C12												1	.604**	.324**	.362**	.553**	.503**	.506**	.576**	.654**
C13													1	.331**	.310**	.702**	.530**	.542**	.487**	.665**
C14														1	.523**	.333**	.385**	.451**	.483**	.397**
C15															1	.347**	.410**	.411**	.452**	.361**
C16																1	.496**	.434**	.554**	.631**
C17																	1	.516**	.392**	.471**
C18																		1	.438**	.497**
C19																			1	.543**
C20																				1

Note. C = CCSES-SE-JP. \* $p < .05$ . \*\* $p < .001$ .



The Correlation Matrix: CCSES-SE-JP-2 (n = 85)

	C21	C22	C23	C24	C25	C26	C27	C28	C29	C30	C31	C32	C33	C34	C35	C36	C37	C38	C39	C40
C1	.323**	.409**	.509**	.433**	.379**	.395**	.325**	.375**	.407**	.550**	.389**	.366**	.413**	.448**	.429**	.470**	.300**	.408**	.449**	.442**
C2	.172	.522**	.478**	.386**	.361**	.274*	.267*	.487**	.263*	.587**	.421**	.478**	.328**	.369**	.438**	.492**	.366**	.361**	.405**	.366**
C3	.371**	.461**	.378**	.359**	.352**	.345**	.365**	.362**	.378**	.379**	.512**	.399**	.500**	.341**	.351**	.306**	.311**	.332**	.425**	.356**
C4	.296**	.374**	.273*	.419**	.468**	.421**	.440**	.323**	.310**	.309**	.181	.323**	.508**	.513**	.386**	.461**	.374**	.536**	.563**	.446**
C5	.337**	.255*	.347**	.382**	.358**	.474**	.411**	.452**	.486**	.372**	.356**	.283**	.253*	.422**	.325**	.380**	.375**	.292**	.300**	.300**
C6	.276*	.406**	.362**	.380**	.443**	.373**	.525**	.372**	.319**	.447**	.267*	.342**	.448**	.447**	.270*	.442**	.288**	.485**	.529**	.399**
C7	.215*	.458**	.204	.391**	.363**	.407**	.326**	.394**	.185	.429**	.325**	.442**	.304**	.366**	.407**	.431**	.391**	.195	.355**	.125
C8	.264*	.564**	.355**	.467**	.433**	.424**	.428**	.423**	.313**	.503**	.258*	.395**	.422**	.411**	.440**	.455**	.360**	.318**	.500**	.367**
C9	.007	.557**	.290**	.489**	.258*	.348**	.343**	.554**	.247*	.480**	.253*	.396**	.404**	.225*	.229*	.350**	.280**	.349**	.332**	.332**
C10	.196	.373**	.371**	.682**	.573**	.593**	.525**	.383**	.331**	.523**	.350**	.361**	.441**	.511**	.284**	.516**	.392**	.541**	.473**	.364**
C11	.274*	.410**	.415**	.558**	.600**	.618**	.489**	.389**	.356**	.590**	.336**	.352**	.337**	.470**	.335**	.432**	.497**	.471**	.387**	.319**
C12	.314**	.371**	.425**	.578**	.614**	.685**	.662**	.379**	.503**	.472**	.248*	.335**	.595**	.590**	.320**	.471**	.425**	.559**	.590**	.553**
C13	.297**	.512**	.578**	.470**	.577**	.469**	.656**	.368**	.559**	.610**	.369**	.476**	.490**	.576**	.356**	.557**	.550**	.587**	.493**	.544**
C14	.401**	.458**	.458**	.307**	.305**	.405**	.326**	.575**	.448**	.467**	.407**	.384**	.286**	.415**	.424**	.367**	.512**	.411**	.265*	.431**
C15	.264*	.296**	.171	.248*	.317**	.457**	.377**	.387**	.291**	.310**	.244*	.341**	.310**	.316**	.287**	.288**	.431**	.321**	.252*	.306**
C16	.267*	.425**	.562**	.383**	.488**	.554**	.608**	.321**	.527**	.524**	.278*	.387**	.565**	.589**	.348**	.466**	.532**	.513**	.567**	.513**
C17	.292**	.396**	.263*	.588**	.436**	.535**	.407**	.272*	.289**	.403**	.296**	.277*	.465**	.443**	.340**	.404**	.573**	.598**	.423**	.358**
C18	.352**	.318**	.451**	.496**	.520**	.361**	.387**	.248*	.397**	.436**	.272*	.231*	.263*	.424**	.422**	.357**	.475**	.508**	.397**	.471**
C19	.293**	.466**	.411**	.342**	.412**	.543**	.606**	.511**	.543**	.533**	.351**	.417**	.457**	.460**	.323**	.386**	.358**	.426**	.423**	.556**
C20	.363**	.354**	.365**	.549**	.626**	.647**	.765**	.383**	.544**	.564**	.462**	.475**	.506**	.698**	.321**	.481**	.564**	.507**	.558**	.573**
C21	1	.102	.224*	.287**	.234*	.339**	.295**	.156	.473**	.266*	.380**	.323**	.207	.357**	.279**	.220*	.330**	.206	.268*	.315**
C22		1	.602**	.508**	.461**	.365**	.349**	.678**	.336**	.716**	.364**	.618**	.458**	.252*	.521**	.557**	.410**	.350**	.420**	.302**
C23			1	.362**	.357**	.226*	.368**	.454**	.478**	.676**	.394**	.351**	.317**	.347**	.444**	.560**	.416**	.419**	.395**	.498**
C24				1	.431**	.630**	.462**	.477**	.352**	.585**	.371**	.374**	.505**	.432**	.411**	.413**	.416**	.347**	.524**	.343**
C25					1	.608**	.577**	.355**	.339**	.535**	.381**	.537**	.477**	.567**	.353**	.615**	.433**	.635**	.414**	.389**
C26						1	.618**	.374**	.444**	.501**	.390**	.491**	.666**	.632**	.372**	.403**	.493**	.497**	.526**	.387**
C27							1	.459**	.666**	.493**	.361**	.485**	.565**	.698**	.295**	.549**	.541**	.532**	.594**	.739**
C28								1	.418**	.611**	.366**	.497**	.309**	.319**	.429**	.453**	.358**	.259*	.330**	.411**
C29									1	.427**	.348**	.352**	.488**	.494**	.350**	.360**	.413**	.437**	.452**	.642**
C30										1	.509**	.618**	.413**	.426**	.523**	.666**	.568**	.429**	.434**	.415**
C31											1	.628**	.315**	.466**	.497**	.462**	.513**	.295**	.199	.307**
C32												1	.475**	.522**	.484**	.580**	.456**	.364**	.381**	.367**
C33													1	.581**	.471**	.504**	.388**	.627**	.722**	.629**
C34														1	.518**	.549**	.487**	.593**	.549**	.652**
C35															1	.594**	.491**	.317**	.368**	.408**
C36																1	.516**	.601**	.379**	.524**
C37																	1	.538**	.397**	.453**
C38																		1	.552**	.617**
C39																			1	.621**
C40																				1

Note. C = CCSES-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: CCSES-SE-JP-3 (n = 85)

	C41	C42	C43	C44	C45	C46	C47	C48	C49	C50	C51	C52	C53	C54	C55	C56	C57	C58	C59	C60
C1	.266*	.304**	.318**	.207	.301**	.285**	.417**	.514**	.400**	.416**	.347**	.384**	.203	.246*	.365**	.376**	.422**	.314**	.335**	.226*
C2	.300**	.384**	.315**	.191	.275*	.436**	.403**	.407**	.406**	.445**	.231*	.400**	.135	.142	.246*	.157	.328**	.310**	.235*	.255*
C3	.203	.326**	.292**	.385**	.266*	.367**	.358**	.371**	.410**	.337**	.371**	.369**	.190	.178	.309**	.177	.341**	.302**	.292**	.458**
C4	.370**	.468**	.543**	.359**	.524**	.274*	.438**	.485**	.410**	.440**	.381**	.456**	.479**	.462**	.526**	.401**	.582**	.393**	.550**	.364**
C5	.433**	.406**	.267*	.218*	.478**	.173	.460**	.394**	.254*	.380**	.338**	.375**	.354**	.301**	.345**	.186	.316**	.297**	.349**	.201
C6	.246*	.432**	.342**	.121	.367**	.352**	.442**	.446**	.545**	.422**	.200	.397**	.345**	.360**	.344**	.380**	.526**	.347**	.440**	.309**
C7	.290**	.434**	.449**	.307**	.275*	.504**	.274*	.325**	.331**	.290**	.154	.385**	.250*	.291**	.340**	.244*	.427**	.259*	.255*	.125
C8	.396**	.470**	.405**	.303**	.301**	.354**	.444**	.402**	.379**	.360**	.247*	.385**	.296**	.374**	.469**	.350**	.538**	.275*	.403**	.294**
C9	.320**	.419**	.344**	.373**	.201	.412**	.348**	.274*	.449**	.314**	.259*	.459**	.185	.172	.292**	.262*	.413**	.425**	.321**	.276*
C10	.467**	.610**	.281**	.268*	.593**	.169	.648**	.489**	.414**	.451**	.349**	.480**	.492**	.443**	.455**	.322**	.501**	.334**	.553**	.345**
C11	.503**	.454**	.324**	.302**	.506**	.165	.612**	.516**	.414**	.527**	.415**	.497**	.502**	.438**	.530**	.368**	.516**	.384**	.586**	.384**
C12	.461**	.622**	.248*	.343**	.559**	.212	.571**	.598**	.557**	.543**	.341**	.485**	.437**	.416**	.383**	.470**	.578**	.466**	.483**	.354**
C13	.562**	.571**	.280**	.252*	.583**	.159	.701**	.626**	.536**	.689**	.284**	.553**	.503**	.461**	.474**	.390**	.541**	.452**	.667**	.540**
C14	.349**	.229*	.389**	.156	.234*	.246*	.334**	.244*	.291**	.429**	.328**	.301**	.238*	.278*	.271*	.230*	.280**	.313**	.321**	.150
C15	.349**	.316**	.525**	.256*	.266*	.364**	.338**	.251*	.282**	.345**	.291**	.258*	.293**	.376**	.437**	.378**	.395**	.439**	.349**	.222*
C16	.446**	.438**	.256*	.122	.549**	.158	.628**	.651**	.583**	.605**	.258*	.451**	.556**	.511**	.543**	.501**	.602**	.515**	.538**	.426**
C17	.382**	.573**	.296**	.200	.257*	.130	.551**	.387**	.373**	.406**	.155	.290**	.437**	.377**	.412**	.320**	.539**	.296**	.476**	.271*
C18	.334**	.388**	.356**	.231*	.375**	.002	.536**	.456**	.346**	.435**	.219*	.377**	.429**	.509**	.416**	.386**	.347**	.307**	.429**	.295**
C19	.302**	.299**	.221*	-.012	.253*	.258*	.413**	.368**	.397**	.496**	.412**	.414**	.271*	.215*	.191	.389**	.277*	.406**	.264*	.254*
C20	.526**	.548**	.281**	.164	.551**	.239*	.600**	.506**	.524**	.606**	.338**	.423**	.430**	.363**	.373**	.371**	.520**	.407**	.532**	.362**
C21	.248*	.282**	-.039	.220*	.195	.113	.285**	.327**	.213	.300**	.309**	.198	.186	.170	.100	.069	.198	-.016	.172	.342**
C22	.345**	.440**	.454**	.340**	.327**	.483**	.484**	.503**	.392**	.442**	.244*	.512**	.236*	.309**	.354**	.264*	.474**	.357**	.350**	.284**
C23	.403**	.359**	.267*	.191	.438**	.269*	.585**	.528**	.466**	.480**	.305**	.468**	.363**	.364**	.433**	.367**	.418**	.383**	.483**	.341**
C24	.449**	.588**	.186	.305**	.451**	.262*	.596**	.559**	.455**	.386**	.326**	.352**	.310**	.342**	.357**	.232*	.509**	.209	.357**	.239*
C25	.499**	.646**	.331**	.278**	.638**	.288**	.586**	.566**	.522**	.591**	.408**	.576**	.511**	.497**	.447**	.442**	.572**	.438**	.531**	.385**
C26	.446**	.500**	.256*	.280**	.505**	.225*	.505**	.553**	.537**	.588**	.318**	.442**	.496**	.413**	.396**	.319**	.555**	.364**	.416**	.340**
C27	.593**	.636**	.286**	.103	.592**	.306**	.692**	.561**	.526**	.626**	.388**	.492**	.537**	.459**	.445**	.512**	.521**	.585**	.552**	.382**
C28	.332**	.391**	.352**	.204	.253*	.584**	.434**	.314**	.328**	.439**	.426**	.364**	.153	.225*	.269*	.285**	.349**	.474**	.274*	.145
C29	.457**	.448**	.100	.036	.313**	.165	.468**	.558**	.471**	.580**	.330**	.350**	.352**	.276*	.292**	.391**	.412**	.363**	.411**	.326**
C30	.554**	.470**	.303**	.183	.411**	.357**	.633**	.531**	.497**	.535**	.450**	.568**	.332**	.377**	.472**	.338**	.503**	.388**	.472**	.401**
C31	.327**	.365**	.273*	.233*	.287**	.398**	.362**	.294**	.278**	.365**	.368**	.344**	.205	.110	.077	.250*	.173	.334**	.362**	
C32	.384**	.524**	.395**	.356**	.410**	.532**	.422**	.478**	.354**	.488**	.292**	.580**	.255*	.301**	.251*	.256*	.478**	.323**	.352**	.463**
C33	.283**	.497**	.386**	.323**	.528**	.303**	.455**	.644**	.681**	.542**	.302**	.465**	.452**	.442**	.451**	.494**	.674**	.552**	.535**	.490**
C34	.467**	.509**	.308**	.124	.573**	.187	.564**	.483**	.465**	.683**	.348**	.531**	.542**	.446**	.448**	.351**	.483**	.416**	.539**	.328**
C35	.229*	.359**	.426**	.360**	.335**	.325**	.374**	.446**	.272*	.373**	.262*	.462**	.302**	.339**	.363**	.240**	.404**	.294**	.401**	.221*
C36	.509**	.630**	.451**	.247*	.610**	.381**	.629**	.524**	.417**	.533**	.429**	.680**	.551**	.510**	.500**	.403**	.516**	.492**	.647**	.364**
C37	.543**	.541**	.426**	.365**	.379**	.279**	.584**	.417**	.416**	.527**	.296**	.425**	.445**	.406**	.425**	.331**	.491**	.422**	.523**	.363**
C38	.456**	.559**	.347**	.149	.517**	.144	.560**	.475**	.653**	.730**	.358**	.509**	.576**	.494**	.478**	.485**	.562**	.520**	.643**	.487**
C39	.388**	.542**	.276*	.238*	.461**	.267*	.524**	.608**	.659**	.562**	.255*	.394**	.355**	.372**	.419**	.373**	.603**	.416**	.437**	.419**
C40	.472**	.506**	.327**	.146	.502**	.226*	.592**	.542**	.545**	.604**	.393**	.472**	.460**	.429**	.411**	.534**	.463**	.607**	.542**	.410**

Note. C = CCSES-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: CCSES-SE-JP-4 (n = 85)

	C41	C42	C43	C44	C45	C46	C47	C48	C49	C50	C51	C52	C53	C54	C55	C56	C57	C58	C59	C60
C41	1	.644**	.311**	.261*	.505**	.249*	.522**	.437**	.487**	.558**	.404**	.563**	.509**	.383**	.533**	.346**	.492**	.429**	.540**	.407**
C42		1	.294**	.365**	.612**	.359**	.664**	.548**	.539**	.537**	.297**	.603**	.503**	.432**	.404**	.316**	.630**	.371**	.573**	.397**
C43			1	.445**	.355**	.459**	.270*	.281**	.210	.239*	.153	.387**	.356**	.401**	.479**	.377**	.386**	.555**	.464**	.279**
C44				1	.328**	.421**	.219*	.387**	.308**	.167	.183	.384**	.250*	.352**	.343**	.228*	.436**	.331**	.354**	.484**
C45					1	.192	.637**	.656**	.545**	.545**	.380**	.623**	.661**	.624**	.539**	.379**	.534**	.484**	.572**	.425**
C46						1	.241*	.297**	.261*	.280**	.374**	.281**	.055	.076	.175	.305**	.376**	.451**	.238*	.309**
C47							1	.697**	.510**	.623**	.478**	.549**	.619**	.630**	.638**	.495**	.634**	.515**	.723**	.481**
C48								1	.599**	.568**	.369**	.523**	.563**	.591**	.572**	.586**	.750**	.532**	.597**	.508**
C49									1	.650**	.339**	.519**	.477**	.409**	.462**	.439**	.628**	.546**	.552**	.527**
C50										1	.470**	.585**	.565**	.439**	.493**	.354**	.530**	.454**	.612**	.472**
C51											1	.478**	.356**	.288**	.489**	.422**	.381**	.429**	.490**	.434**
C52												1	.608**	.538**	.540**	.394**	.498**	.512**	.595**	.434**
C53													1	.790**	.729**	.549**	.593**	.505**	.750**	.484**
C54														1	.753**	.644**	.627**	.506**	.693**	.504**
C55															1	.661**	.738**	.647**	.758**	.545**
C56																1	.726**	.770**	.610**	.438**
C57																	1	.611**	.720**	.566**
C58																		1	.616**	.423**
C59																			1	.638**
C60																				1

Note. C = CCSES-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: CCSES-SE-JP vs. SLQ-R-JP-1 (n = 85)

	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15
C1	.215*	.066	.244*	.066	.254*	.199	.047	.250*	.189	.051	.026	.116	-.065	-.074	.119
C2	.311**	.065	.290**	-.013	.396**	-.017	-.055	.080	.211	.017	.017	-.059	-.117	-.145	-.062
C3	.402**	.268*	.437**	.019	.366**	.008	-.256*	.148	.122	-.052	-.039	.237*	-.070	-.090	-.116
C4	.423**	.391**	.464**	.028	.411**	.153	-.053	.214*	.382**	-.153	-.150	.077	-.017	.022	.032
C5	.483**	.483**	.451**	-.044	.451**	.019	.111	.198	.352**	.064	.111	.074	.047	.195	.179
C6	.220*	.114	.303**	-.019	.374**	.133	-.011	.061	.279**	-.025	.025	.134	-.006	-.088	.060
C7	.149	.136	.233*	.112	.286**	.155	.071	.031	.173	-.008	-.019	.005	-.060	-.101	.105
C8	.202	.187	.231*	.131	.232*	.306**	.117	.213	.179	.005	.040	.127	-.124	-.097	.153
C9	.229*	.207	.263*	.043	.304**	.126	-.142	.080	.093	-.108	-.025	-.004	.049	-.136	.077
C10	.360**	.391**	.436**	-.034	.445**	.087	.033	.299**	.392**	-.100	.004	-.017	-.004	.090	.159
C11	.342**	.324**	.352**	-.012	.337**	.100	.123	.237*	.351**	.031	.028	-.071	.004	.043	.134
C12	.237*	.341**	.400**	.001	.351**	.116	-.039	.199	.282**	-.096	.030	.014	-.100	-.014	.074
C13	.279**	.195	.217*	-.091	.405**	.035	-.072	.178	.350**	-.037	.046	.015	-.003	.041	-.093
C14	.294**	.386**	.332**	.209	.181	.192	-.003	.153	.089	.129	.049	.187	.039	.135	.119
C15	.252*	.223*	.231*	.025	.064	-.001	.008	.008	.109	-.131	-.105	-.038	-.152	.086	.109
C16	.322**	.324**	.319**	-.076	.467**	.004	-.156	.145	.310**	-.019	.035	.015	.076	.149	-.131
C17	.165	.337**	.397**	-.015	.273*	.102	-.030	.208	.230*	-.043	-.015	-.023	.036	.112	.081
C18	.304**	.294**	.338**	-.016	.327**	.113	.000	.243*	.339**	-.010	-.050	.020	.019	.266*	.053
C19	.183	.240*	.192	.005	.203	.092	.025	.195	.178	-.044	.007	.117	.082	-.013	.073
C20	.263*	.310**	.316**	.115	.289**	.081	.072	.209	.295**	-.008	.011	.101	-.056	.043	.045
C21	.101	.212	.162	.022	.157	.075	.206	.261*	.029	.220*	.111	.230*	.166	.008	.033
C22	.229*	.289**	.215*	.154	.350**	.138	-.044	.141	.077	-.001	.164	.207	.067	-.093	.038
C23	.282**	.232*	.224*	.067	.337**	.161	-.115	.203	.185	.200	.205	.163	.097	.175	.002
C24	.173	.318**	.339**	.094	.349**	.134	.069	.190	.167	.018	.169	.127	.032	.068	.208
C25	.267*	.371**	.351**	-.035	.345**	.032	-.147	.186	.414**	-.226*	-.110	-.097	-.268*	.051	-.192
C26	.245*	.368**	.380**	-.024	.276*	.012	.013	.167	.230*	-.137	.002	.052	-.073	.038	.027
C27	.283**	.313**	.282**	.035	.252*	.037	-.058	.063	.235*	-.105	.046	.124	-.037	.049	.091
C28	.336**	.373**	.316**	.163	.338**	.130	.022	.015	.155	-.007	.130	.167	.046	-.138	.157
C29	.233*	.275*	.153	.055	.257*	.157	.022	.106	.010	.082	.104	.280**	.086	.126	.071
C30	.168	.204	.190	.100	.244*	.204	.072	.269*	.099	.123	.212	.063	.101	.100	.111

Note. C = CCSES-SE-JP; L = SLQ-R-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: CCSES-SE-JP vs. SLQ-R-JP-2 (n = 85)

	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15
C31	.294**	.215*	.338**	-.011	.256*	-.096	-.063	.263*	.141	.137	.125	.189	.016	.054	.046
C32	.287**	.313**	.329**	.050	.319**	-.023	.008	.131	.114	-.058	.165	.239*	-.032	-.092	.031
C33	.350**	.288**	.299**	-.098	.311**	.013	-.174	.083	.189	-.284**	-.129	.077	-.036	-.098	-.194
C34	.362**	.308**	.398**	-.057	.357**	-.014	-.086	.201	.356**	-.146	-.026	.044	-.115	-.007	-.071
C35	.273*	.181	.198	.063	.285**	.180	.083	.216*	.141	-.083	.012	.077	.138	.045	.080
C36	.262*	.298**	.306**	.017	.272*	.107	-.005	.240*	.291**	-.039	.049	.051	-.053	.052	.058
C37	.275*	.207	.356**	.013	.313**	.064	-.063	.222*	.197	.067	-.038	.032	.099	.144	.032
C38	.304**	.289**	.384**	-.059	.361**	.029	-.250*	.137	.389**	-.169	-.179	-.066	-.101	.028	-.222*
C39	.302**	.184	.268*	.080	.377**	.087	-.173	.032	.218*	-.225*	-.079	-.049	.008	-.128	-.161
C40	.377**	.241*	.246*	-.007	.254*	.064	-.091	.069	.267*	-.121	-.019	.107	-.025	.036	-.041
C41	.254*	.241*	.273*	.035	.240*	.036	-.022	.186	.169	.092	.139	-.037	-.153	.115	.112
C42	.221*	.290**	.336**	.064	.354**	.147	-.023	.155	.179	-.054	.084	.019	-.088	.114	.078
C43	.360**	.273*	.356**	.004	.246*	-.029	-.095	.013	.267*	-.117	-.105	.118	-.091	-.013	.087
C44	.334**	.229*	.409**	-.109	.404**	-.061	-.155	.120	.184	-.106	-.136	.050	-.087	-.178	.013
C45	.424**	.378**	.359**	-.105	.407**	-.079	-.158	.096	.408**	-.192	-.002	-.092	-.101	.145	-.184
C46	.245*	.183	.291**	.031	.320**	-.076	-.057	-.051	.160	.003	.143	.181	-.148	-.301**	.040
C47	.310**	.366**	.336**	.009	.342**	.058	-.052	.210	.289**	-.085	.111	.069	.017	.109	.103
C48	.295**	.241*	.278**	-.048	.427**	.032	-.056	.076	.197	-.159	.101	.098	-.034	-.009	-.061
C49	.332**	.171	.352**	-.090	.444**	-.010	-.334**	-.003	.239*	-.157	-.117	-.032	-.085	-.055	-.272*
C50	.334**	.242*	.327**	.026	.417**	-.012	-.163	.071	.295**	-.109	-.034	-.001	-.152	-.055	-.200
C51	.279**	.299**	.250*	-.038	.182	.007	-.119	.167	.160	-.061	-.021	-.062	-.095	-.033	.009
C52	.359**	.323**	.323**	-.055	.343**	.062	-.072	.155	.224*	-.139	.047	-.038	-.031	.122	.009
C53	.363**	.356**	.435**	-.182	.342**	-.098	-.186	.106	.334**	-.198	-.216*	-.039	-.072	.234*	-.149
C54	.395**	.416**	.412**	-.118	.292**	.009	-.131	.036	.315**	-.214*	-.180	-.046	-.097	.188	-.052
C55	.433**	.312**	.391**	-.078	.289**	.011	-.199	.093	.255*	-.208	-.108	-.071	-.095	.123	.005
C56	.320**	.292**	.304**	-.131	.182	-.020	-.153	-.074	.348**	-.264*	-.122	-.051	-.154	.015	-.015
C57	.341**	.282**	.380**	-.078	.336**	.056	-.135	.097	.258*	-.204	-.017	.014	-.119	-.050	-.017
C58	.399**	.271*	.316**	-.109	.301**	-.082	-.225*	-.104	.313**	-.264*	-.052	-.070	-.109	-.072	-.031
C59	.364**	.274*	.336**	-.064	.313**	.035	-.148	.177	.288**	-.130	-.125	.032	-.043	.058	.005
C60	.410**	.238*	.395**	-.250*	.408**	-.192	-.289**	.119	.232*	-.091	-.138	.086	-.075	-.187	-.243*

Note. C = CCSES-SE-JP; L = SLQ-R-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: CCSES-SE-JP vs. SLQ-R-JP-3 (n = 85)

	L16	L17	L18	L19	L20	L21	L22	L23	L24	L25	L26	L27	L28	L29	L30
C1	.051	.134	-.081	.212	.098	.381**	.096	.072	.157	.067	.121	.038	.010	-.033	.037
C2	.091	.184	-.210	.154	-.005	.400**	.137	.150	.216*	.178	.231*	.187	.173	.149	.128
C3	.124	.129	-.133	.108	.047	.278**	.151	.189	.253*	.151	.300**	.319**	.337**	.230*	.144
C4	.056	.311**	-.105	.205	.036	.382**	.065	.220*	.341**	.262*	.231*	.177	.249*	.245*	.270*
C5	.059	.273*	-.018	.051	.060	.333**	.225*	.259*	.357**	.221*	.345**	.313**	.322**	.273*	.293**
C6	.076	.187	-.001	.184	.315**	.330**	-.065	.079	.211	.062	.197	.079	.133	.124	.159
C7	.050	.282**	-.064	.051	.182	.396**	.041	.070	.141	.122	.193	.037	-.003	.041	.164
C8	.078	.290**	.021	.114	.139	.419**	.039	.033	.129	.125	.163	.084	.059	.143	.162
C9	.042	.084	-.109	.063	.065	.283**	.000	.154	.229*	.109	.246*	.161	.138	.001	.117
C10	.147	.355**	-.048	.187	.118	.389**	-.024	.275*	.405**	.210	.289**	.185	.201	.201	.273*
C11	.070	.277*	-.028	.234*	.107	.420**	.125	.298**	.426**	.292**	.324**	.171	.202	.202	.326**
C12	-.043	.319**	-.034	.161	.193	.328**	-.002	.201	.467**	.204	.392**	.168	.217*	.159	.384**
C13	.027	.307**	-.008	.282**	.209	.341**	.085	.244*	.460**	.233*	.284**	.187	.260*	.213	.392**
C14	-.004	.132	-.034	.110	.094	.347**	.161	.102	.122	.075	.089	.155	.214*	.031	.143
C15	-.088	.225*	-.201	.056	.044	.392**	.154	.091	.181	.256*	.234*	.041	.070	.081	.328**
C16	-.075	.341**	-.120	.331**	.248*	.329**	.090	.283**	.440**	.189	.371**	.259*	.319**	.248*	.425**
C17	-.035	.290**	-.050	.288**	.183	.316**	-.056	.132	.332**	.108	.257*	.190	.196	.061	.243*
C18	-.027	.257*	.004	.315**	.197	.292**	.109	.313**	.389**	.299**	.232*	.256*	.369**	.079	.266*
C19	.054	.222*	-.020	.185	.225*	.400**	.114	.052	.233*	.118	.231*	.115	.154	.049	.204
C20	.121	.339**	-.005	.212	.212	.336**	.105	.222*	.392**	.278*	.248*	.107	.173	.179	.320**
C21	.186	.087	.102	.070	.094	.212	.138	-.037	.092	.015	.027	.043	.145	-.070	.041
C22	.012	.188	-.025	.266*	.180	.574**	.066	.200	.232*	.144	.302**	.244*	.164	.179	.296**
C23	.058	.184	.020	.280**	.191	.309**	.091	.224*	.302**	.043	.251*	.238*	.274*	.199	.221*
C24	.109	.221*	.027	.185	.251*	.381**	-.023	.268*	.294**	.190	.327**	.206	.138	.120	.210
C25	-.082	.386**	-.075	.244*	.185	.596**	-.038	.321**	.480**	.451**	.373**	.204	.270*	.261*	.519**
C26	-.069	.304**	-.114	.231*	.152	.368**	.086	.198	.362**	.208	.351**	.204	.170	.203	.429**
C27	-.024	.381**	.038	.179	.354**	.331**	-.044	.169	.348**	.213	.335**	.117	.167	.236*	.346**
C28	.020	.124	-.041	.033	.088	.497**	.136	.155	.162	.177	.336**	.190	.137	.132	.205
C29	-.045	.173	.029	.272*	.243*	.229*	-.053	.087	.163	.064	.225*	.175	.214*	.042	.163
C30	.124	.113	.112	.251*	.274*	.556**	.023	.081	.173	.060	.174	.089	.051	.038	.164

Note. C = CCSES-SE-JP; L = SLQ-R-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: CCSES-SE-JP vs. SLQ-R-JP-3 (n = 85)

	L16	L17	L18	L19	L20	L21	L22	L23	L24	L25	L26	L27	L28	L29	L30
C31	.166	.088	.070	.136	.148	.343**	.125	.133	.198	.108	.258*	.170	.140	.235*	.117
C32	.094	.078	.019	.142	.164	.501**	.099	.137	.265*	.163	.250*	.133	.116	.199	.299**
C33	-.008	.233*	-.147	.317**	.093	.224*	-.053	.126	.266*	.146	.328**	.196	.209	.217*	.325**
C34	-.029	.342**	-.142	.283**	.136	.309**	.062	.299**	.395**	.198	.273*	.152	.251*	.306**	.317**
C35	-.018	.126	.032	.331**	.154	.410**	.118	.225*	.209	.086	.195	.132	.152	.156	.174
C36	.061	.361**	.056	.231*	.254*	.551**	-.050	.155	.337**	.143	.254*	.071	.118	.269*	.329**
C37	-.080	.306**	.013	.374**	.209	.368**	-.019	.179	.302**	.132	.292**	.188	.186	.202	.319**
C38	.021	.317**	-.124	.432**	.112	.351**	-.151	.217*	.420**	.152	.280**	.257*	.343**	.206	.341**
C39	.000	.190	-.020	.235*	.129	.180	.002	.146	.291**	.097	.254*	.224*	.224*	.093	.134
C40	.016	.194	-.051	.275*	.083	.194	.004	.205	.315**	.105	.256*	.148	.242*	.210	.202
C41	.035	.312**	.024	.118	.232*	.480**	-.087	.182	.339**	.201	.263*	.140	.171	.212	.256*
C42	.063	.342**	.089	.164	.255*	.403**	-.192	.174	.399**	.148	.301**	.143	.198	.210	.350**
C43	-.002	.092	-.122	.211	.126	.363**	-.033	.168	.261*	.231*	.244*	.123	.121	.250*	.321**
C44	-.045	.088	-.137	.073	-.015	.215*	.132	.288**	.414**	.295**	.382**	.244*	.241*	.250*	.276*
C45	-.024	.362**	-.139	.094	.149	.319**	.069	.405**	.564**	.375**	.437**	.280**	.388**	.416**	.581**
C46	.012	.089	-.136	-.002	.042	.412**	-.053	.067	.195	.152	.416**	.081	.007	.230*	.187
C47	.031	.327**	.000	.255*	.347**	.427**	-.031	.338**	.513**	.209	.370**	.266*	.283**	.327**	.434**
C48	-.083	.219*	-.072	.292**	.279**	.345**	-.039	.320**	.461**	.252*	.430**	.236*	.237*	.244*	.442**
C49	.022	.235*	-.168	.243*	.161	.279**	-.045	.217*	.375**	.219*	.400**	.334**	.369**	.217*	.298**
C50	-.035	.346**	-.141	.365**	.124	.362**	-.040	.217*	.407**	.155	.280**	.261*	.315**	.252*	.412**
C51	.147	.158	-.004	.065	.045	.390**	.041	.075	.226*	.146	.273*	.166	.200	.174	.175
C52	.058	.275*	.054	.126	.216*	.504**	.025	.245*	.409**	.134	.263*	.184	.309**	.182	.334**
C53	-.040	.389**	-.163	.177	.258*	.296**	-.011	.310**	.501**	.295**	.408**	.356**	.458**	.410**	.563**
C54	-.174	.278**	-.125	.153	.329**	.304**	.001	.367**	.410**	.325**	.346**	.286**	.379**	.313**	.497**
C55	-.037	.318**	-.083	.169	.253*	.340**	.017	.275*	.379**	.242*	.356**	.301**	.323**	.312**	.395**
C56	-.088	.259*	-.096	.126	.219*	.255*	-.068	.225*	.349**	.313**	.433**	.217*	.239*	.236*	.365**
C57	-.082	.264*	-.110	.179	.204	.323**	-.088	.263*	.417**	.249*	.423**	.277*	.267*	.323**	.453**
C58	-.036	.266*	-.138	.091	.147	.303**	.010	.225*	.381**	.298**	.470**	.223*	.251*	.247*	.367**
C59	.099	.325**	-.008	.276*	.241*	.326**	-.072	.216*	.443**	.225*	.264*	.185	.278*	.335**	.376**
C60	.176	.116	-.144	.159	.105	.177	.089	.179	.423**	.240*	.350**	.371**	.406**	.392**	.320**

Note. C = CCSES-SE-JP; L = SLQ-R-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: SLQ-R-JP-1 (n = 85)

	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15
L1	1	.536**	.667**	-.262*	.516**	-.348**	-.279**	.055	.425**	-.241*	-.146	.109	-.137	-.097	-.132
L2		1	.663**	-.057	.351**	-.011	-.111	.232*	.294**	.014	.044	.156	.009	.079	.142
L3			1	-.230*	.640**	-.258*	-.340**	.079	.476**	-.200	-.143	.106	-.205	-.023	-.060
L4				1	-.189	.617**	.382**	-.054	-.351**	.227*	.240*	.172	.236*	.094	.322**
L5					1	-.248*	-.381**	.048	.454**	-.141	-.054	.121	-.121	-.171	-.247*
L6						1	.530**	.253*	-.259*	.409**	.316**	.162	.431**	.271*	.479**
L7							1	.142	-.258*	.333**	.478**	.218*	.331**	.192	.576**
L8								1	.033	.404**	.217*	.332**	.351**	.095	.261*
L9									1	-.290**	-.181	-.229*	-.275*	-.063	-.272*
L10										1	.533**	.340**	.251*	.157	.443**
L11											1	.370**	.236*	.109	.526**
L12												1	.347**	-.006	.333**
L13													1	.231*	.347**
L14														1	.219*
L15															1

Note. L = SLQ-R-JP. \* $p < .05$ . \*\* $p < .001$ .



The Correlation Matrix: SLQ-R-JP-2 (n = 85)

	L16	L17	L18	L19	L20	L21	L22	L23	L24	L25	L26	L27	L28	L29	L30
L1	-.058	.284**	-.312**	-.022	-.119	.185	.235*	.306**	.401**	.345**	.493**	.530**	.558**	.564**	.403**
L2	.023	.152	-.036	-.080	.100	.310**	.154	.219*	.350**	.330**	.344**	.392**	.427**	.284**	.328**
L3	.007	.322**	-.341**	-.034	.038	.323**	.188	.352**	.501**	.453**	.565**	.578**	.568**	.526**	.408**
L4	.222*	-.046	.512**	.087	.302**	.013	-.055	-.301**	-.367**	-.375**	-.375**	-.377**	-.310**	-.345**	-.283**
L5	.102	.287**	-.340**	.165	.027	.354**	.139	.364**	.537**	.340**	.577**	.608**	.599**	.448**	.385**
L6	.188	-.082	.594**	.175	.281**	-.011	-.155	-.307**	-.409**	-.441**	-.500**	-.522**	-.422**	-.475**	-.387**
L7	.285**	-.076	.502**	.023	.102	-.041	.015	-.282**	-.337**	-.361**	-.357**	-.499**	-.434**	-.281**	-.228*
L8	.130	.042	.242*	.278**	.085	.191	-.005	-.075	.085	-.081	-.120	-.062	-.062	.005	-.011
L9	-.076	.344**	-.298**	.015	-.097	.285**	.150	.416**	.591**	.476**	.494**	.377**	.403**	.503**	.477**
L10	.237*	-.231*	.412**	.056	.189	-.127	-.121	-.285**	-.314**	-.408**	-.334**	-.285**	-.298**	-.228*	-.361**
L11	.213	-.034	.416**	-.062	.216*	-.066	-.021	-.214*	-.158	-.410**	-.137	-.212	-.236*	-.094	-.179
L12	.226*	-.030	.172	.163	.133	.033	-.040	-.102	-.054	-.186	-.029	.043	-.014	.096	.000
L13	.200	-.226*	.493**	.229*	.124	-.129	.052	-.230*	-.236*	-.323**	-.272*	-.162	-.143	-.307**	-.250*
L14	.029	.059	.254*	.232*	.193	.028	-.038	.037	-.076	-.097	-.113	-.098	-.030	-.171	-.004
L15	.217*	-.102	.489**	-.003	.337**	.039	-.058	-.201	-.215*	-.344**	-.288**	-.380**	-.434**	-.244*	-.288**
L16	1	.045	.303**	.032	.050	-.005	.120	-.257*	-.108	-.145	-.196	-.012	.028	-.011	-.176
L17		1	-.204	.141	.056	.231*	.146	.186	.356**	.306**	.305**	.151	.208	.362**	.380**
L18			1	-.002	.361**	-.164	-.191	-.480**	-.408**	-.501**	-.456**	-.452**	-.390**	-.444**	-.410**
L19				1	.117	.159	-.191	.112	.095	-.081	.027	-.007	-.025	.049	.114
L20					1	.271*	-.351**	-.137	-.004	-.134	-.010	-.091	-.090	-.108	.057
L21						1	.012	.259*	.361**	.409**	.353**	.191	.151	.184	.372**
L22							1	.186	.192	.379**	.146	.291**	.301**	.256*	.149
L23								1	.731**	.526**	.557**	.464**	.437**	.499**	.460**
L24									1	.553**	.692**	.575**	.575**	.582**	.679**
L25										1	.568**	.518**	.482**	.528**	.546**
L26											1	.716**	.599**	.664**	.653**
L27												1	.884**	.650**	.576**
L28													1	.609**	.572**
L29														1	.693**
L30															1

Note. L = SLQ-R-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: CCSES-SE-JP vs SWAI-SE-JP-1 (n = 85)

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19
C1	.318**	.307**	.245*	.223*	.318**	.315**	.289**	.228*	.163	.104	.312**	.094	.302**	.364**	.314**	.346**	.181	.363**	.181
C2	.332**	.291**	.264*	.208	.368**	.229*	.198	.267*	.284**	.305**	.344**	.219*	.287**	.265*	.171	.331**	.185	.337**	.147
C3	.361**	.268*	.197	.252*	.262*	.268*	.180	.152	.270*	.114	.250*	.114	.293**	.247*	.288**	.267*	.302**	.174	.218*
C4	.379**	.312**	.324**	.267*	.381**	.434**	.279**	.310**	.293**	.165	.325**	.262*	.319**	.279**	.309**	.397**	.233*	.365**	.322**
C5	.361**	.315**	.290**	.239*	.333**	.459**	.382**	.337**	.264*	.248*	.252*	.288**	.176	.265*	.276*	.289**	.300**	.299**	.254*
C6	.323**	.270*	.186	.092	.254*	.169	.258*	.167	.169	.130	.219*	.173	.271*	.213*	.287**	.288**	.182	.287**	.208
C7	.254*	.143	.161	.110	.214*	.206	.148	.241*	.204	.125	.305**	.269*	.188	.097	.229*	.293**	.197	.382**	.238*
C8	.277*	.158	.197	.243*	.239*	.241*	.226*	.199	.228*	.087	.300**	.209	.259*	.212	.340**	.382**	.191	.367**	.307**
C9	.323**	.256*	.216*	.132	.280**	.137	.083	.154	.251*	.191	.176	.128	.338**	.222*	.286**	.484**	.239*	.256*	.283**
C10	.376**	.479**	.426**	.288**	.335**	.463**	.409**	.371**	.315**	.224*	.275*	.352**	.342**	.359**	.423**	.429**	.338**	.338**	.235*
C11	.487**	.577**	.532**	.338**	.329**	.444**	.449**	.413**	.313**	.223*	.322**	.438**	.434**	.420**	.508**	.384**	.297**	.314**	.286**
C12	.443**	.451**	.366**	.322**	.403**	.324**	.387**	.373**	.383**	.217*	.259*	.273*	.320**	.424**	.557**	.430**	.291**	.375**	.326**
C13	.464**	.565**	.402**	.373**	.322**	.311**	.503**	.445**	.508**	.264*	.195	.298**	.444**	.338**	.516**	.363**	.353**	.406**	.329**
C14	.157	.111	.182	.191	.294**	.311**	.082	.100	.120	.237*	.402**	.132	.257*	.334**	.281**	.233*	.141	.128	.074
C15	.299**	.227*	.241*	.185	.354**	.225*	.223*	.268*	.103	.173	.412**	.261*	.303**	.283**	.378**	.290**	.151	.216*	.339**
C16	.500**	.496**	.460**	.294**	.436**	.368**	.492**	.503**	.379**	.246*	.205	.391**	.369**	.375**	.484**	.455**	.224*	.493**	.316**
C17	.447**	.426**	.457**	.299**	.372**	.289**	.315**	.354**	.289**	.171	.145	.225*	.319**	.500**	.429**	.417**	.316**	.391**	.237*
C18	.377**	.400**	.499**	.488**	.410**	.564**	.406**	.392**	.311**	.309**	.359**	.201	.358**	.479**	.330**	.324**	.292**	.235*	.229*
C19	.395**	.321**	.336**	.363**	.462**	.286**	.393**	.332**	.234*	.222*	.293**	.163	.352**	.372**	.401**	.387**	.126	.209	.347**
C20	.284**	.299**	.295**	.257*	.269*	.344**	.369**	.292**	.327**	.229*	.311**	.308**	.246*	.291**	.451**	.234*	.235*	.277*	.206
C21	.074	.103	.044	.086	.175	.202	.013	-.015	.163	.019	.124	-.050	.098	.267*	.239*	.030	.198	.021	-.031
C22	.325**	.296**	.303**	.286**	.249*	.196	.187	.284**	.366**	.175	.255*	.161	.374**	.140	.321**	.408**	.227*	.367**	.297**
C23	.343**	.424**	.415**	.333**	.372**	.281**	.380**	.347**	.336**	.276*	.205	.270*	.347**	.324**	.330**	.419**	.219*	.417**	.246*
C24	.300**	.366**	.396**	.304**	.422**	.479**	.330**	.312**	.318**	.234*	.279**	.235*	.287**	.350**	.464**	.499**	.386**	.420**	.272*
C25	.273*	.444**	.404**	.330**	.229*	.360**	.348**	.411**	.353**	.245*	.265*	.356**	.371**	.376**	.398**	.256*	.178	.324**	.226*
C26	.428**	.403**	.413**	.226*	.310**	.366**	.391**	.387**	.341**	.247*	.310**	.378**	.302**	.421**	.516**	.345**	.261*	.385**	.283**
C27	.322**	.375**	.258*	.274*	.316**	.253*	.419**	.397**	.306**	.174	.167	.242*	.287**	.298**	.507**	.349**	.277*	.369**	.384**
C28	.170	.154	.137	.045	.350**	.243*	.110	.168	.122	.217*	.298**	.174	.262*	.097	.272*	.393**	.192	.258*	.337**
C29	.261*	.312**	.199	.316**	.238*	.329**	.308**	.284**	.309**	.023	-.019	.076	.215*	.285**	.335**	.249*	.230*	.266*	.242*
C30	.305**	.384**	.377**	.245*	.281**	.350**	.308**	.366**	.339**	.197	.292**	.255*	.468**	.321**	.357**	.362**	.140	.296**	.133

Note. C = CCSES-SE-JP; W = SWAI-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: CCSES-SE-JP vs SWAI-SE-JP-2 (n = 85)

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19
C31	.092	.262*	.189	.104	.115	.143	.183	.213	.220*	.106	.238*	.152	.226*	.234*	.178	.144	.353**	.093	.044
C32	.141	.232*	.145	.131	.100	.119	.149	.275*	.411**	.078	.257*	.140	.232*	.087	.267*	.188	.253*	.303**	.085
C33	.461**	.395**	.358**	.232*	.407**	.323**	.323**	.330**	.393**	.138	.187	.298**	.293**	.331**	.457**	.447**	.171	.447**	.326**
C34	.327**	.435**	.326**	.207	.279**	.303**	.406**	.414**	.383**	.282**	.208	.406**	.331**	.393**	.473**	.279**	.312**	.394**	.209
C35	.252*	.250*	.260*	.183	.251*	.275*	.205	.319**	.319**	.082	.176	.212	.212	.234*	.250*	.237*	.305**	.276*	.258*
C36	.391**	.464**	.410**	.315**	.280**	.311**	.431**	.498**	.381**	.237*	.294**	.338**	.399**	.279**	.370**	.354**	.178	.441**	.302**
C37	.392**	.403**	.353**	.360**	.385**	.309**	.296**	.458**	.371**	.125	.156	.359**	.350**	.426**	.335**	.364**	.373**	.298**	.244*
C38	.452**	.504**	.501**	.390**	.333**	.328**	.424**	.475**	.427**	.267*	.225*	.393**	.480**	.506**	.379**	.283**	.174	.332**	.166
C39	.346**	.277*	.292**	.258*	.439**	.320**	.295**	.318**	.418**	.114	.178	.294**	.230*	.328**	.358**	.421**	.225*	.467**	.215*
C40	.370**	.309**	.320**	.275*	.419**	.251*	.405**	.382**	.347**	.236*	.185	.192	.296**	.393**	.380**	.406**	.217*	.323**	.305**
C41	.277*	.312**	.316**	.250*	.199	.249*	.313**	.414**	.319**	.278*	.165	.289**	.414**	.350**	.314**	.300**	.232*	.363**	.168
C42	.312**	.422**	.349**	.293**	.261*	.186	.346**	.448**	.494**	.136	.106	.346**	.341**	.380**	.393**	.385**	.383**	.428**	.258*
C43	.316**	.141	.204	.200	.209	.263*	.178	.283**	.118	.126	.258*	.188	.239*	.086	.118	.248*	.172	.260*	.289**
C44	.226*	.096	.105	.149	.150	.163	.096	.212	.396**	.101	.193	.134	.131	.084	.144	.329**	.444**	.363**	.221*
C45	.341**	.478**	.417**	.280**	.281**	.271*	.450**	.423**	.380**	.361**	.257*	.419**	.293**	.295**	.512**	.336**	.227*	.370**	.328**
C46	.196	.078	.011	-.017	.285**	.023	.033	.102	.210	.094	.089	.093	.104	-.019	.106	.339**	.253*	.353**	.332**
C47	.420**	.551**	.511**	.458**	.378**	.376**	.572**	.534**	.426**	.276*	.262*	.387**	.492**	.506**	.582**	.553**	.364**	.470**	.334**
C48	.383**	.450**	.380**	.285**	.326**	.336**	.420**	.426**	.378**	.063	.124	.145	.306**	.351**	.507**	.459**	.323**	.528**	.296**
C49	.380**	.372**	.349**	.228*	.278**	.262*	.333**	.354**	.424**	.264*	.287**	.381**	.416**	.326**	.294**	.386**	.179	.421**	.195
C50	.421**	.532**	.425**	.319**	.276*	.284**	.445**	.465**	.493**	.338**	.228*	.440**	.509**	.463**	.448**	.320**	.212	.374**	.275*
C51	.203	.362**	.331**	.295**	.421**	.416**	.309**	.310**	.161	.088	.233*	.281**	.455**	.370**	.360**	.417**	.079	.172	.245*
C52	.469**	.442**	.385**	.315**	.205	.226*	.417**	.452**	.451**	.268*	.207	.348**	.466**	.300**	.367**	.307**	.156	.297**	.199
C53	.395**	.484**	.500**	.258*	.209	.357**	.491**	.500**	.249*	.248*	.145	.437**	.422**	.385**	.414**	.359**	.132	.392**	.281**
C54	.321**	.347**	.455**	.316**	.252*	.442**	.437**	.483**	.232*	.324**	.212	.357**	.357**	.323**	.397**	.361**	.122	.381**	.267*
C55	.434**	.411**	.452**	.260*	.289**	.439**	.414**	.477**	.191	.173	.225*	.436**	.462**	.400**	.457**	.426**	.134	.474**	.344**
C56	.344**	.295**	.318**	.192	.361**	.314**	.341**	.369**	.123	.057	.133	.229*	.281**	.299**	.389**	.416**	.051	.422**	.321**
C57	.396**	.437**	.406**	.200	.311**	.300**	.337**	.408**	.357**	.052	.188	.379**	.347**	.393**	.482**	.458**	.263*	.582**	.303**
C58	.473**	.307**	.276*	.147	.343**	.241*	.294**	.370**	.206	.204	.238*	.252*	.356**	.270*	.395**	.425**	.142	.413**	.413**
C59	.398**	.488**	.442**	.294**	.249*	.373**	.461**	.488**	.355**	.189	.220*	.434**	.509**	.403**	.409**	.414**	.262*	.432**	.308**
C60	.283**	.259*	.265*	.228*	.198	.236*	.281**	.307**	.432**	.170	.143	.237*	.355**	.219*	.200	.298**	.248*	.272*	.151

Note. C = CCSES-SE-JP; W = SWAI-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: SLQ-R-JP vs SWAI-SE-JP-2 (n = 85)

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19
L1	.287**	.170	.197	.215*	.367**	.273*	.234*	.248*	.214*	.356**	.279**	.378**	.084	.097	.132	.342**	.316**	.315**	.325**
L2	.246*	.193	.274*	.311**	.232*	.401**	.195	.184	.128	.329**	.253*	.187	.034	.101	.245*	.358**	.193	.245*	.196
L3	.317**	.208	.246*	.196	.344**	.377**	.237*	.315**	.166	.346**	.327**	.302**	.080	.148	.164	.380**	.335**	.374**	.268*
L4	-.228*	-.228*	-.163	-.081	-.154	-.124	-.253*	-.261*	-.207	-.182	.016	-.115	-.104	-.166	-.079	-.133	-.170	-.242*	-.211
L5	.252*	.159	.117	.118	.298**	.282**	.139	.248*	.336**	.261*	.121	.159	.044	.006	.057	.358**	.404**	.374**	.235*
L6	.036	.043	.094	.106	-.042	.029	-.026	-.068	-.064	-.181	-.050	-.106	.081	.059	.059	.059	-.108	-.061	-.063
L7	-.036	-.121	-.016	-.076	-.026	-.100	-.026	-.150	-.112	-.132	-.037	-.179	-.135	-.054	.070	-.098	-.169	-.188	-.110
L8	.248*	.311**	.284**	.297**	.169	.308**	.199	.200	.166	.151	.170	.003	.205	.307**	.178	.213	.318**	.180	.113
L9	.278*	.269*	.269*	.137	.276*	.253*	.346**	.329**	.252*	.390**	.209	.389**	.129	.117	.099	.287**	.301**	.370**	.362**
L10	-.035	.010	-.019	.023	-.153	-.088	-.071	-.160	-.051	-.054	-.119	-.276*	-.016	-.010	-.161	-.109	.041	-.094	-.235*
L11	.021	.029	-.038	-.071	-.043	-.190	-.024	-.083	-.004	-.041	-.042	-.223*	-.099	-.042	.086	.005	.166	.047	-.043
L12	-.007	-.109	-.056	.076	.001	.074	-.009	-.054	.047	.045	.125	-.249*	-.109	-.110	.028	.047	.213	.147	.136
L13	.120	.053	.094	.064	.037	.020	-.063	-.022	.015	-.101	.007	-.067	.037	-.017	.043	.070	.078	-.112	-.024
L14	.114	.209	.303**	.160	.070	.191	.252*	.212	-.013	-.004	.005	.077	.121	.193	.102	-.002	-.082	-.093	-.061
L15	.029	-.052	.000	.104	-.076	.027	.048	-.016	-.107	-.151	.102	-.198	.024	.043	.076	.077	.164	-.005	-.032
L16	-.090	-.160	-.077	-.064	-.026	-.038	-.071	-.135	.002	-.037	.152	-.122	-.055	-.144	-.113	-.089	-.057	-.206	-.232*
L17	.252*	.261*	.221*	.181	.359**	.147	.244*	.292**	.150	.326**	.166	.333**	.119	.194	.294**	.278**	.074	.355**	.414**
L18	-.107	-.077	-.096	-.038	-.185	-.130	-.107	-.137	-.068	-.295**	-.127	-.229*	-.079	-.089	-.077	-.137	-.100	-.209	-.214*
L19	.319**	.362**	.396**	.339**	.224*	.264*	.343**	.406**	.334**	.023	-.059	.180	.332**	.306**	.165	.201	.177	.132	.056
L20	.021	.109	.093	.223*	-.052	.150	.215*	.170	-.056	-.049	-.108	-.050	.164	.085	.150	.076	.124	.093	.014
L21	.249*	.223*	.258*	.278*	.224*	.356**	.233*	.364**	.163	.246*	.272*	.197	.398**	.197	.260*	.263*	.183	.260*	.259*
L22	.058	-.138	-.048	-.060	.164	.088	-.001	-.076	-.039	.215*	.451**	.106	-.065	-.097	.055	.042	.023	.002	.122
L23	.261*	.310**	.384**	.208	.205	.220*	.373**	.398**	.340**	.320**	.186	.256*	.222*	.250*	.279**	.242*	.315**	.285**	.226*
L24	.363**	.392**	.454**	.327**	.302**	.240*	.495**	.531**	.517**	.401**	.260*	.333**	.306**	.358**	.407**	.401**	.413**	.495**	.352**
L25	.152	.145	.175	.203	.227*	.325**	.209	.265*	.117	.348**	.288**	.262*	.072	.052	.188	.186	.153	.272*	.357**
L26	.344**	.296**	.308**	.217*	.411**	.246*	.360**	.420**	.310**	.266*	.117	.297**	.120	.134	.266*	.460**	.349**	.486**	.446**
L27	.233*	.130	.272*	.297**	.254*	.317**	.265*	.334**	.307**	.346**	.243*	.292**	.100	.152	.114	.265*	.292**	.314**	.262*
L28	.205	.153	.272*	.265*	.244*	.281**	.233*	.261*	.285**	.396**	.237*	.345**	.112	.167	.135	.233*	.233*	.194	.204
L29	.237*	.237*	.263*	.185	.236*	.107	.376**	.364**	.284**	.324**	.188	.431**	.103	.058	.118	.308**	.305**	.347**	.363**
L30	.290**	.369**	.386**	.267*	.273*	.236*	.403**	.435**	.317**	.356**	.238*	.389**	.252*	.240*	.396**	.315**	.219*	.367**	.460**

Note. L = SLQ-R-JP; W = SWAI-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: SWAI-SE-JP (n = 85)

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19
W1	1	.678**	.678**	.533**	.505**	.393**	.661**	.618**	.473**	.367**	.232*	.451**	.489**	.505**	.521**	.500**	.305**	.445**	.549**
W2		1	.790**	.514**	.432**	.362**	.678**	.666**	.476**	.225*	.123	.494**	.625**	.636**	.640**	.504**	.351**	.436**	.464**
W3			1	.659**	.516**	.518**	.777**	.785**	.527**	.473**	.333**	.559**	.652**	.723**	.637**	.557**	.222*	.455**	.447**
W4				1	.442**	.578**	.673**	.658**	.490**	.322**	.227*	.367**	.446**	.503**	.399**	.433**	.300**	.373**	.400**
W5					1	.571**	.456**	.479**	.230*	.361**	.280**	.350**	.222*	.462**	.487**	.674**	.219*	.457**	.584**
W6						1	.487**	.514**	.191	.310**	.391**	.351**	.356**	.426**	.349**	.466**	.231*	.383**	.385**
W7							1	.832**	.538**	.369**	.224*	.523**	.533**	.576**	.556**	.485**	.319**	.510**	.490**
W8								1	.633**	.394**	.265*	.548**	.593**	.600**	.510**	.531**	.372**	.605**	.512**
W9									1	.370**	.181	.370**	.421**	.392**	.361**	.394**	.389**	.496**	.227*
W10										1	.505**	.380**	.269*	.323**	.334**	.325**	.106	.314**	.378**
W11											1	.338**	.395**	.269*	.367**	.318**	.171	.265*	.251*
W12												1	.498**	.402**	.399**	.422**	.247*	.370**	.370**
W13													1	.665**	.511**	.451**	.239*	.298**	.280**
W14														1	.676**	.425**	.228*	.345**	.318**
W15															1	.487**	.249*	.441**	.531**
W16																1	.405**	.661**	.556**
W17																	1	.447**	.412**
W18																		1	.585**
W19																			1

Note. W = SWAI-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: CCSES-SE-JP vs. SSI-SE-JP-1 (n = 85)

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16
C1	.236*	.406**	.338**	.336**	.311**	.294**	.354**	.367**	.462**	.158	.201	.231*	.305**	.107	.174	.365**
C2	.250*	.333**	.416**	.317**	.335**	.322**	.334**	.258*	.386**	.042	-.036	.149	.236*	.117	.234*	.389**
C3	.276*	.221*	.340**	.193	.267*	.213	.260*	.380**	.334**	.186	.104	.165	.163	.086	.204	.222*
C4	.302**	.312**	.229*	.224*	.462**	.171	.290**	.364**	.425**	.405**	.308**	.314**	.301**	.172	.229*	.348**
C5	.169	.366**	.358**	.322**	.350**	.322**	.479**	.338**	.307**	.186	.169	.214*	.280**	-.029	.215*	.423**
C6	.218*	.383**	.329**	.319**	.353**	.130	.389**	.370**	.358**	.274*	.203	.201	.268*	.096	.228*	.344**
C7	.192	.273*	.176	.284**	.256*	.221*	.258*	.299**	.228*	.149	.136	.138	.286**	.145	.091	.314**
C8	.403**	.227*	.244*	.213*	.244*	.295**	.240*	.323**	.279**	.233*	.254*	.287**	.278*	.182	.180	.301**
C9	.331**	.235*	.244*	.276*	.279**	.160	.185	.266*	.310**	.220*	.115	.142	.289**	.355**	.241*	.191
C10	.190	.470**	.337**	.397**	.447**	.250*	.503**	.374**	.429**	.313**	.317**	.288**	.363**	.143	.224*	.495**
C11	.195	.580**	.398**	.429**	.443**	.374**	.462**	.497**	.481**	.326**	.311**	.263*	.403**	.112	.322**	.552**
C12	.353**	.472**	.387**	.491**	.366**	.269*	.376**	.455**	.458**	.415**	.379**	.316**	.460**	.310**	.325**	.491**
C13	.389**	.486**	.467**	.434**	.329**	.415**	.382**	.442**	.313**	.257*	.280**	.302**	.259*	.143	.340**	.424**
C14	.288**	.152	.303**	.319**	.257*	.221*	.138	.227*	.221*	.068	.166	.169	.142	.152	.246*	.173
C15	.343**	.199	.115	.397**	.311**	.354**	.163	.347**	.254*	.151	.182	.178	.286**	.217*	.240*	.309**
C16	.370**	.421**	.405**	.423**	.400**	.381**	.371**	.512**	.394**	.274*	.280**	.223*	.233*	.143	.340**	.396**
C17	.325**	.487**	.437**	.555**	.542**	.221*	.485**	.434**	.373**	.355**	.339**	.199	.339**	.328**	.246*	.391**
C18	.227*	.498**	.307**	.371**	.420**	.302**	.407**	.420**	.474**	.261*	.277*	.227*	.220*	.207	.161	.523**
C19	.324**	.314**	.314**	.359**	.279**	.272*	.299**	.365**	.268*	.318**	.219*	.261*	.406**	.313**	.292**	.293**
C20	.284**	.352**	.370**	.365**	.357**	.320**	.395**	.472**	.350**	.407**	.416**	.409**	.325**	.230*	.281**	.453**
C21	.132	.217*	.077	.285**	.071	.070	.151	.244*	.147	.073	.126	-.030	.080	.048	-.018	.172
C22	.404**	.291**	.379**	.278*	.273*	.260*	.239*	.247*	.307**	.068	.161	.073	.229*	.232*	.242*	.220*
C23	.493**	.456**	.434**	.347**	.262*	.326**	.303**	.211	.370**	.012	.122	.129	.254*	.197	.243*	.373**
C24	.227*	.458**	.351**	.359**	.345**	.180	.377**	.340**	.486**	.205	.320**	.247*	.289**	.353**	.153	.361**
C25	.243*	.362**	.296**	.325**	.391**	.294**	.338**	.481**	.307**	.271*	.313**	.209	.419**	.146	.224*	.428**
C26	.226*	.401**	.335**	.427**	.387**	.328**	.336**	.471**	.383**	.335**	.349**	.305**	.408**	.269*	.298**	.407**
C27	.412**	.372**	.438**	.386**	.343**	.395**	.433**	.440**	.375**	.397**	.359**	.463**	.349**	.272*	.378**	.455**
C28	.346**	.179	.313**	.278**	.202	.242*	.243*	.244*	.245*	.022	.066	.064	.317**	.296**	.323**	.200
C29	.382**	.260*	.346**	.337**	.176	.332**	.228*	.218*	.258*	.132	.173	.209	.288**	.184	.227*	.310**
C30	.327**	.468**	.465**	.441**	.376**	.303**	.404**	.394**	.368**	.107	.189	.176	.175	.174	.267*	.458**

Note. C = CCSES-SE-JP; S = SSI-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: CCSES-SE-JP vs. SSI-SE-JP-2 (n = 85)

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16
C31	.129	.266*	.322**	.279**	.271*	.121	.272*	.226*	.119	.130	.023	.164	.145	.060	.019	.206
C32	.260*	.219*	.315**	.274*	.208	.330**	.203	.301**	.281**	.109	.130	.179	.272*	.149	.224*	.231*
C33	.427**	.329**	.439**	.367**	.465**	.280**	.295**	.450**	.452**	.313**	.315**	.257*	.355**	.302**	.401**	.396**
C34	.213	.403**	.377**	.369**	.442**	.322**	.328**	.453**	.363**	.323**	.331**	.366**	.304**	.168	.353**	.376**
C35	.174	.311**	.302**	.248*	.321**	.160	.226*	.323**	.329**	.198	.243*	.188	.162	.209	.242*	.340**
C36	.387**	.488**	.515**	.420**	.431**	.358**	.445**	.331**	.313**	.233*	.265*	.288**	.314**	.178	.332**	.531**
C37	.412**	.470**	.517**	.580**	.445**	.329**	.449**	.388**	.291**	.320**	.197	.331**	.164	.268*	.307**	.467**
C38	.387**	.506**	.490**	.478**	.628**	.359**	.479**	.400**	.397**	.289**	.316**	.286**	.361**	.155	.425**	.528**
C39	.460**	.285**	.332**	.349**	.420**	.285**	.341**	.461**	.502**	.256*	.236*	.272*	.220*	.200	.341**	.406**
C40	.524**	.393**	.494**	.349**	.453**	.430**	.378**	.404**	.474**	.336**	.278*	.383**	.319**	.266*	.511**	.493**
C41	.403**	.313**	.394**	.378**	.367**	.541**	.369**	.344**	.322**	.213	.207	.393**	.218*	.095	.308**	.448**
C42	.445**	.421**	.383**	.465**	.389**	.338**	.439**	.360**	.377**	.288**	.244*	.283**	.405**	.277*	.280**	.529**
C43	.276*	.254*	.378**	.292**	.409**	.337**	.312**	.245*	.320**	.282**	.188	.271*	.274*	.135	.278*	.352**
C44	.257*	.171	.179	.249*	.156	.300**	.121	.274*	.325**	.232*	.209	.235*	.190	.181	.275*	.257*
C45	.279**	.453**	.240*	.277*	.406**	.295**	.309**	.431**	.433**	.356**	.373**	.296**	.265*	.050	.292**	.526**
C46	.409**	.092	.319**	.284**	.163	.221*	.182	.124	.237*	.000	-.014	.118	.418**	.374**	.283**	.151
C47	.440**	.603**	.507**	.568**	.498**	.396**	.597**	.545**	.561**	.370**	.435**	.443**	.283**	.265*	.436**	.564**
C48	.325**	.496**	.396**	.436**	.382**	.372**	.325**	.479**	.614**	.258*	.295**	.272*	.290**	.139	.356**	.475**
C49	.436**	.377**	.347**	.370**	.442**	.444**	.289**	.488**	.454**	.309**	.208	.284**	.239*	.147	.380**	.428**
C50	.458**	.416**	.401**	.435**	.491**	.468**	.356**	.442**	.382**	.252*	.267*	.336**	.364**	.212	.445**	.406**
C51	.261*	.295**	.182	.324**	.367**	.226*	.248*	.456**	.350**	.136	.187	.227*	.287**	.173	.344**	.326**
C52	.294**	.419**	.315**	.291**	.358**	.412**	.390**	.517**	.406**	.299**	.252*	.313**	.264*	.097	.317**	.505**
C53	.277*	.446**	.318**	.321**	.418**	.424**	.403**	.423**	.443**	.370**	.356**	.397**	.277*	.062	.382**	.558**
C54	.247*	.467**	.331**	.401**	.446**	.471**	.439**	.523**	.537**	.329**	.505**	.373**	.213	.110	.483**	.626**
C55	.330**	.418**	.330**	.386**	.533**	.446**	.441**	.574**	.574**	.227*	.411**	.332**	.227*	.091	.436**	.512**
C56	.358**	.400**	.364**	.364**	.447**	.418**	.394**	.475**	.575**	.185	.312**	.359**	.415**	.239*	.473**	.509**
C57	.418**	.383**	.345**	.482**	.523**	.368**	.344**	.537**	.616**	.259*	.359**	.366**	.357**	.270*	.443**	.528**
C58	.434**	.356**	.431**	.417**	.483**	.441**	.380**	.463**	.496**	.265*	.267*	.371**	.339**	.242*	.534**	.457**
C59	.431**	.476**	.508**	.527**	.526**	.469**	.456**	.471**	.495**	.387**	.428**	.479**	.350**	.222*	.540**	.544**
C60	.343**	.279**	.342**	.355**	.305**	.400**	.277*	.385**	.371**	.214*	.234*	.296**	.167	.094	.427**	.424**

Note. C = CCSES-SE-JP; S = SSI-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: CCSES-SE-JP vs. SSI-SE-JP-3 (n = 85)

	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31	S32	S33
C1	.017	.241*	.101	.398**	.403**	.127	.059	.313**	.377**	.249*	.222*	.224*	.279**	.348**	.323**	.210	.309**
C2	.098	.181	.169	.421**	.238*	.151	.129	.285**	.247*	.226*	.234*	.178	.335**	.326**	.297**	.199	.238*
C3	.036	.123	.142	.305**	.299**	.043	.071	.173	.403**	.463**	.234*	.213	.310**	.278*	.324**	.306**	.332**
C4	-.091	.036	.197	.402**	.444**	.270*	.204	.225*	.367**	.432**	.316**	.263*	.267*	.337**	.345**	.326**	.308**
C5	-.096	.017	.139	.431**	.402**	.355**	.390**	.156	.348**	.371**	.364**	.095	.330**	.405**	.267*	.396**	.293**
C6	.093	.151	.104	.363**	.399**	.188	.216*	.332**	.402**	.252*	.227*	.208	.360**	.348**	.389**	.328**	.414**
C7	.015	.068	.140	.416**	.272*	.066	.159	.249*	.293**	.092	.166	.075	.305**	.297**	.215*	.170	.195
C8	.076	.105	.108	.389**	.316**	.112	.124	.335**	.355**	.209	.172	.261*	.226*	.309**	.307**	.243*	.268*
C9	.296**	.256*	.247*	.343**	.252*	.119	.078	.180	.258*	.168	.150	.280**	.147	.308**	.374**	.291**	.250*
C10	.140	.152	.326**	.518**	.551**	.425**	.378**	.336**	.452**	.237*	.310**	.222*	.245*	.494**	.463**	.405**	.403**
C11	.129	.123	.213	.497**	.521**	.370**	.448**	.296**	.422**	.283**	.356**	.209	.378**	.644**	.479**	.436**	.451**
C12	.136	.227*	.273*	.513**	.565**	.383**	.358**	.307**	.477**	.367**	.375**	.281**	.366**	.474**	.380**	.444**	.456**
C13	.068	.070	.092	.506**	.449**	.461**	.428**	.260*	.447**	.257*	.332**	.265*	.414**	.586**	.366**	.316**	.501**
C14	-.015	.030	-.004	.354**	.246*	.175	.151	.315**	.205	.337**	.179	.185	.267*	.213	.204	.148	.201
C15	-.032	.032	-.010	.269*	.204	.123	.177	.135	.239*	.272*	.250*	.221*	.420**	.209	.165	.139	.115
C16	-.083	.002	.085	.460**	.326**	.377**	.443**	.183	.346**	.361**	.505**	.348**	.407**	.495**	.357**	.251*	.414**
C17	.178	.179	.185	.473**	.408**	.291**	.249*	.204	.433**	.361**	.379**	.303**	.262*	.440**	.389**	.249*	.338**
C18	.053	.039	.222*	.421**	.449**	.345**	.291**	.199	.349**	.282**	.305**	.147	.284**	.510**	.309**	.185	.312**
C19	.207	.276*	.108	.370**	.319**	.140	.200	.284**	.275*	.363**	.320**	.269*	.403**	.366**	.245*	.425**	.344**
C20	.098	.094	.235*	.554**	.543**	.455**	.474**	.380**	.414**	.390**	.385**	.288**	.380**	.488**	.390**	.397**	.467**
C21	-.144	.016	.030	.206	.316**	.109	.117	.056	.183	.237*	.104	.103	.166	.186	.017	.208	.185
C22	.129	.092	.121	.331**	.174	.143	.224*	.440**	.320**	.215*	.148	.200	.341**	.423**	.384**	.178	.315**
C23	.158	.166	.104	.429**	.180	.234*	.253*	.424**	.341**	.187	.235*	.187	.288**	.489**	.376**	.160	.336**
C24	.207	.187	.396**	.498**	.391**	.279**	.305**	.389**	.468**	.303**	.198	.293**	.132	.462**	.467**	.334**	.346**
C25	.090	.068	.256*	.481**	.489**	.420**	.388**	.389**	.453**	.360**	.330**	.176	.464**	.468**	.340**	.327**	.478**
C26	.168	.224*	.302**	.545**	.439**	.347**	.362**	.300**	.397**	.430**	.432**	.388**	.394**	.441**	.361**	.404**	.392**
C27	.118	.116	.229*	.535**	.471**	.428**	.474**	.347**	.497**	.416**	.458**	.324**	.482**	.469**	.385**	.472**	.515**
C28	.113	.094	.081	.335**	.188	.196	.246*	.408**	.299**	.251*	.139	.137	.356**	.275*	.290**	.365**	.224*
C29	-.025	.018	.143	.341**	.288**	.261*	.235*	.090	.258*	.356**	.271*	.284**	.293**	.357**	.254*	.359**	.377**
C30	.236*	.200	.175	.437**	.401**	.325**	.370**	.517**	.429**	.263*	.273*	.313**	.375**	.513**	.427**	.277*	.419**

Note. \* C = CCSES-SE-JP; S = SSI-SE-JP. \* $p < .05$ . \*\* $p < .001$ .



The Correlation Matrix: CCSES-SE-JP vs. SSI-SE-JP-4 (n = 85)

	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31	S32	S33
C31	.045	.132	.152	.368**	.250*	.134	.191	.336**	.267*	.321**	.122	.127	.296**	.292**	.230*	.161	.234*
C32	.162	.209	.232*	.473**	.315**	.327**	.295**	.417**	.317**	.293**	.289**	.289**	.461**	.326**	.263*	.205	.307**
C33	.108	.188	.273*	.407**	.440**	.303**	.292**	.258*	.409**	.444**	.381**	.472**	.386**	.345**	.383**	.435**	.469**
C34	.024	.140	.197	.590**	.516**	.459**	.419**	.381**	.373**	.496**	.510**	.417**	.397**	.442**	.342**	.370**	.455**
C35	.024	.101	.070	.255*	.283**	.216*	.264*	.378**	.249*	.313**	.238*	.207	.356**	.341**	.282**	.189	.210
C36	.168	.203	.226*	.461**	.429**	.428**	.403**	.614**	.511**	.280**	.348**	.181	.551**	.452**	.348**	.320**	.511**
C37	.057	.036	.159	.510**	.432**	.313**	.368**	.201	.467**	.388**	.299**	.265*	.425**	.477**	.374**	.251*	.399**
C38	.066	.075	.245*	.477**	.537**	.427**	.368**	.286**	.507**	.423**	.430**	.401**	.412**	.500**	.401**	.336**	.584**
C39	.085	.100	.198	.413**	.413**	.271*	.289**	.175	.424**	.403**	.367**	.434**	.275*	.348**	.378**	.338**	.415**
C40	.070	.122	.208	.461**	.507**	.408**	.367**	.316**	.472**	.484**	.459**	.439**	.407**	.458**	.400**	.495**	.557**
C41	.138	.071	.215*	.484**	.378**	.306**	.364**	.214*	.456**	.394**	.401**	.365**	.348**	.442**	.296**	.287**	.485**
C42	.243*	.176	.368**	.537**	.496**	.442**	.441**	.367**	.546**	.380**	.375**	.335**	.418**	.460**	.428**	.391**	.476**
C43	.039	.086	.181	.374**	.338**	.149	.178	.245*	.340**	.261*	.224*	.068	.468**	.299**	.194	.136	.238*
C44	-.021	.169	.187	.189	.290**	.206	.154	.050	.348**	.134	.144	.096	.309**	.250*	.260*	.182	.209
C45	-.032	-.042	.227*	.434**	.493**	.524**	.593**	.465**	.463**	.332**	.386**	.228*	.353**	.548**	.396**	.355**	.522**
C46	.098	.268*	.251*	.342**	.096	.038	.114	.281**	.297**	.213	.118	-.005	.388**	.150	.280**	.240*	.174
C47	.177	.151	.259*	.536**	.561**	.536**	.597**	.469**	.650**	.475**	.543**	.373**	.487**	.638**	.647**	.430**	.592**
C48	-.058	.050	.132	.410**	.451**	.405**	.433**	.272*	.504**	.384**	.429**	.313**	.437**	.583**	.527**	.381**	.525**
C49	.094	.102	.233*	.405**	.428**	.346**	.328**	.231*	.436**	.350**	.373**	.447**	.364**	.453**	.451**	.360**	.528**
C50	.060	.057	.198	.508**	.433**	.384**	.404**	.332**	.436**	.488**	.504**	.478**	.450**	.538**	.393**	.404**	.578**
C51	-.022	.109	.085	.209	.399**	.230*	.248*	.256*	.440**	.517**	.291**	.278*	.281**	.343**	.387**	.509**	.430**
C52	.218*	.205	.262*	.422**	.493**	.423**	.435**	.444**	.508**	.416**	.515**	.305**	.457**	.535**	.347**	.397**	.534**
C53	.075	-.033	.119	.392**	.464**	.507**	.507**	.304**	.409**	.358**	.595**	.333**	.502**	.602**	.409**	.392**	.536**
C54	.063	-.060	.125	.300**	.491**	.580**	.569**	.377**	.557**	.345**	.552**	.342**	.541**	.548**	.488**	.386**	.546**
C55	.016	.014	.066	.301**	.384**	.295**	.394**	.212	.504**	.421**	.596**	.482**	.409**	.502**	.446**	.239*	.450**
C56	-.035	.011	.062	.351**	.466**	.348**	.318**	.190	.482**	.334**	.499**	.284**	.442**	.448**	.416**	.417**	.451**
C57	.074	.130	.187	.422**	.449**	.407**	.407**	.277*	.498**	.455**	.529**	.486**	.440**	.477**	.556**	.346**	.468**
C58	.024	.091	.149	.315**	.429**	.325**	.394**	.202	.461**	.354**	.520**	.254*	.529**	.399**	.326**	.355**	.427**
C59	.170	.147	.178	.418**	.540**	.530**	.511**	.354**	.547**	.432**	.537**	.407**	.575**	.541**	.552**	.424**	.569**
C60	.089	.159	.151	.233*	.365**	.352**	.298**	.101	.407**	.344**	.352**	.428**	.394**	.397**	.389**	.290**	.465**

Note. C = CCSES-SE-JP; S = SSI-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: SLQ-R-JP vs. SSI-SE-JP-1 (n = 85)

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16
L1	.228*	.175	.226*	.185	.329**	.359**	.278**	.451**	.435**	.236*	.098	.171	.173	-.009	.379**	.319**
L2	.246*	.194	.201	.203	.308**	.216*	.376**	.311**	.242*	.252*	.407**	.134	.250*	.125	.134	.260*
L3	.264*	.272*	.343**	.292**	.395**	.333**	.440**	.392**	.432**	.334**	.222*	.267*	.318**	.124	.308**	.325**
L4	.023	-.025	.116	-.049	-.096	-.085	.018	-.139	.023	-.114	.068	.029	-.041	.032	-.023	-.035
L5	.271*	.192	.256*	.247*	.238*	.193	.288**	.279**	.325**	.202	.101	.119	.220*	.106	.270*	.208
L6	.040	.152	.087	.012	-.047	-.053	.061	-.034	-.029	-.053	.125	-.030	.019	.121	-.031	.116
L7	-.168	.114	.003	-.027	-.194	-.129	.080	-.142	-.069	-.105	-.036	-.082	.069	.012	-.088	.064
L8	.115	.139	.120	.270*	.161	.007	.192	.079	.006	.183	.235*	.054	-.008	.128	-.063	.105
L9	.217*	.342**	.255*	.080	.351**	.212	.389**	.315**	.262*	.228*	.168	.213*	.346**	.003	.274*	.316**
L10	-.060	.060	.105	.022	-.134	.001	.044	-.306**	-.219*	-.179	-.092	-.068	-.157	-.047	-.221*	.007
L11	.040	.128	.114	.135	-.009	-.001	.087	-.104	.067	-.214*	-.093	-.142	-.021	.041	-.031	.031
L12	.162	-.047	.151	.107	-.193	.108	.006	-.090	.080	.006	.061	.052	.088	.241*	.057	-.079
L13	-.001	.143	.025	.154	-.074	-.217*	.056	-.038	.005	.078	.085	-.141	-.178	.160	-.107	-.041
L14	-.029	.189	.001	-.059	.011	-.005	.158	.021	.035	-.003	.032	-.053	-.024	-.094	-.138	.149
L15	-.105	.153	.121	.176	.010	.065	.224*	-.032	.126	.081	.210	.199	.037	.121	-.022	.110
L16	-.027	.073	.030	-.110	-.030	-.131	.153	-.107	.006	-.102	-.053	.058	.003	-.068	-.129	.032
L17	.338**	.229*	.201	.220*	.230*	.199	.229*	.241*	.146	.116	.077	.142	.368**	.200	.208	.243*
L18	-.044	.109	.091	.005	-.089	-.197	.203	-.065	-.120	-.117	.039	-.039	-.089	-.032	-.226*	.023
L19	.176	.381**	.359**	.279**	.271*	.166	.182	.047	.131	.096	.055	.004	.165	.118	.167	.164
L20	-.035	.260*	.289**	.208	.068	.082	.383**	.192	.207	.219*	.343**	.244*	.050	.112	.080	.222*
L21	.238*	.243*	.295**	.238*	.211	.260*	.363**	.346**	.233*	.253*	.264*	.189	.303**	.164	.192	.199
L22	.035	-.023	-.074	-.145	-.094	.121	-.064	.077	.014	-.034	.025	-.014	-.082	-.092	.033	-.033
L23	.029	.209	.048	.047	.231*	.203	.120	.230*	.246*	.150	.158	.153	.138	-.015	.175	.159
L24	.274*	.372**	.209	.302**	.334**	.297**	.327**	.411**	.399**	.353**	.272*	.294**	.380**	.156	.334**	.354**
L25	.205	.074	.046	.007	.131	.251*	.077	.180	.160	.290**	.192	.261*	.283**	.142	.106	.115
L26	.305**	.291**	.217*	.237*	.267*	.249*	.276*	.326**	.376**	.194	.080	.167	.355**	.188	.317**	.289**
L27	.252*	.154	.085	.112	.254*	.214*	.222*	.254*	.331**	.197	.114	.204	.097	.079	.198	.212
L28	.243*	.157	.073	.092	.242*	.193	.193	.292**	.345**	.202	.125	.207	.067	.028	.207	.275*
L29	.280**	.208	.263*	.099	.275*	.285**	.181	.127	.238*	.210	.010	.315**	.195	.059	.332**	.260*
L30	.301**	.337**	.209	.285**	.292**	.282**	.212	.342**	.327**	.254*	.217*	.217*	.315**	.175	.281**	.367**

Note. ; L = SLQ-R-JP; S = SSI-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: SLQ-R-JP vs. SSI-SE-JP-2 (n = 85)

	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31	S32	S33
L1	-.030	-.006	.094	.293**	.257*	.249*	.211	.078	.279**	.418**	.304**	.234*	.288**	.284**	.322**	.328**	.305**
L2	.039	-.010	.234*	.260*	.295**	.364**	.314**	.254*	.263*	.339**	.283**	.066	.145	.279**	.256*	.257*	.179
L3	.046	.093	.212	.393**	.305**	.285**	.188	.228*	.369**	.425**	.381**	.247*	.273*	.345**	.398**	.324**	.288**
L4	.118	.011	-.025	-.033	-.053	-.169	-.008	.141	.067	-.081	-.031	.028	.000	.062	.019	-.126	-.042
L5	-.080	.014	.148	.268*	.223*	.214*	.201	.049	.276*	.234*	.207	.187	.164	.385**	.366**	.224*	.306**
L6	.123	.088	.023	-.020	.070	-.021	.035	.116	.119	-.077	-.090	.048	-.060	.084	.102	-.019	-.008
L7	.160	.111	-.009	-.029	.067	-.069	.043	.090	-.056	-.113	-.076	-.075	-.018	-.012	-.103	.091	-.106
L8	.168	.292**	.231*	.130	.170	.128	.081	.102	.022	.168	.085	.142	.036	.116	.108	-.067	.021
L9	-.135	-.021	.176	.449**	.340**	.285**	.176	.209	.327**	.124	.182	.032	.190	.369**	.289**	.305**	.302**
L10	.051	.117	.082	-.040	-.120	-.025	.015	.066	-.066	-.170	-.206	-.174	-.128	.009	-.095	-.182	-.126
L11	.126	.229*	.158	.074	-.041	.003	.205	.215*	.052	-.016	.031	.025	-.097	.088	.044	-.099	-.046
L12	.192	.237*	.226*	.166	-.038	-.043	.034	.052	.097	.140	.017	.100	.149	.054	.127	-.061	.061
L13	.066	.022	.026	-.092	.040	-.088	.120	-.046	-.083	-.030	-.054	.064	-.081	.078	.044	-.152	-.104
L14	-.056	-.261*	-.029	.055	.071	.102	.103	.083	.060	.089	.165	.010	-.011	.137	.033	-.015	-.035
L15	.200	.267*	.136	.038	.143	.001	.116	.161	.170	.029	.084	-.014	.079	.036	.116	.001	-.066
L16	.170	.125	-.040	-.041	.182	-.134	-.014	.068	.018	-.014	-.053	.088	-.102	.083	-.032	.062	-.053
L17	-.029	-.009	.047	.367**	.090	.081	.189	.109	.242*	.163	.282**	.074	.163	.218*	.131	.224*	.218*
L18	.199	.102	.042	-.101	.039	-.112	.018	.041	.095	-.137	-.092	-.065	-.118	.030	-.127	-.130	-.108
L19	-.118	-.033	.018	.260*	.226*	.015	.048	.001	.187	.217*	.129	.248*	.209	.309**	.273*	.129	.276*
L20	.190	.177	.056	.082	.183	.058	.255*	.226*	.307**	.075	.220*	.100	.267*	.259*	.209	.076	.272*
L21	.074	.076	.175	.331**	.272*	.155	.236*	.373**	.388**	.350**	.224*	.146	.417**	.324**	.308**	.240*	.349**
L22	-.090	-.082	-.245*	-.051	-.042	.118	.086	.065	-.128	.067	.073	.079	.079	.063	-.069	-.050	-.139
L23	-.107	-.108	.121	.280**	.146	.302**	.278*	.194	.252*	.263*	.262*	.086	.179	.303**	.322**	.149	.303**
L24	.019	.081	.192	.479**	.387**	.409**	.423**	.216*	.422**	.360**	.431**	.166	.348**	.459**	.419**	.276*	.454**
L25	-.097	-.161	.043	.182	.161	.265*	.212	.187	.113	.234*	.148	.020	.230*	.215*	.166	.236*	.125
L26	-.070	-.010	.124	.326**	.183	.235*	.242*	.140	.331**	.298**	.275*	.113	.302**	.419**	.373**	.353**	.353**
L27	-.019	-.093	.092	.154	.155	.221*	.170	.066	.182	.373**	.261*	.268*	.107	.363**	.309**	.194	.284**
L28	-.013	-.097	.068	.139	.185	.263*	.227*	.072	.144	.370**	.293**	.260*	.133	.339**	.289**	.208	.273*
L29	.019	.050	.071	.297**	.133	.254*	.235*	.274*	.226*	.379**	.265*	.265*	.309**	.369**	.416**	.311**	.320**
L30	.015	-.017	.099	.394**	.285**	.363**	.372**	.260*	.297**	.340**	.337**	.241*	.456**	.495**	.358**	.284**	.413**

Note. ; L = SLQ-R-JP; S = SSI-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: SWAI-SE-JP vs. SSI-SE-JP-1 (n = 85)

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16
W1	.438**	.596**	.463**	.427**	.509**	.382**	.478**	.382**	.365**	.353**	.267*	.246*	.371**	.292**	.327**	.438**
W2	.305**	.641**	.327**	.434**	.488**	.251*	.306**	.347**	.321**	.239*	.159	.138	.348**	.196	.183	.415**
W3	.313**	.681**	.318**	.402**	.535**	.312**	.376**	.398**	.415**	.270*	.253*	.210	.379**	.285**	.279**	.565**
W4	.274*	.483**	.270*	.315**	.306**	.343**	.313**	.273*	.301**	.366**	.353**	.378**	.230*	.272*	.178	.371**
W5	.438**	.372**	.313**	.400**	.307**	.173	.291**	.318**	.374**	.079	.028	.035	.426**	.426**	.326**	.320**
W6	.201	.333**	.291**	.307**	.340**	.305**	.322**	.322**	.364**	.196	.344**	.215*	.223*	.215*	.203	.322**
W7	.290**	.639**	.384**	.301**	.436**	.468**	.448**	.380**	.343**	.313**	.252*	.388**	.352**	.156	.321**	.516**
W8	.338**	.639**	.398**	.427**	.511**	.465**	.428**	.400**	.414**	.324**	.237*	.359**	.388**	.239*	.416**	.519**
W9	.399**	.434**	.292**	.320**	.302**	.255*	.201	.268*	.270*	.216*	.158	.312**	.274*	.282**	.279**	.349**
W10	.296**	.298**	.239*	.216*	.247*	.287**	.234*	.229*	.217*	.196	.272*	.252*	.256*	.299**	.307**	.317**
W11	.213	.223*	.131	.220*	.286**	.297**	.184	.381**	.381**	.231*	.305**	.274*	.096	.142	.285**	.243*
W12	.318**	.398**	.244*	.261*	.367**	.320**	.256*	.312**	.290**	.179	.181	.223*	.327**	.158	.389**	.367**
W13	.243*	.557**	.333**	.396**	.452**	.378**	.315**	.407**	.353**	.248*	.245*	.241*	.188	.142	.376**	.366**
W14	.244*	.561**	.301**	.510**	.569**	.271*	.342**	.418**	.429**	.241*	.263*	.222*	.302**	.240*	.275*	.454**
W15	.298**	.515**	.222*	.412**	.329**	.202	.242*	.454**	.413**	.230*	.375**	.169	.391**	.315**	.288**	.347**
W16	.586**	.442**	.407**	.460**	.346**	.279**	.354**	.390**	.480**	.204	.215*	.247*	.381**	.423**	.445**	.315**
W17	.234*	.301**	.236*	.353**	.199	.220*	.232*	.205	.317**	.246*	.228*	.234*	.127	.179	.219*	.142
W18	.508**	.390**	.371**	.385**	.314**	.469**	.326**	.366**	.506**	.166	.279**	.310**	.448**	.376**	.441**	.308**
W19	.502**	.358**	.256*	.265*	.243*	.315**	.212	.274*	.300**	.271*	.255*	.182	.487**	.473**	.335**	.245*

Note. W = SWAI-SE-JP; S = SSI-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: SWAI-SE-JP vs. SSI-SE-JP-1 (n = 85)

	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31	S32	S33
W1	.140	.214*	.323**	.387**	.332**	.179	.279**	.183	.405**	.428**	.494**	.251*	.330**	.479**	.329**	.306**	.404**
W2	.067	.156	.199	.402**	.324**	.274*	.341**	.298**	.332**	.317**	.368**	.196	.318**	.528**	.401**	.294**	.414**
W3	.164	.121	.284**	.405**	.357**	.282**	.411**	.290**	.434**	.419**	.432**	.282**	.312**	.571**	.484**	.325**	.496**
W4	.160	.113	.336**	.299**	.334**	.231*	.239*	.147	.400**	.381**	.231*	.119	.242*	.397**	.324**	.231*	.392**
W5	.114	.204	.147	.372**	.189	.098	.113	.080	.299**	.368**	.204	.240*	.221*	.265*	.261*	.392**	.239*
W6	.084	.056	.312**	.313**	.350**	.288**	.210	.102	.294**	.316**	.248*	.213	.267*	.298**	.242*	.274*	.287**
W7	.116	.175	.187	.443**	.397**	.384**	.434**	.313**	.517**	.397**	.461**	.240*	.408**	.572**	.446**	.425**	.536**
W8	.087	.104	.281**	.435**	.396**	.353**	.423**	.242*	.508**	.442**	.490**	.357**	.459**	.539**	.455**	.368**	.522**
W9	.135	.226*	.379**	.428**	.379**	.305**	.313**	.182	.377**	.314**	.302**	.305**	.240*	.405**	.388**	.262*	.433**
W10	.207	.132	.399**	.335**	.144	.243*	.307**	.234*	.236*	.275*	.288**	.191	.183	.258*	.217*	.180	.314**
W11	.087	.029	.239*	.258*	.284**	.234*	.229*	.307**	.225*	.293**	.253*	.274*	.322**	.180	.227*	.110	.223*
W12	.124	-.006	.212	.415**	.270*	.253*	.381**	.255*	.280**	.301**	.322**	.340**	.317**	.326**	.367**	.301**	.351**
W13	.055	.034	.181	.331**	.426**	.292**	.356**	.271*	.446**	.401**	.373**	.357**	.464**	.437**	.429**	.296**	.560**
W14	.082	.159	.250*	.377**	.442**	.231*	.343**	.156	.403**	.505**	.479**	.375**	.333**	.392**	.351**	.296**	.463**
W15	.012	.065	.151	.393**	.367**	.236*	.460**	.270*	.382**	.379**	.414**	.310**	.294**	.412**	.352**	.333**	.438**
W16	.177	.195	.259*	.394**	.281**	.195	.210	.177	.414**	.328**	.264*	.344**	.263*	.349**	.551**	.401**	.366**
W17	.047	.217*	.249*	.304**	.216*	.239*	.235*	.118	.287**	.200	.104	.137	.232*	.276*	.382**	.079	.210
W18	.142	.254*	.320**	.511**	.179	.326**	.257*	.200	.412**	.240*	.383**	.303**	.355**	.338**	.433**	.224*	.346**
W19	.109	.174	.260*	.297**	.032	.120	.214*	.155	.279**	.226*	.208	.138	.333**	.305**	.268*	.284**	.255*

Note. W = SWAI-SE-JP; S = SSI-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: SSI-SE-JP-1 (n = 85)

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16
S1	1	.262*	.490**	.480**	.336**	.426**	.342**	.241*	.293**	.213	.194	.292**	.455**	.503**	.426**	.323**
S2		1	.610**	.567**	.631**	.365**	.647**	.447**	.559**	.304**	.299**	.244*	.380**	.181	.351**	.697**
S3			1	.563**	.523**	.519**	.678**	.274*	.456**	.264*	.273*	.374**	.390**	.244*	.547**	.505**
S4				1	.609**	.379**	.521**	.489**	.477**	.316**	.329**	.244*	.323**	.401**	.508**	.572**
S5					1	.388**	.600**	.552**	.576**	.375**	.369**	.320**	.229*	.140	.437**	.637**
S6						1	.384**	.410**	.467**	.243*	.275*	.435**	.299**	.054	.602**	.512**
S7							1	.525**	.519**	.377**	.472**	.393**	.348**	.142	.406**	.633**
S8								1	.659**	.454**	.492**	.319**	.176	.134	.503**	.560**
S9									1	.371**	.482**	.447**	.319**	.245*	.623**	.612**
S10										1	.600**	.601**	.241*	.281**	.323**	.332**
S11											1	.539**	.233*	.276*	.396**	.334**
S12												1	.180	.269*	.413**	.411**
S13													1	.527**	.382**	.289**
S14														1	.272*	.141
S15															1	.511**
S16																1

Note. S = SSI-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

The Correlation Matrix: SSI-SE-JP-2 (n = 85)

	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31	S32	S33
S1	.276*	.225*	.301**	.425**	.180	.175	.230*	.270*	.418**	.353**	.328**	.371**	.293**	.334**	.383**	.321**	.360**
S2	.077	.142	.264*	.535**	.614**	.385**	.482**	.401**	.652**	.338**	.417**	.243*	.416**	.792**	.576**	.455**	.628**
S3	.263*	.314**	.346**	.586**	.452**	.313**	.358**	.365**	.582**	.371**	.447**	.323**	.548**	.558**	.526**	.430**	.564**
S4	.234*	.316**	.303**	.435**	.522**	.391**	.464**	.238*	.578**	.473**	.473**	.357**	.511**	.480**	.520**	.346**	.527**
S5	.019	.082	.271*	.387**	.590**	.380**	.455**	.345**	.551**	.572**	.598**	.429**	.381**	.586**	.532**	.395**	.542**
S6	.105	.094	.187	.462**	.384**	.491**	.414**	.224*	.526**	.360**	.561**	.351**	.660**	.495**	.385**	.387**	.538**
S7	.228*	.169	.321**	.437**	.577**	.365**	.467**	.369**	.704**	.433**	.549**	.290**	.432**	.583**	.506**	.455**	.535**
S8	.013	.070	.123	.336**	.595**	.391**	.469**	.222*	.638**	.610**	.610**	.409**	.440**	.498**	.529**	.450**	.600**
S9	.131	.168	.328**	.404**	.566**	.372**	.438**	.332**	.570**	.542**	.657**	.512**	.470**	.576**	.694**	.445**	.548**
S10	.181	.188	.331**	.242*	.525**	.344**	.367**	.324**	.378**	.472**	.471**	.205	.329**	.371**	.403**	.440**	.429**
S11	.165	.115	.355**	.132	.453**	.418**	.495**	.370**	.418**	.353**	.505**	.309**	.308**	.338**	.400**	.218*	.382**
S12	.293**	.252*	.342**	.289**	.440**	.384**	.374**	.367**	.476**	.450**	.526**	.313**	.395**	.361**	.441**	.354**	.396**
S13	.293**	.358**	.380**	.575**	.277*	.124	.185	.270*	.375**	.270*	.341**	.159	.336**	.336**	.287**	.524**	.341**
S14	.485**	.450**	.430**	.345**	.080	.079	.169	.234*	.241*	.314**	.184	.269*	.153	.129	.296**	.236*	.167
S15	.146	.138	.196	.306**	.447**	.498**	.487**	.275*	.553**	.492**	.585**	.538**	.620**	.431**	.641**	.601**	.651**
S16	.150	.140	.281**	.406**	.655**	.583**	.637**	.395**	.691**	.426**	.550**	.296**	.541**	.741**	.590**	.529**	.671**
S17	1	.695**	.436**	.231*	.035	.097	.110	.348**	.173	.116	.195	.265*	.199	.084	.156	.114	.110
S18		1	.437**	.292**	.066	.033	.012	.281**	.168	.118	.214*	.210	.204	.087	.163	.108	.112
S19			1	.468**	.258*	.274*	.224*	.258*	.298**	.247*	.278**	.190	.112	.192	.234*	.183	.281**
S20				1	.486**	.351**	.293**	.339**	.520**	.359**	.397**	.231*	.373**	.505**	.396**	.388**	.491**
S21					1	.561**	.551**	.378**	.661**	.518**	.527**	.329**	.492**	.627**	.519**	.621**	.690**
S22						1	.691**	.456**	.465**	.307**	.449**	.216*	.484**	.505**	.464**	.429**	.528**
S23							1	.497**	.560**	.383**	.557**	.269*	.536**	.597**	.523**	.403**	.580**
S24								1	.427**	.283**	.332**	.207	.397**	.450**	.457**	.381**	.404**
S25									1	.552**	.512**	.316**	.543**	.670**	.663**	.560**	.788**
S26										1	.668**	.585**	.422**	.407**	.546**	.533**	.560**
S27											1	.531**	.568**	.524**	.458**	.425**	.527**
S28												1	.293**	.328**	.500**	.315**	.441**
S29													1	.482**	.433**	.460**	.575**
S30														1	.676**	.507**	.730**
S31															1	.548**	.678**
S32																1	.651**
S33																	1

Note. S = SSI-SE-JP. \* $p < .05$ . \*\* $p < .001$ .

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