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Supervision models and guidelines (Kahn, 1999; Lambie & Sias, 2009; Luke & Bernard, 2006; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Roberts & Morotti, 2001; Studer, 2005; Wood & Rayle, 2006) have been proposed to address the distinctive issues of site-based supervision of school counseling interns. However, they have not been applied and examined empirically. Also, a dearth of literature exists specifically addressing the unique challenges faced by site supervisors hosting school counseling interns (Kahn, 1999; Lazovsky & Shimoni, 2007; Roberts & Morotti, 2001). Finally, no literature has explored site supervisors' experience of supervising school counseling interns.

The aim of this research was to gain a greater understanding of the actual and ideal experiences of school counselor site supervisors. Consensual Qualitative Research (CQR) methodology was used to guide interviews with site supervisors about their experiences and perspectives as counseling supervisors and to analyze data collected. This research examined site supervision of school counseling interns from the site supervisors' perspective, and will provide a step to ensuring that school counseling interns are receiving adequate supervision and site supervisors' needs are being met by counselor training programs and educational leaders.

Eight individual interviews were conducted with school counselor site supervisors to collect data about their supervision experiences and perspectives. Two additional interviews with school counselor site supervisors served a stability check. Following

CQR procedures, twelve domains surfaced as a result of the interviews: (a) site characteristics, (b) intern characteristics, (c) supervisor characteristics, (d) training program characteristics, (e) site supervisor's expectations for supervision, (f) university expectations for supervision, (g) site supervisor's role in supervision, (h) university role in supervision, (i) reasons for providing supervision, (j) site supervisor's feelings, (k) supervision outcomes, and (l) ideal supervision experience. Research findings are discussed in the context of existing guidelines, models, and previous research in the area of clinical supervision. Implications of these research findings can be applied to school counselor site supervisors, and also extend beyond site supervisors to include the counselor educators, interns, education leaders, as well as the school counseling profession.

SUPERVISION OF SCHOOL COUNSELORS-IN-TRAINING:

SITE SUPERVISORS' EXPERIENCES

AND PERSPECTIVES

by

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APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

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Life is what happens to you while you're busy making other plans. –John Lennon

Throughout the past five years, I found myself repeating this famous quote. John Lennon's words summarize my doctoral process. As I began to write these acknowledgments, I learned that the quote is from Lennon's song, Beautiful Boy (Darling Boy), written for his son Sean. How profoundly fitting. My sweet, darling boy Matthew was born just six months before I finished my dissertation. He was with me for 14 months of the process. (Surprise, he was a month early, and my plans for finishing data analysis before becoming a mommy were thwarted. No doubt the first of many surprises he has in store for me.) In many ways, becoming pregnant motivated me to complete my dissertation and move into a new stage of life, unburdened by plans I made in my past.

Five years ago, my plans were to become a counselor educator, and I focused on a linear, uphill path. To put it in "goal setting" terminology that I teach my students, I had a SMART Goal, and I was expeditiously checking off the action steps on the way to achieving my goal. I had very little time for anything else in life, and since my plan had a 3-year timeline, I was okay with having little to no time for anything else. Nine months later, I realized, I was not okay, and I began to allow life to happen.

I met my husband, Andrew, at the end of the first year of my doctoral program. He is my rock and became the foundation I didn't even realize I needed to ground me as I pursued my goals. In fact, the foundation he provided for me gave me the freedom to re-evaluate my plans, my life, and be more honest with myself about who I am and what I

want. His unwavering support for me allowed me to explore what truly brings me joy in life, and at the same time he encouraged me to follow through with the plan I previously made, to obtain my PhD in Counseling and Counselor Education. Many times I wanted to quit, or at least take (another) break. With steadfast patience, Andrew insisted I finish, and supported me every step of the way, even when my steps were backwards and sideways. He is an amazing husband and father, and I am honored to share my life and my plans with him.

Andrew was by my side as life moved into the space my plans occupied. Some moments were immensely joyful, our wedding and birth of our son; others contained a great deal of sorrow, the death of loved ones and the divorce of a family. Our companionship was invaluable in these big moments, and it was developed in the smaller moments. Day trips to the beach, geocashing, football, a shared enthusiasm for rollercoasters (even when covered with poison ivy!), good food and good beer. Who knew? Life is good!

And so, I embraced a life and choices that moved me away from my original plan and towards goals that are more true to myself. Others supported me along the way. My dad checked in with me often about school and life, and was the first at my side during a particularly difficult time. My mom also supported me along my winding journey. Throughout my life, my mom has been accepting, genuine, and empathic as she listened (and listened, and listened) to me. Carl Rogers, meet Carol Hendricks Kayler. In fact, sounding off of her listening ears helped me to become more accepting, genuine, and empathic with myself, and, in turn, others. She was invaluable during the final push to

finish, agreeing to keep Matthew as often as needed so I could devote more time to dissertating.

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CHAPTER I

INTRODUCTION

Rationale for the Study

Supervision is necessary to promote and monitor best practices of human service professionals, and is used in a variety of professions, such as clinical psychology (Gabbay, Kiemle, & Maguire, 1999), school psychology (Fischetti & Crespi, 1999), and teaching (Pajak, 2002; Zepeda, 2002). Clinical supervision also is a critical component of university counselor training programs. Generally, supervision is a process in which an experienced member of a profession mentors and provides quality experiences, instruction, and feedback to a novice member of the profession (Bernard & Goodyear, 2009). With regard to school counseling interns, clinical supervision focuses on their application of counseling theory and skills when working with students, parents, administrators, and other stakeholders in the school. Specifically, clinical supervision consists of the supportive and educative activities supervisors provide to school counselors-in-training (Association for Counselor Education and Supervision [ACES], 1993). Overall, the purpose of clinical supervision within the field of counseling is the growth and enhanced effectiveness of the trainee (Borders, 1991; Sergiovanni, 1984), a process that is “characterized by a cycle of feedback, practice, and additional feedback” (Borders, 1991, p. 253).

According to Leddick and Bernard (1980), the development of clinical supervision may be traced to the 1920s, within the practice of psychoanalysis. The first text on the process of supervision was published by Eckstein and Wallerstein in 1958. In the 1960s and 1970s, discussion of supervision processes extended across theoretical orientations. Despite a growing discourse about supervision, educators and practitioners approached supervision in much the same way as they approached therapeutic relationships, relying on basic helping skills and theoretical orientations to promote growth (Bernard, 2005). By the late 1970s and early 1980s, models of supervision were being developed and a discussion of supervision roles and foci began to emerge (Leddick & Bernard, 1980). By the 1990s, supervision had emerged as a "distinct field of preparation and practice" (Dye & Borders, 1990, p. 32) with a unique body of knowledge and skills. Over the past thirty years, supervision has received increasing amounts of attention in practice and research.

Nonetheless, in 1992, Bernard and Goodyear commented that clinical supervision "was still in its adolescence, growing energetically and randomly as adolescents do" (as cited in Bernard, 2005, p. 7). Bernard (2005) observed that over the past quarter century, the professionalization of supervision has emerged as a popular field of study. Specifically, Bernard noted that the past 25 years of supervision research has focused on organizing supervision, ethical and legal parameters, individual differences and relational themes, model development, and modalities and techniques.

Within the specialty of school counseling, clinical supervision literature focuses primarily on supervision and training within university and college settings (Bradley,

1989; Ellis, 1991; Freeman & McHenry, 1996; Friedlander & Snyder, 1983; Haring-Hidore & Vacc, 1988; Ladany, Ellis, & Friedlander, 1999; Ladany, Hill, Corbett, & Nutt, 1996; Morran, Kurpius, Brack, & Brack, 1995; Prieto, 1998; Romans, Boswell, Carlozzi, & Ferguson, 1995; Wantz & Morran, 1994; Worthen & McNeil, 1996) and on detailing the importance of providing clinical supervision for practicing school counselors and the problems associated with post-degree clinical supervision (Crutchfield & Borders, 1997; Crutchfield et al., 1997; Henderson & Gysbers, 1998; Henderson & Lampe, 1992; Kern, 1996; Roberts & Borders, 1994; Schechtman & Wirzberger, 1999; Sutton & Page, 1994; Williamson, 1999).

Counselor development is at the heart of clinical supervision practice and research. Perhaps the most critical time for counselors to receive clinical supervision is during their training. This is particularly true for school counseling interns, for whom no clinical supervision is mandated by state or district standards (Herlihy, Gray, & McCollum, 2002). School counseling interns receive supervision from two sources, a university supervisor and a site-based supervisor. University program-based supervisors are usually program faculty or doctoral students who have received or are working towards a doctoral degree in counseling or a related field.

Program-based supervisors typically have received supervision training, and are knowledgeable about counselor development models, supervision models, delivery methods of supervision, and ethical and legal considerations. These supervisors understand relational themes and have a variety of techniques on which to draw to

promote the growth of counselors-in-training. Also, program-based supervisors have colleagues with whom they may consult about issues that arise in supervision.

Program-based supervisors may not be aware of the day-to-day roles and functions of site-based professional, since they operate from a university environment. School counselors, in particular, perform vast and varied duties within their job description. In general, school counselors work to promote the academic, career, and personal-social development of students (American School Counselor Association [ASCA], 2005). In order to promote positive development of students, school counselors work at the macro-level, implementing comprehensive school counseling programs, as well as the micro-level, working one-on-one with students and their families (Erford, 2007). Thus, to comprehensively prepare future school counselors, site-based supervision also is essential.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) requires a 600-hour internship under the supervision of a certified school counselor. Practicing school counselors often are the site-based supervisors of school counseling interns. Most school based site supervisors have a terminal master's degree in school counseling and a minimum of two years' experience as a school counselor. Many site supervisors have received no supervision training because that is not a prerequisite for hosting interns or providing them with supervision (Kahn, 1999; Nelson & Johnson, 1999; Studer, 2005). In addition, training in clinical supervision is rarely offered as part of master's degree counselor education programs and is rarely available to practicing school counselors after they complete their graduate study.

Because many site supervisors have not been trained for their supervision role, their supervision is mostly based on their personal traits and professional experience (Lazovsky & Shimoni, 2007). Also, school counselors are encouraged to focus on accountability and program evaluation as a result of current trends in school counseling (ASCA, 2005; The Education Trust, 1997). Although school counseling interns are taught leadership skills and a comprehensive and developmental model of school counseling, often they are supervised by site supervisors performing under a traditional student-centered model (Studer, 2005).

Site supervisors may be guided by documents they receive from counselor training programs (Pérusse, Goodnough, & Noël, 2001; Roberts & Auger, 2000; Stanley, 2003). These documents are specific to each training program; they are not standardized guidelines or research-based models (Lazovsky & Shimoni, 2007). Also, professional supervision guidelines are either more directed toward counselor educators (American Counseling Association [ACA], 2005) or too general, dealing mainly with the personal and professional characteristics, knowledge, and competencies that are needed to be an effective supervisor (CACREP, 2009; Supervision Interest Network of the Association for Counselor Education and Supervision [SINACES], 1990). Moreover, many counselor training programs are not CACREP accredited; in these programs, clinical experiences are regulated by state mandates and individual programs (Bradley & Fiorini, 1999).

Supervisors are responsible for selecting a supervision model to conceptualize and contextualize supervision (Bernard & Goodyear, 2009). Clinical and mental health supervision models are inadequate for the supervision of school counseling interns

because they do not include supervision that focuses on the unique roles and tasks required of school counselors such as academic planning, implementing and evaluating a comprehensive school counseling program, facilitating parent-teacher conferences, providing classroom guidance, and engaging in leadership, advocacy, collaboration, and systems support (Wood & Rayle, 2006). Also, clinical and mental health models do not address the multiple systems (i.e., parents, teachers, and administrators) that impact school counseling.

Despite a lack of training in supervision, inconsistencies in supervision guidelines, and differences within the school counseling profession, the site supervisor plays a critical role in counselor education (Baird, 1999; Boylan, Malley, & Scott, 1995; Jackson et al., 2002; McCrea, 1992; Peace & Sprinthall, 1998; Studer, 2005; Thomas, 1992). During supervised school-based practica and internships, counselors-in-training experience different aspects of the school counselor role and have the opportunity to integrate the theories and skills learned in their preparatory classes with real world experience (Roberts & Morotti, 2001). Ideally, as a result of practica or internship experiences and program- and site-based supervision, development of the school counseling intern is the best it can be at a novice stage (Lazovsky & Shimoni, 2007; Roberts & Morotti, 2001) and the trainee is prepared to begin work as a school counselor.

Guidelines and models specific to site supervision of school counseling interns have been proposed to aid supervisors. Also, eight research studies investigating site-supervision of school counseling interns have been conducted (DeKruyf, 2007; Kahn, 1999; Lazovsky & Shimoni, 2006, 2007; Stephens, 2008; Walter, 2009; Ward, 1997;

Whitman, 2005). The sparse body of empirical literature has examined site supervisor training (DeKruyf, 2007; Stephens, 2008), site supervisor practices (Kahn, 1999; Lazovsky & Shimoni, 2007), critical components of internship contracts (Lazovsky & Shimoni, 2006), and site supervision from the intern's perspective (Walter, 2009; Ward, 1997; Whitman, 2005). Examining existing literature developed to guide site supervision of school counseling interns provides a framework for studying school counselor site supervisors' perceptions of school based supervision. The empirical literature regarding site supervisor practices, components of internship contracts, and site supervision training is briefly described in this chapter. A full review of the empirical literature is presented in the following chapter.

Guidelines for Supervision of School Counseling Interns

Roberts and Morotti (2001) suggested seven guidelines to assist site supervisors in providing supervision to school counseling interns. The seven guidelines are: (a) supervisors need to know what is expected of them prior to agreeing to host an intern; (b) site supervisors need training in supervision; (c) site supervisors should behave as role models; (d) site supervisors need to know ethical and legal codes impacting the school counseling profession; (e) site supervisors and program faculty must have regular communication; (f) site supervisors should communicate concerns related to a trainee's professional development to program faculty as soon as warranted; and (g) site supervisors encourage reflection and process time to enhance trainee's professional decision making and skill development. These guidelines are based on legal and ethical

codes and regulatory standards in the field of counseling (ACA, 2005; ACES, 1993; ASCA, 1999, 2010; CACREP, 2009; SINACES, 1990).

Studer (2005) proposed guidelines that presented supervisory roles (based on Bernard, 1979, 1997), expectations, stages, and techniques with a goal of providing school counselor site supervisors with a basic understanding of clinical, developmental, and administrative supervision to assist them as they supervise trainees. In her guide, supervision begins with identification of an appropriate mentor followed by a written contract of supervision. She proposed three stages of supervision: initial, middle, and later, and suggested that site supervisors assume the roles of teacher and counselor in the initial and middle stages. The consultant role may emerge in the middle stage and be predominately assumed in the later stage.

In addition to assuming roles within a supervisory relationship, Studer (2005) suggests various modalities of supervision at each stage and under each role. For example, she suggests that site supervisors use live observation, modeling, case studies, role-playing, video and audio observations, case presentations, and technology-assisted training and feedback to enhance trainee's clinical skills. When supervisors focus on trainee development, Studer recommended techniques such as interpersonal process recall and journaling. Studer's guidelines include administrative supervision, acknowledging that school counselors work with a diverse group of individuals in numerous ways, delivering a school counseling program that supports the educational mission of the school. She suggested that administrative responsibilities include understanding the school administrative structure, maintaining records, and

demonstrating a positive work ethic. Studer's (2005) guide is comprehensive and is designed to match the components of the delivery system endorsed by the ASCA National Model (2005).

Models of Site Supervision of School Counseling Interns

Prior to 1999, Drapela and Drapela (1986) wrote the only article that addressed the role of the school counselor as a supervisor for interns. Based on the assumption that school counselor supervisors had no training or guidelines by which to inform their supervision practice, the authors discussed the nature of intern supervision, identified counselor skills and strategies suitable for various stages of supervision, and proposed a concrete and sequential outline for structuring supervision. Consultation and counseling were considered the critical components with regard to the nature of intern supervision. The skills and strategies the authors suggested were suitable for conducting supervision included basic helping skills that were person-oriented, issue-oriented, or behavior-oriented, based on the supervisor's assessment of the stage of supervision. Drapela and Drapela perceive supervision as a process with four stages. In the first stage of supervision, they recommend the supervisor use person-oriented strategies and take an active role in supervision. By the fourth (evaluation) stage of supervision, Drapela and Drapela (1986) propose that the supervisee will be able to "self-supervise" and the supervisor's role is to facilitate issue- and behavior-oriented strategies to promote the intern's autonomy.

Based on Littrell, Lee-Borden, and Lorenz's (1979) developmental framework for counseling supervision, and Bernard's (1979) Discrimination Model, Nelson and Johnson

(1999) proposed an approach for providing clinical supervision to school counseling interns that integrated supervisor roles, intern skills, and four stages of the supervision process. They proposed that supervision occurred across an orientation stage, a working stage, a transition stage, and integration stage, and that within each stage, supervisors assess interns' needs and select the supervision focus and the most suitable supervision role for accomplishing supervision goals.

Nelson and Johnson's (1999) model focuses on counseling skills development (e.g. conceptualization and intervention skills) as opposed to administrative or programmatic issues that may arise in supervision. The authors stated one implication of their model was that university faculty need to better understand the training needs of school counselor site supervisors. They suggested that future researchers survey school counselors in order to conduct an in-depth assessment of issues such as how much supervision they provide, what types of issues appear most often in supervision, how they actually conduct supervision, what supervision models, if any, they tend to use, and what types of supervision training would be helpful.

Peterson and Deuschle (2006) proposed a five component model for supervising school counseling interns without previous teaching experience. Their model focused on providing *information* for administrators and site supervisors about research related to non-teachers, *immersion* of school counseling interns in the school context and systems, *observation* of school culture, *structuring* of site supervision to include a contract with recommended experiences, and promoting *awareness* within the trainee regarding student development, classroom skills, and lesson planning.

Luke and Bernard (2006) extended The Discrimination Model (Bernard, 1979, 1997) into site supervision of school counseling interns with the School Counseling Supervision Model. The original Discrimination Model was designed to raise awareness of the clinical supervisor regarding their choices for both focus and role with supervisory relationships. Luke and Bernard adapted the model not only to promote awareness of focus and role, but also to consider the four domains of comprehensive school counseling programs, according to the ASCA National Model. The domains are large group intervention; counseling and consultation; individual and group advisement; and planning, coordination, and evaluation. The extension of the model for school counselor-in-training supervision is based on the following premises: (a) the domains are amenable to clinical supervision; (b) supervisors must attend to duties outside of individual and group counseling; (c) the "technical eclecticism" (Luke & Bernard, 2006, p. 286) of The Discrimination Model is beneficial when working with school counseling interns; (d) each domain requires skills that are espoused in the model; and, (e) the supervisory roles that are helpful in the supervision of individual and group counseling are relevant to the domains.

Luke and Bernard (2006) also expanded the foci of supervision to better accommodate the various functions a school counseling intern may perform. For example, a focus on intervention skills was expanded to include classroom guidance, needs assessments, and coordination. Focusing on conceptualization skills may include examining the relationships among school counseling activities, planning school wide functions, and choosing developmentally-appropriate classroom guidance. Focusing on

personalization skills was expanded to include how a trainee performs and copes in variety of contexts, including assertiveness, advocacy, and poise. Adopting roles also has been expanded and may include modeling of parent-teacher conferences, negotiating with administrators, and encouraging reflection of thoughts and feelings about educational mandates affecting school counseling programs.

Supervisors implementing the School Counseling Supervision Model must consider the three foci, three roles, and four domains. First, supervisors choose the domain of school counseling on which they intend to provide supervision. Secondly, they choose a focus within the domain, and finally they select the role they intend to assume in order to best promote growth and professional development of the supervisee. According to Luke and Bernard (2006), the School Counseling Supervision Model helps site supervisors appreciate the supervision needs of interns, helps balance other models that focus on individual counseling, and more closely aligns with experiences school counseling interns will likely have at their sites.

The Goals, Functions, Roles, and Systems (GFRS) Model was proposed by Wood and Rayle (2006) and focuses on the ASCA (2005) National Model themes of leadership, advocacy, collaboration, and systemic change. Theoretical foundations of the model are the Working Alliance Model of Supervision (Bordin, 1983), The Discrimination Model (Bernard, 1979, 1997), and the SAS Model (Holloway, 1995). Wood and Rayle's model is based on the following suppositions: (a) supervision is a constructivist process; (b) there is a symbiotic link among the goals of supervision, school counseling interns' experiential activities, and the functions of supervision; (c) shared agreement about

activities, expectations, and outcomes is key to successful supervision; and (d) the ability to work within and between systems within the school counseling profession is crucial for successful supervision outcomes.

As opposed to the aforementioned models, the components of the GFRS Model are interrelated. The process of developing goals, discerning functions, and assuming roles is continually influenced by various systems. With regard to the supervision goals component of the model, the GFRS Model subsumed the eight goals of the Working Alliance Model (Bordin, 1983) and proposed an additional eight goals based on the ASCA National Model (ASCA, 2005), including leadership, advocacy, assessment and use of data, systems support, individual planning, classroom guidance, and responsive services. The supervision functions component of the model is based on Holloway's components of the SAS Model, which include monitoring and evaluation, instruction and advisement, modeling, consultation, support and sharing. Wood and Rayle (2006) extended the supervisory roles purposed in The Discrimination Model (Bernard, 1979, 1997). The five roles of the GFRS Model include evaluator, advisor, coordinator, teacher, and mentor, with the coordinator being unique to school counselor supervision. The authors stated that assuming a certain role should be based on the accomplishment of goals, be selected to support the function, and be selected with consideration of the multiple systems. Finally, the systems component of the model suggests that supervisors need to be aware of how systems influence roles within supervision.

In 2007, Murphy and Kaffenberger presented their format for supervision of school counseling interns, along with a supervision training model for school counselors

who supervise interns. Like Luke and Bernard (2006) and Wood and Rayle (2006), Murphy and Kaffenberger also applied an ASCA National Model emphasis to The Discrimination Model. They argued that “selecting and implementing a model of supervision is critical for an organized, intentional, and grounded approach to training school counseling students” (Murphy & Kaffenberger, 2007, p. 290). The focus on Murphy and Kaffenberger’s format is clearly tied to the ASCA National Model, and the authors state that clinical supervision is not their focus.

In their format for supervision, Murphy and Kaffenberger (2007) emphasize the importance of weekly supervision meetings to focus on the trainee’s areas of strength and areas for growth, and they described specific activities that promote trainee growth. Training in their format was comprised of a half-day workshop during which counselor educators met five goals: “(a) to train practicing school counselors to be on-site supervisors and to supervise student counselors, (b) to inform onsite supervisors about practicum and internship assignments, (c) to outline basic field experiences required of the student counselors, (d) to briefly review a pre-K-12 practicum/internship manual (Murphy, 2005), and (e) to introduce the ASCA National Model” (Murphy & Kaffenberger, 2007, p. 293). Based on the feedback the authors received about their training, it appears as though at least two of the respondents were unsure whether the ASCA Model was a sufficient basis for supervision, and 15 or more respondents wanted supervision information in additional to the National Model.

Lambie and Sias (2009) proposed an Integrative Psychological Development Model of Supervision for Professional School Counselors-in-Training (IPDSM). Lambie

and Sias's (2009) clinical supervision model integrates Loevinger's ego development theory and developmental models of supervision (Blocher, 1983; Stoltenberg, McNeill, & Delworth, 1998). The IPDSM is intended to be a model upon which university supervisors and site supervisors collaborate in order to promote the psychological development of supervisees. Lambie and Sias proposed the model based on the variety of services school counselors are expected to provide and the role ambiguity associated with the professional school counselor. The goal of the IPDSM is "to ensure that the supervision environment first matches and then challenges students' existing cognitive schema . . . leading to psychological growth" (Lambie & Sias, 2009, p. 351). An essential component of the model is to emotionally engage the supervisee. Also, continuity, support and challenge, and skills development are components of the model that should be addressed throughout the supervisory relationship. Lambie and Sias (2009) stated that ideally the IPDSM would be implemented over 3 semesters, and the authors proposed that counselor education programs offer, "and perhaps mandate" (p. 355), training for potential site supervisors in the implementation of the model before they are approved as on-site supervisors.

Research about Site Supervision with School Counseling Interns

Kahn (1999) suggested that an explanation for the lack of research regarding site supervision of school counseling interns is that the roles and functions of school counselors are numerous and unique when compared to counselors in other settings. Therefore, Kahn investigated the degree to which on-site supervision time was allocated to the various roles and functions of school counseling, and identified factors associated

with differential time allocation. Results indicated that time was spent on individual and group guidance, consultation, coordination, developmental and career guidance, and evaluation and assessment, respectively. Supervisors prioritized supervision time based on their assessment of the needs of the trainees, as well as purposely limiting the amount of time focused on paperwork, and intentionally increasing the amount of time for supervision around consultation and coordination (Kahn, 1999).

Lazovsky and Shimoni (2006) examined the critical components of the site supervision contract, as perceived by mentors and interns. According to mentors and interns, the critical components of the supervision contract included rules and procedures, the intern's work, ethical standards of practice, and the mentoring relationship. Mentors placed greater importance on ethical standards while interns saw the supervision relationship as more critical. Based on their findings, Lazovsky and Shimoni suggested that mentors and interns receive training regarding ethical and legal standards, theoretical and applied models of supervision, and the practice of collecting and using assessment data. In many ways, this article taps into the site supervisors' perceptions; however, the research was conducted in Israel, which has different criteria for determining eligibility to be a supervisor than the United States. Also, Lazovsky and Shimoni's (2006) research focused specifically on mentoring, which may be considered a component of supervision (Bernard & Goodyear, 2009), or a particular form of supervision (Roberts, Morotti, Herrick, & Tilbery, 2001) with distinctive traits (Lazovsky, 2004).

Building on their 2006 study, Lazovsky and Shimoni (2007) examined both the ideal image of the mentor role and the actual way in which it is performed, as perceived

by mentors and interns. Eight categories of ideal mentors emerged including professional behaviors, personal characteristics, the mentoring relationship, and attitudes toward the role of mentor, which accounted for 80% of mentor descriptors and 72% of intern descriptors. The four remaining categories of ideal mentor characteristics were broken down into the specific supervisory roles, teacher, consultant, counselor, and sponsor. With regard to role performance, interns' ratings of mentor's contribution to specific target behaviors were compared to mentors' ratings. Overall, mentors rated their contributions higher than interns, and results showed salience of a focus on individual counseling skills within supervision. When the supervisory roles were factor analyzed, the role factors that emerged were teacher, sponsor, counselor, boundary keeper, and outside school sponsor, respectively. In addition to the limitations of Lazovsky and Shimoni's 2006 study, the questionnaire created for this study may not capture fully the actual supervisory behaviors. Moreover, the authors focused on supervisor roles even though their own research revealed that professional behaviors, personal characteristics, the mentoring relationship, and attitudes toward the role of supervisors accounted for at least 72% of the ideal mentor descriptors.

DeKruyf (2007) explored the training needs of school counselor site supervisors in the Pacific Northwest via the construct of self-efficacy. Results indicated that many site supervisors have little or no supervision training, and that supervisor self-efficacy appears relatively strong, consistently so for those who had over 40 hours of training. A slightly positive relationship ($r = .202$, $p < .009$, one-tailed) between number of hours of supervision training received and perceived self-efficacy regarding supervision was

identified. DeKruyf's findings, at least in part, reveal that school counselor site supervisors believe in their ability to serve as effective supervisors of school counseling interns.

Stephens (2008) examined the actual experiences and perceptions of site supervisors and school counseling interns in preparing trainees for the multiple roles and duties they will fulfill in California public schools. Ten site supervisor and intern dyads participated in face-to-face interviews and completed a questionnaire. The questionnaire focused on the 2001 school counseling standards of practice identified by the California Commission on Teacher Credentialing (CCTC). The standards of practice include (a) comprehensive counseling, (b) collaboration and teaming, (c) leadership and advocacy, (d) mental health assessment, (e) multicultural proficiency, (f) data-driven decision making, and (g) systems analyst (Stephens, 2008).

Participants identified 3 elements, 5 domains, and 52 categories of site supervision practices to help school counseling interns develop competency in the school counseling standards. The three central elements are (a) nurturing the supervisory dyad dynamics, (b) engaging in culturally-proficient practices, and (c) developing a systems perspective of schooling. Each of these elements are integral components of the five domains: (a) fostering professional identity, (b) induction into schooling, (c) servicing student needs, (d) managing counseling programs that are school-wide, and (e) using data for assessment and decision-making (Stephens, 2008). Stephens concluded that site supervisors and interns are engaged in practices aligned with California's standards.

The proposed models and guidelines for site supervision (Drapela & Drapela, 1986; Lambie & Sias, 2009; Luke & Bernard, 2006; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Peterson & Deuschle, 2006; Roberts & Morotti, 2001; Studer, 2005; Wood & Rayle, 2006) have not been applied and examined empirically. These models were all proposed by counselor educators, rather than by school counselor site supervisors. Indeed, a site supervisor, who is a member of ACES and has attended its conferences, noted that supervision is addressed at conferences and in the literature from the perspective of counselor educators only (Miller & Dollarhide, 2006). Of the empirical studies that have been conducted, two sampled an Israeli population that may not resemble American school counselors, one focused solely on the allocation of supervision time, one focused specifically on training needs, and the other was specifically designed to align with school counseling standards in the state of California.

Statement of the Problem

According to Bernard and Goodyear (1998), “the success of a field experience depends to a great extent on the site supervisor’s investment in supervision, mentoring, modeling, understanding of professional development, approachability, accessibility, and ability to nurture professional growth” (as cited in Peterson & Deuschle, 2006, p. 273). Several researchers have stated that not enough attention has been paid to preparing practicing school counselors to be site supervisors (Borders, Cashwell, & Rotter, 1995; McMahon & Simons, 2004; Roberts & Morotti, 2001). Peterson and Deuschle (2006) stated that site supervisors may be uncertain, or even skeptical, about current trends in school counseling. Also, they stated that site supervisors may be uncomfortable with

requirements of site supervision and feel neglected and poorly trained by campus supervisors (Peterson & Deuschle, 2006). Herlihy et al. (2002) observed a problematic cyclical pattern when untrained supervisors provide inadequate supervision to school counseling interns, who may one day become supervisors themselves, without ever receiving adequate supervision or adequate training in supervision. Despite observations that school counselors are not receiving adequate training in order to provide supervision to school counseling interns, there is no empirical evidence of the effects of this lack of training on the supervisor or supervisee.

Akos and Scarborough (2004) found that 66% of 59 school counselor internship syllabi studied identified the site supervisor as the sole person responsible for individual supervision; therefore, a greater understanding of the actual and ideal school counseling site supervision experience is necessary to ensure that school counseling interns are receiving adequate supervision and site supervisors' needs are being met by university and college programs. In recent years, increased attention has been given to the need to address the distinctive issues of the school-based supervision of counseling interns (Herlihy et al., 2002; Lazovsky & Shimoni, 2007), and to suggest supervision models and guidelines (Kahn, 1999; Lambie & Sias, 2009; Luke & Bernard, 2006; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Roberts & Morotti, 2001; Studer, 2005; Wood & Rayle, 2006). However, there is a scarcity of research studies dealing with the actual and ideal experience of site supervision, particularly from the site supervisor's perspective. Also, a dearth of literature exists specifically addressing the unique challenges faced by site supervisors hosting school counseling interns (Kahn, 1999;

Lazovsky & Shimoni, 2007; Roberts & Morotti, 2001). Additionally, much of the existing literature depends on Bernard's (1979, 1997) Discrimination Model and the supervisory roles of counselor, teacher, and consultant, even though empirical studies are inconclusive as to whether the roles are critically important to providing adequate supervision to school counselors (Lazovsky & Shimoni, 2006, 2007). Finally, no literature has explored site supervisors' experience of supervising school counseling interns.

Purpose of the Study

The primary objectives of this study are to (a) examine school counselor site supervisors' supervisory practices, (b) identify school counselor site supervisors' perceptions regarding the ideal supervision experience, (c) identify what site supervisors need in order to experience an ideal scenario of site supervision, and (d) bring site supervisors' experience of supervising school counseling interns to the forefront of school counseling and counselor education literature. Knowledge of school counselors' experiences of providing supervision to school counseling interns may contribute to best practices model development and training of site supervisors, but before any of these assumptions can be made, an investigation of school counselor site supervisors' experience of supervising interns must take place.

Research Questions

1. What are school counselor site supervisors' actual experiences of providing supervision to school counseling interns?

2. What are school counselor site supervisors' perceptions of the ideal supervisory experience?
3. What do school counselor site supervisors need to achieve their ideal supervisory experience?

Need for the Study

There is a gap in the research that does not address school counselor site supervisors' experiences of providing supervision to school counseling interns. The actual experience of site supervision in a school setting, including rewards and challenges of site supervisors, has not been studied. Site supervisors play a critical role providing supervision to school counseling interns; however, their experiences of supervision, including rewards, challenges, and needs, has not been investigated. Adequate supervision is critical to the successful growth and development of counselors; therefore, it seems a worthy cause to investigate the experience of site supervision from the supervisors' perspective. Understanding how school counselor site supervisors are experiencing supervision is a first step toward filling the gap in the literature and toward improving those aspects of supervision that are beneficial and decreasing those that seem to hinder the process.

Definition of Terms

Supervision is defined as the "process in which an experienced member of the profession mentors and provides quality experiences, instruction, and feedback to a novice member of the profession" (Studer, 2005, p. 354; also see Bernard & Goodyear, 1992).

Clinical supervision, in this study, focuses on school counseling interns and their application of counseling theory and skills when working with students, parents, administrators, and other stakeholders in the school. It consists of the supportive and educative activities supervisors provide to counselors-in-training (ACES, 1993). Its purpose is to promote the growth and enhanced effectiveness of the trainee (Borders, 1991; Sergiovanni, 1984) and is "characterized by a cycle of feedback, practice, and additional feedback" (Borders, 1991, p. 253).

The term *program supervisor* refers to the individual employed by the college or university who is responsible for the clinical course in which the school counselor-in-training is enrolled (Studer, 2006).

The *site supervisor* has a master's degree in school counseling and a minimum of two years' experience as a school counselor. This person is responsible for providing the school counseling intern opportunities to engage in school counseling activities and to provide feedback and assessment of their performance (Studer, 2006).

The *school counseling intern* refers to the individual being supervised for entry into the profession. The *school counseling intern* is at an advanced state in one's program of study, usually in the final year of meeting program, licensure, or degree requirements. *School counseling interns* are required to spend considerable time on-site working with clientele relevant to their final program of study (Roberts & Morotti, 2001).

Organization of the Study

This dissertation is presented in three chapters. The first chapter provides an overview of the research on site supervision of school counseling interns, the need for the

current study to expand this research by considering the perspectives of site supervisors, and states research questions. The second chapter gives a detailed review of literature related to the topic of site supervision and further elaborates the need for the current study in the area of school counseling interns' site supervision. The third chapter describes the methods that were used to collect data on school counselors' site supervision experiences, as well as information about participants. The fourth chapter presents the results of the current study. In the fifth chapter, implications and steps for future research are discussed.

CHAPTER II

LITERATURE REVIEW

Before beginning a discussion of school counselors' site supervision experiences, it is important to examine the body of literature already available on the topics of professional school counseling, and supervision and counselors-in-training. It is equally important to explore what is already known about site supervision of school counseling interns. The following sections contain theoretical and empirical research that will serve as a foundation on which to build future research in this area.

Professional School Counseling

History

Over the past century, the school counseling profession has evolved from focusing on career development (Aubrey, 1991) to implementing comprehensive, developmental, and collaborative school counseling programs (Paisley & McMahon, 2001). Numerous forces have contributed to its evolution, including "the social, political, economic, and psychological issues facing schools, communities, families, children, and adolescents" (Paisley & McMahon, 2001, p. 106). This section highlights key developments in the evolution of professional school counseling.

Vocational guidance. The Industrial Revolution brought massive changes to American society. People like Jesse B. Davis, Frank Parsons, and social reformers of the Progressive Education Movement initially shaped the school counseling profession in

order to respond to the negative social conditions associated with the revolution (Gysbers & Henderson, 2001). Their work focused on vocational guidance, or “the transition from school to work, emphasizing an appropriate client-occupational match” (Lambie & Williamson, 2004, pp. 124–125).

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

Educational guidance. Educational guidance, which emerged in the early 1900s, addressed pupil distribution and personal adjustment difficulties in addition to attending to school-to-work transitions (Aubrey, 1991). In the 1930s, educator John Brewer extended the initial view of educational guidance to see “much, if not all, of education as guidance” (Gysbers, 2001, p. 99). Brewer’s expanded definition “opened up the entire spectrum of education and human development to guidance” (Aubrey, 1991, p. 10). Thus, with these two disparate views of educational guidance, the door was opened that allowed a segmenting of the profession, as evidenced by the many and sometimes conflicting roles fulfilled by professional school counselors. These roles range from scheduling to being an inseparable and essential part of the education process as put forth by ASCA’s (2003, 2005) National Model.

In its early history, several other influences further segmented the practice of school counseling, including a growing enchantment with psychometrics, increased interest in developmental studies of children, and the introduction of cumulative educational records (Gysbers, 2001). E. G. Williamson's (1939) trait and factor theory, which spread with the publication of his book, *How to Counsel Students*, was another major influence. Williamson espoused a counselor-centered directive approach to school counseling, in which the counselor took "responsibility for leading the student in areas and directions most helpful to the student" (Aubrey, 1991, p. 15).

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

Guidance counseling. In the 1940s, Carl Rogers (1942) greatly influenced the growing guidance movement with the publication of *Counseling and Psychotherapy*. His work shifted the counseling field to a non-directive, client-centered approach, where the client led the counseling process. As a result, in school counseling, guidance became one of the components of counseling, instead of the other way around (Aubrey, 1991; Lambie & Williamson, 2004). This shift further divided "an already disjointed profession" (Aubrey, 1991, p. 16). One outcome of this segmentation is the role conflict and

ambiguity that still plague the profession (Culbreth, Scarborough, Banks-Johnson, & Solomon, 2005).

The launch of the Sputnik spacecraft by Russian scientists in 1957, along with the passage of the National Defense Education Act in 1958, propelled the importance of guidance in schools (Baker, 2001; Herr, 2001). The Act essentially provided momentum for the creation of K-12 guidance programs and a basis for school counselors to be seen as vital professionals charged with executing the changing missions of schools (Baker, 2001; Herr, 2001). Thus, a spacecraft launch has been credited with launching the profession of school counseling. However, the process of evolving from a profession sustained by teachers with a list of guidance duties to dedicated counselors charged with developing a program tied to a school's mission was slow and remained fragmented.

By the end of the 1960s and into the 1970s and 1980s there were still few comprehensive guidance programs (Gysbers & Henderson, 2001; Herr, 2001). Many varied opinions were voiced about the role of school counselors and about how best to deliver services. The predominant pattern for service delivery continued to be that of school guidance counselors offering supportive remedial services, such as individual counseling, group work, testing, and scheduling, and dispensing educational and occupational information on the basis of individual need. Little attention was paid to outcomes of the guidance process (Gysbers & Henderson, 2001; Herr, 2001).

Comprehensive school counseling programs. By the 1970s, "it was increasingly apparent that . . . it was time to consider an organizational structure that could focus on the career, personal/social, and academic development of students" (Gysbers &

Henderson, 2001, p. 100). Influenced by several key contributors, the comprehensive developmental school counseling program approach began to emerge. Dinkmeyer and Caldwell (1970) called for comprehensive programs “based on the understanding of human development” (p. 53). Beginning in the 1970s, Gysbers and Moore (1981) laid out an organizational program structure that was refined over the years by Gysbers and Henderson (2006). In the 1980s, Myrick (1997) emphasized a program for all students that was organized, planned, sequential yet flexible, and integrated with the work of all school personnel. Also in the 1980s, Johnson and Johnson (2003) called for organized results-based programs. The goal was a

> reconceptualization of guidance from an ancillary, crisis-oriented service to a comprehensive program firmly grounded on principles of human growth and development . . . a program that is an integral part of the education process with a content base of its own. (Gysbers & Henderson, 1988, p. viii)

Currently, comprehensive school counseling programs are the most widely used organizational framework in school counseling (Gysbers & Henderson, 2001; Sink & MacDonald, 1998).

Implementation of comprehensive developmental school guidance programs was challenging. According to Sink and MacDonald’s (1998) nationwide survey, by 1998 approximately half of states had designed comprehensive programs. Their results, however, did not indicate that every school in these states had implemented a comprehensive developmental counseling program. In fact, Whiston (2002) found that great variation from state to state, from district to district, and from school to school continues to exist.

Implementation challenges are many and they persist into the present (Gysbers, 2005; Sink & Yillik-Downer, 2001). One of the difficulties discussed in the literature is the role conflict and ambiguity experienced by school counselors (Anderson & Perryman, 2006; Bauman et al., 2003; Culbreth et al., 2005; Lambie & Williamson, 2004; Tejada, 2006; Whiston, 2002). Leaders in the profession have been addressing these implementation challenges in response to national policy and educational reform (The Education Trust, 1997; U.S. Department of Education, 2002), together with pressing social needs that necessitate continued molding of many aspects of school counseling (Whiston, 2002).

School Counseling Present

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

Transforming School Counseling Initiative. In 1996, The Education Trust, a Washington, DC-based nonprofit organization, launched its national multi-staged Transforming School Counseling Initiative (TSCI) to assist school counselors in moving beyond their traditional role of helper-responder towards the role of proactive leader and advocate (House & Sears, 2002; Martin, 2002; Paisley & Hayes, 2003). The impetus

behind the work of The Education Trust arose from the standards-based education reform of the No Child Left Behind (NCLB) Act of 2001 (U.S. Department of Education, 2002).

The aim of NCLB was to "make schools accountable for student learning and to ensure that at-risk youth were not 'left behind' academically" (Dollarhide & Lemberger, 2006, p. 295). NCLB made no mention of the role school counselors should play in bringing about student success (Dahir, 2001; House & Hayes, 2002; Sclafani, 2005). The Education Trust, via the TSCI, aimed to change this by transforming the role of the school counselor through focusing on their graduate training.

The Education Trust's vision of the school counselor's role is one that focuses on "educational equity, access, and academic success, with a concentration on interventions that will close the achievement gap between poor and minority children and their more advantaged peers" (Pérusse & Goodnough, 2001, p. 102). In order to bring this vision to fruition, five domains were identified in which transformed school counselors need to be proficient and which therefore should be addressed by school counseling training programs (Jackson et al., 2002; Pérusse & Goodnough, 2001). These domains include: (a) leadership that is school-wide, (b) advocacy for rigorous preparation for all students, (c) teaming and collaboration with school staff, (d) counseling and coordination with community services, and (e) assessment and use of data, which entails assessing and interpreting student needs, goals, and barriers to learning for school-wide use in planning for change (Pérusse & Goodnough, 2001; Sears, 1999). These five domains all serve a primary academic focus (Jackson et al., 2002; Sears, 1999), and client-centered personal

counseling is deemed appropriate only to the extent that outcomes focus on improvement in students' academic success.

The ASCA National Standards. While the focus of the TSCI is on the training of pre-service school counselors, the focus of the ASCA National Standards (Campbell & Dahir, 1997) is on advancing existing school counseling programs by attending to student development. The ASCA National Standards also focus on educational reform calling for academic success for all students (The Education Trust, 1997; U.S. Department of Education, 2002). Therefore, "the heart of the National Standards is the following formula: STUDENT SUCCESS equals Academic Development plus Career Development plus Personal/Social Development" (Dahir, Sheldon, & Valiga, 1998, p. 3). These three domains of student development are each supported by three standards. The nine resulting standards are then supported by extensive lists of suggested student competencies representing attitudes, knowledge, and skills (Dahir et al., 1998). The suggested competency lists may assist districts and schools in formulating local competencies based on each school's mission and needs. Thus, the student competencies provide specific and measurable content to the nine national standards (Dahir, 2001).

The ASCA National Model. The ASCA National Model (2003, revised 2005) grew out of the National Standards, and has four components which provide a template for school counseling programs: the foundation, the delivery system, the management system, and accountability (Hatch & Bowers, 2002). The foundation of the National Model is grounded in each school's mission and local priorities, and is comprised of program beliefs, philosophy, and mission statement, as well as the ASCA National

Standards. The delivery system categorizes school counselor activities into comprehensive and developmental school guidance curriculum, student planning, responsive services, and systems support. The management system refers to the organizational supports within a school, “including administrative support, data-driven decision making, and the appropriate use of school counselor time” (Romano & Kachgal, 2004, pp. 192-193). Accountability includes program evaluation, and the “demonstration of the school counseling program’s effectiveness” (p. 193) as measured by students’ success (ASCA, 2003).

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

The National Standards and the National Model were designed to “aid school counselors, in their roles as counselors, consultants, collaborators, leaders, and advocates, in becoming accountable for the success of all students” (Pérusse et al., 2001, p. 50). They also were designed to answer the question, “How have students benefited because of what school counselors do?” (Schwallie-Giddis, ter Maat, & Park, 2004, p. 173).

Creating “one vision and one voice for school counseling programs” (ASCA, 2003, p. 8) is a goal of the TSCI and Standards-informed ASCA National Model.

However, a review of the literature revealed that not everyone is in agreement with a single vision and single voice (Akos & Galassi, 2004; Alexander et al., 2003; Lockhart & Keys, 1998; Magnuson, Norem, & Bradley, 2001). The literature continues to document longstanding and continuing role conflict and ambiguity among school counselors and among counselor educators (Akos & Galassi, 2004; Anderson & Perryman, 2006; Baker & Gerler, 2001; Borders, 2002; Lambie & Williamson, 2004; Tejada, 2006; Whiston, 2002).

Professional School Counseling and Supervision

Professional school counselors must assume an array of responsibilities within the school environment. According to ASCA (2005), these duties include the following: (a) facilitating all students' academic, personal/social, and career development; (b) promoting equity and access to rigorous educational opportunities for all students; (c) collaborating with stakeholders to provide developmentally appropriate prevention and intervention programs; and (d) using data to systematically evaluate outcomes of the school counseling program's services. Another important responsibility is that school counselors often provide site supervision to master's program school counseling interns. The site supervision of school counseling interns may provide a bridge to unite the visions and voices of school counselors and school counselor educators, and promote professional viability.

Interestingly, the ASCA National Model mentions counselor supervision only twice. In the section focusing on the foundations of school counseling programs, it is stated that school counseling programs should "be evaluated by a counseling supervisor

on specified goals and agreed-upon student competencies" (ASCA, 2003, p. 29). Supervision also is mentioned in the section focusing on the design of accountable school counseling programs. Accountable programs will "develop and use appropriate forms to supervise and evaluate counselors on job performance" (ASCA, 2003, p. 71). Based on these statements it is unclear what kind of supervision is promoted, and the term supervision is not included in the glossary of the document (Dollarhide & Miller, 2006). A review of the TSCI literature revealed no mention of supervision as a component of the initiative.

The importance of the supervised experience to the overall development of the counselor has been well documented in the literature (Fong, Borders, Ethington, & Pitts, 1997; Granello, 2002). Supervision also may promote professional identity development (Borders, 2002; Paisley & McMahon, 2001) for individual school counselors and also for the broader field of school counseling (Brott & Myers, 1999; Culbreth et al., 2005; Miller & Dollarhide, 2006). According to Brott and Myers (1999), "it is through the [supervised] internship experience that a bridge between the training and the practice of school counseling can be provided; in other words, this is where students learn about the reality of school counseling" (p. 347). Furthermore, Liddle, Breunlin, and Schwartz (1988) asserted that supervision is a major component of the development of a profession, and Miller and Dollarhide (2006), emphasized the "crucial connection between supervision, professional identity, and professional viability for school counselors" (p. 243). Given the integral role that supervised internships play (Magnuson et al., 2001; Miller & Dollarhide, 2006; Wood & Rayle, 2006), it is incumbent upon

school counseling professionals to attend to the needs of site supervisors in schools (DeKruyf, 2007; Kahn, 1999; Magnuson et al., 2001).

Counseling Supervision

The remainder of this chapter reviews the literature relevant to site supervision of school counseling interns. It begins by reviewing selected definitions of supervision, models of supervision, and supervision competencies, guidelines, and best practices. Literature focusing specifically on supervision in the context of school counseling is then examined. The focus then narrows further to review literature relevant to the site supervision of school counseling interns. The lack of trained school counseling site supervisors is briefly addressed.

Supervision Definitions

In order to understand site supervision of school counseling interns, one must first define supervision in general. Supervision has been recognized as “a distinct field of preparation and practice” (Dye & Borders, 1990, p. 32), with skills that are “distinctly different than those required to be effective as a counselor” (Magnuson et al., 2001, p. 213; Bernard & Goodyear, 1998).

In 1969, the Committee on Counselor Effectiveness offered a three-part definition that described “[a] who a supervisor is, [b] what supervision seeks to achieve, and [c] the activities that constitute this professional activity” (Bradley & Kottler, 2001, p. 4). This early definition of supervision identified three critical components of supervision: (1) who does it, (2) its purpose or goals, and (3) its activities or tasks (DeKruyf, 2007). Since then, working definitions of supervision have continued to expand and evolve (Borders &

Leddick, 1987; Clairborn, Etringer, & Hillerbrand, 1995; Cohen, 2004; Leddick & Bernard, 1980; Loganbill, Hardy, & Delworth, 1982; Watkins, 1997). Further, types of supervision have been identified and delineated; these will be discussed in more detail later in the chapter. For example, clinical supervision has been identified as distinct from administrative and program supervision. Clinical supervision "includes the supportive and educative activities of the supervisor designed to improve the application of counseling theory and technique directly to clients" (ACES, 1993, p. 1). Its purpose is to promote the growth and enhanced effectiveness of the trainee (Borders, 1991; Sergiovanni, 1984) and is "characterized by a cycle of feedback, practice, and additional feedback" (Borders, 1991, p. 253). Bernard and Goodyear (1992, 2004) offered the following definition of counseling supervision, one that is now widely used:

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

Studer (2005) summarized Bernard and Goodyear's (1992) definition of supervision to succinctly state that in its broadest terms, supervision is a "process in which an experienced member of the profession mentors and provides quality experiences, instruction, and feedback to a novice member of the profession" (Studer, 2005, p. 354). This broad yet succinct definition of supervision is used in this study.

Models of Supervision

Three basic categories of clinical supervision models provide a template for supervisors to guide their supervision practices (Bernard & Goodyear, 2009). Psychotherapy-based models use specific theories of psychotherapy to guide the supervision process. Developmental supervision models have two basic underlying assumptions: (a) the supervisor must be aware of the supervisee's process of moving toward competence through a series of stages, and (b) each supervisee's developmental stage requires a qualitatively different supervision environment if the most favorable professional growth is to occur (Chagnon & Russell, 1995). Stoltenberg et al.'s (1998) Integrated Developmental Model (IDM) is an example of a prominent developmental model that is commonly used. The IDM describes both the training process and types of supervisory interventions to be used.

The third category, social role models, focuses on the roles that supervisors engage in during supervision. Bernard's (1979, 1997) Discrimination Model is an example of a social role model of supervision commonly used in school counseling contexts (Lazovsky & Shimoni, 2007; Luke & Bernard, 2006; Murphy & Kaffenberger, 2007; Wood & Rayle, 2006). The Discrimination Model was designed to raise awareness of clinical supervisors regarding their choices for both focus and role in supervisory relationships. Focus areas for supervision include intervention skills, conceptualization skills, and personalization skills. The supervisor roles include teacher, consultant, and counselor. The role of the supervisor as teacher includes instruction, modeling, providing feedback, and evaluation. When supervisors are in the counselor role, they ask

supervisees to reflect on an activity, on their thoughts, or on their internal reality. As a consultant, supervisors act as resources for supervisees and encourage them to trust their own thoughts, insights, and feelings in their work. In any of these roles, supervisors can address any of the specific focus areas for supervisees, thus promoting professional growth (Bernard, 1979, 1997; Luke & Bernard, 2006).

Supervision Competencies

Psychotherapy-based models of supervision emerged as early as the 1920s, and by the late 1970s and early 1980s, developmental and social role models of supervision began to emerge (Leddick & Bernard, 1980). Concurrent with the development of these models, in the early 1980s, SINACES began the process of identifying general supervision competencies expected of counseling supervisors (Dye & Borders, 1990). Based on a review of the literature and results of a Delphi study, Dye and Borders (1990) identified "11 core areas of knowledge, competencies, and personal traits that characterize effective supervisors" (p. 28), which became known as Standards for Preparation and Practice of Counseling Supervisors. Included in the standards are recommendations regarding training, including a call for graduate training in counseling supervision, and for continuing educational experiences specific to supervision theory and practice (SINACES, 1990).

Supervision Curriculum Guidelines

A number of factors prohibited implanting the recommendations regarding training in the Standards (Borders et al., 1991), including the lack of curriculum guidelines. Therefore, ACES convened a committee of "educators, practitioners, and

researchers in the field of supervision, who had supervision experience in several work settings" (p. 60) including schools, to formulate curriculum guidelines for the training of counseling supervisors. The committee identified 7 core curriculum areas based on three themes emphasized in the Standards: (a) self-awareness, (b) theoretical and conceptual knowledge, and (c) skills and techniques. These core areas are: (a) models of supervision, (b) counselor development, (c) supervision methods and techniques, (d) supervisory relationship, (e) ethical, legal, and professional regulatory issues, (f) evaluation, and (g) executive or administrative skills (Borders et al., 1991). Major topics within each of these core areas also were identified, and "for each core area, specific learning objectives were written" (p. 60). The curriculum guidelines were intended to be flexible enough to provide training opportunities in a variety of counseling settings (Borders et al., 1991).

Best Practices in Clinical Supervision

An ACES Taskforce is charged with proposing and drafting "Best Practices for Clinical Supervision" (Borders et al., 2011). The Best Practices Guidelines are to be applicable across settings, and apply both to university and site supervision of counselors-in-training was well as applicants for counselor licensure. These guidelines also are intended to inform supervision training. The document reflects an extensive review of research, expert consensus in the professional literature, and consensus of Task Force members. The taskforce has identified 12 areas of Best Practices and delineated expectations within each area. The 12 areas are (a) initiating supervision, (b) goal-setting, (c) giving feedback, (d) conducting supervision, (e) the supervisory relationship, (f) diversity considerations, (g) ethical considerations, (h) documentation, (i) evaluation, (j)

supervision format, (k) the supervisor, and (l) supervision training/supervision of supervision. The guidelines

> are intended to be relevant and practical, and are offered to augment the judgment of supervisors as they strive to: (a) offer ethical and legal protection of the rights of supervisors and clients, and (b) meet the professional development needs of supervisees while protecting client welfare. (Borders et al., 2011, p. 2)

Supervisor Training Expectations

The *Ethical Guidelines for Counseling Supervisors* (ACES, 1993) stated that "supervisors should have had training in supervision prior to initiating their roles as supervisors" (Section 2.01). The *ACA Code of Ethics* (ACA, 2005) supported this requirement by maintaining that supervisors should be adequately prepared in supervision. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) standards stipulate "relevant training in counseling supervision" for supervisors, and also state that internship site supervisors should have a "minimum of two years of pertinent professional experience in the program area in which the student is completing clinical instruction" (Section III C). CACREP guidelines also state that a site supervisor must have a minimum of a master's degree in counseling or a related profession. The number of CACREP-accredited school counseling programs is 212 (CACREP, 2011). However, many school counselor preparation programs are not CACREP-accredited, leaving state regulations and the individual counselor education programs to determine content, clinical experiences, and supervisor expectations (Bradley & Fiorini, 1999). Finally, the ASCA (2010), in its *Ethical Standards for School Counselors*, does not make specific mention of supervision requirements, only stating

that a professional school counselor should provide “support, consultation, and mentoring to novice professionals” (Section F.2.b.).

Despite these assertions that supervisors be trained, supervision training is rarely required or offered in master’s level counseling preparation programs (Nelson & Johnson, 1999; Nelson, Johnson, & Thorngren, 2000; Studer, 2005). While this is true across all counseling specialties, the preparation and personal experiences with supervision that supervisors had as counselors-in-training may be qualitatively and quantitatively different from each other depending on setting (Walter, 2009). Also, there may be vast differences, due to certification and licensure requirements, in the length and focus of the supervisor’s training program and in the amount of mandated supervision hours (Walter, 2009).

A myriad of difficulties impede the ability of school counselor site supervisors to comply with training expectations, including time constraints and lack of available courses (Nelson & Johnson, 1999). Supervisors who practice without supervision training, however, may focus on and foster supervisees’ administrative skills at the expense of their clinical skills (Herlihy et al., 2002; Jackson et al., 2002; Nelson & Johnson, 1999). Given that appropriate supervision can reinforce and advance the professional identity of school counselors (Henderson, 1994; Lambie & Williamson, 2004), this potential mismatch in focus is concerning (Bernard & Goodyear, 2009; Borders & Usher, 1992). Indeed, it may be an impediment to the development of a holistic professional school counseling identity (Dollarhide & Miller, 2006; Studer, 2005) which impacts efforts to define the school counselor’s role (Brott & Myers, 1999).

Empirical Research on Site Supervision within the Counseling Profession

School counseling is an applied specialty within the larger counseling profession, and it shares core aspects and competencies of other counseling specialties, including individual and group counseling, individual and group assessment, multicultural sensitivity, ethical and legal code adherence, and evaluation proficiencies (Bronson, 2001). Authors have argued, however, that although some supervision competencies are shared among specialties, supervisors should have a solid knowledge of the specific professional area being supervised (Falender & Shafranske, 2008; Ladany, Friedlander, & Nelson, 2005). Researchers have sought to identify critical competencies of site supervision within counseling specialties, including rehabilitation counseling (Thielsen & Leahy, 2001), couples and family counseling (White & Russell, 1995), and career counseling (Lombardo, 2008; Sumerel & Borders, 1995).

Thielsen and Leahy (2001) randomly sampled 774 certified rehabilitation counselors (CRCs) in order to identify the supervisory knowledge and skill areas that are necessary for effective field-based clinical supervision of rehabilitation counselors. They used Bernard and Goodyear's (1992) definition of clinical supervision. Because the only criterion for inclusion in the sample was that the respondent be a CRC, high levels of variability existed among respondents' degree level, academic major, job title, employment setting, professional identity, and years of experience. Of the respondents, 28.7% reported having formal training in clinical supervision and 41.5% had provided supervision within 5 years of the survey. Thielsen and Leahy (2001) used the Delphi method to identify essential supervisory knowledge and skills, and retained 95 items.

Principal components analysis revealed six domains under which the 95 knowledge and skill items were grouped. The six domains were labeled ethical and legal issues, theories and models, intervention techniques and methods, evaluation and assessment, rehabilitation counseling knowledge, and supervisory relationship. MANOVA revealed that respondents who worked primarily as counselors, respondents who had earned a PhD, and/or respondents who had received supervision training perceived the theories and models domain as significantly more important than other certified rehabilitation counselors (Thielsen & Leahy, 2001).

White and Russell (1995) conducted a study to obtain "consensus in identifying the important variables that contribute to successful supervisory outcome" (p. 34) of marriage and family therapy (MFT) supervision systems. The participant pool consisted of 61 panelists who were faculty members at the American Association of Marriage and Family Therapy (AAMFT) accredited master's, doctoral, and postgraduate degree programs. Each panelist was designated as an AAMFT Approved Supervisor and had supervised at least one student in the year prior to the study. A two-round Delphi method was used to identify the important variables for successful supervisory outcomes. Initially, over 2,000 variables were identified. Editing reduced this to 771 variables, with only variables identified by at least 60% of the participants being included. In the second questionnaire, participants were asked to assess the importance of each variable to the practice of clinical supervision of marriage and family therapists. Five categories emerged: (a) the setting, (b) the supervisor and supervisee, (c) the relationship between supervisor and supervisee, (d) the activities in supervision, and (e) the interactions in

supervision. Effective supervision behaviors that emerged from the variables included the following: demonstrates professionalism; believes people can change and grow; maintains appropriate boundaries; enjoys providing supervision; operates with personal and professional integrity; enthusiastically invested in systems perspective; communicates effectively; understands process of human learning; trained to provide supervision; good social skills; accessible and available; clearly defines role expectations; believes each person is equal in value; and is responsive to others. White and Russell's (1995) study produced a vast amount of data on what constitutes effective outcomes in supervision. Their findings highlight the complexity and multifaceted dimensions of supervision.

Sumerel and Borders (1995) surveyed 34 supervisors of career counseling interns in college/university career planning centers (n = 13), college/university counseling centers (n = 11), and community colleges (n = 10) to obtain baseline information regarding the internship sites and supervisory practices in those sites. The descriptive survey was designed to obtain information about respondents' backgrounds, frequency of supervision provided, timing of supervision in relation to the counseling session, supervision approach, supervision format, and supervision focus. The 39 career counseling competencies identified by the National Career Development Association (1988) were listed in random order and respondents used a 5-point Likert scale to indicate the extent to which they emphasized the competency. Respondents also answered open-ended questions about what they believed contributed to and distracted from their effectiveness as a supervisor. The results indicated that supervisory practices were similar

in the three settings. Individual supervision occurred weekly and was based on interns' self-report, and supervisors most often emphasized skills and career information competencies and least often emphasized consultation competencies.

Lombardo (2008) used the Delphi method to examine the perceptions of 31 experienced career counselor supervisors with respect to the competencies that are critical for effective career counseling supervision. Forty critical competencies for effective supervision emerged (10 knowledge, 17 skills, 13 disposition). Also, the results revealed 7 qualities that make career counseling supervision unique from other counseling specialties, including the breadth of career-related information (e.g. job markets, technology resources) that is required to serve supervisees, integrating career issues with personal issues, and training in career-specific theories, interventions, and job search skills.

Results of these supervision competency studies reveal specific elements within specialties, separate from core factors common among all counseling specialties. As to whether school counselor-in-training supervision is unique and distinct from the practice of clinical supervision in other counseling specialties, three answers exist in the literature. Some authors have argued that school counseling supervision is a unique practice (Murphy & Kaffenberger, 2007; Stephens, 2008). Others argued that the same competencies may be applied across specialties (Nelson & Johnson, 1999; Roberts & Morotti, 2001). Still other authors have argued for the presence of both school-specific expertise and general counseling competencies for effective supervision of school counseling interns (Luke & Bernard, 2006; Wood & Rayle, 2006).

Conclusion

While intentionally flexible, the focus of the above definitions of supervision, models of supervision, standards for counseling supervision, curriculum guidelines, best practices guidelines, and empirical research in other counseling specialties is predominately on clinical supervision. Moreover, a typical school counselor is not likely to be a member of ACES or to have knowledge of or access to these standards and guidelines (Miller & Dollarhide, 2006). Further, based on the variety of responsibilities school counselors perform, it is questionable to assume that supervision research within other counseling specialties is applicable to school counseling. Attention to clinical work is important in all settings, including schools, and the literature indicates that in schools there is a need for a broader focus than that offered in existing definitions, models, standards, and guidelines (Akos & Scarborough, 2004; DeKruyf, 2007; Kahn, 1999; Miller & Dollarhide, 2006; Roberts & Borders, 1994; Roberts et al., 2001; Wood & Rayle, 2006).

Supervision in Schools

Although the preceding definitions of supervision, supervision competencies, curriculum guidelines, and training expectations are applicable to school counseling (Henderson & Lampe, 1992; Roberts et al., 2001; VanZandt & Hayslip, 2001), Kahn (1999) noted that their fit for professional school counselors was insufficient. This is because the school counseling setting calls for a focus that extends beyond the one-on-one focus typical in many mental health settings. Akos and Scarborough (2004) also contended that the multiple roles filled by professional school counselors required “an

expanded or reconstructed view of what ‘clinical’ training is for school counselors” (p. 106).

Categories of School Counseling Supervision

Barret and Schmidt (1986) categorized school counselor supervision into three distinct foci: (a) administrative, (b) clinical, and (c) developmental (also referred to as “program”). They proposed that administrative supervision be performed by principals with a focus on employee attendance, punctuality, staff relations, and outreach to parents; clinical supervision be performed by properly trained and certified counseling supervisors with a focus on direct service delivery; and program supervision be performed by program coordinators with a focus on program development, in-service training, and other system-wide concerns (Barret & Schmidt, 1986).

These three categories of supervision, administrative, clinical, and program, have been repeated in the literature (Dollarhide & Miller, 2006; Gruman & Nelson, 2008; Gysbers & Henderson, 2006; Henderson, 1994; Henderson & Gysbers, 1998; Henderson & Lampe, 1992; Nolan, 1998; Roberts & Borders, 1994; Studer, 2005), and provide a useful way to delineate among the various kinds of supervision in schools. They also provide a means to measure the kinds of supervision that school counselors prefer (Roberts & Borders, 1994). Each category is briefly described below in terms of its purpose(s), who its providers may be, and its actual and preferred prevalence among school counselors.

Administrative supervision. Administrative supervision is often carried out by a building principal or other school administrator (Herlihy et al., 2002) for purposes of

assuring that “counselors have worthy work habits, comply with laws and policies, relate well with other school staff and parents, and otherwise work effectively within the school system” (Henderson, 1994, p. 3). School counselors are most likely to receive this type of supervision (Herlihy et al., 2002; Roberts & Borders, 1994). Roberts and Borders (1994) surveyed practicing school counselors in North Carolina and found that 85% of the respondents indicated they were receiving administrative supervision, usually from a building principal. Interestingly, only 59% of respondents indicated that they wanted this type of supervision.

Program supervision. Developmental or program supervision is defined two ways in the literature. Barret and Schmidt’s (1986) definition focused on “program development, in-service training, and other system-wide concerns” (p. 53; also see Gruman & Nelson, 2008; Henderson, 1994; Nolan, 1998; Roberts & Borders, 1994). Its purpose is the “improvement of the guidance and counseling program and counselors’ pursuit of professional development” (Henderson, 1994, p. 3), and is best provided by a skilled school counselor rather than by an administrator (Henderson, 1994; Roberts & Borders, 1994). A second perspective on program or developmental supervision describes its purpose as being to promote the counselor’s affective and cognitive development, which calls for strategies such as case consultation and the monitoring of progress toward professional goals (Gysbers & Henderson, 2006; Studer, 2005). Because school counselors are charged with implementing comprehensive school counseling programs, knowledgeable supervision of program development and implementation is important (Jackson et al., 2002). Roberts and Borders (1994) found that although 70% of the school

counselors they surveyed received program supervision, 86% wanted program supervision.

Clinical supervision. As mentioned, clinical supervision has been more consistently defined in the literature. With regard to school counseling, its purpose is viewed as addressing the work done by school counselors relative to working with clients, and includes individual and group counseling, consultation with teachers and parents, assessment, and referral (Gysbers & Henderson, 2006; Herlihy et al., 2002; Roberts & Borders, 1994; Studer, 2005; Sutton & Page, 1994). Although a preponderance of literature addresses clinical supervision, researchers have found that it is the type of supervision provided the least in school settings (Page, Pietrzak, & Sutton, 2001; Roberts & Borders, 1994). Only 37% of respondents to Roberts and Borders's (1994) survey received any sort of clinical supervision, although 79% said they desired it. In a survey of practicing school counselors in Maine, Sutton and Page (1994) found that only 20% of their respondents actually received individual or group clinical supervision, although 63% reported desiring it. In a more recent national survey of ASCA members who were practicing school counselors, Page et al. (2001) found that 23% of respondents reported receiving individual or group clinical supervision while 67% desired it.

The large gap between school counselors desiring clinical supervision and actually receiving it has been cited as discouraging (DeKruyf, 2007; Paisley & McMahon, 2001), particularly because counselor development is at the heart of clinical supervision practice and research. Henderson and Lampe (1992) stated that "clinical supervision is a powerful and personalized means of nurturing professional development,

yet it is a particularly underdeveloped area in school counseling professional literature and practice" (p. 151). Based on previous observations (Herlihy et al., 2002; Lambie, 2007), Lambie and Sias (2009) cited the following benefits of clinical supervision for school counselors:

> (a) greater effectiveness and accountability,
> (b) enhanced skill development and competencies,
> (c) increased feelings of support, confidence, job satisfaction, professional identity development, and self-efficacy, and
> (d) decreased feelings of isolation, role ambiguity, and burnout. (p. 350)

The proposed study will focus primarily on clinical supervision, while at the same time recognizing the broader supervision focus called for in the literature when working in a school setting (Akos & Scarborough, 2004; Kahn, 1999; Miller & Dollarhide, 2006; Wood & Rayle, 2006).

Site Supervision in Schools

The supervision and training literature focuses almost exclusively on university-based supervision of counselors-in-training (Bradley, 1989; Ellis, 1991; Freeman & McHenry, 1996; Friedlander & Snyder, 1983; Haring-Hidore & Vacc, 1988; Ladany, Ellis, et al., 1999; Ladany et al., 1996; Morran et al., 1995; Prieto, 1998; Romans et al., 1995; Wantz & Morran, 1994; Worthen & McNeil, 1996). Only a limited body of literature exists that specifically addresses site supervision of school counseling interns (DeKruyf, 2007; Dollarhide & Miller, 2006; Drapela & Drapela, 1986; Kahn, 1999; Lambie & Sias, 2009; Lazovsky & Shimoni, 2006, 2007; Miller & Dollarhide, 2006; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Peterson & Deuschle, 2006;

Roberts et al., 2001; Stephens, 2008; Stickel, 1995; Studer, 2005; Walter, 2009; Ward, 1997; Whitman, 2005; Wood & Rayle, 2006). Considering that site supervision of school counseling interns is an “inherent and vital aspect in the helping professions” (Roberts et al., 2001, p. 208) and site supervisors are among the “most critical element[s] of optimal internship experiences that become the apex of a trainee’s course of study” (Magnuson, Black, & Norem, 2004, p. 5), more research specific to site supervision is warranted. The existing literature regarding site supervision of school counseling interns is reviewed in this section.

Defined as “the direct, day-to-day observation and contact between the site supervisor and the intern during the duration of the internship” (Roberts et al., 2001, p. 209), site supervision of school counseling interns has much in common with the supervision of practicing school counselors (DeKruyf, 2007). The literature on supervision of practicing school counselors is, at least in part, relevant to the site supervision of school counseling interns (DeKruyf, 2007). Two issues addressed in the literature regarding supervision of practicing school counselors also are apparent in the literature specific to the site supervision of school counseling interns: (a) the lack of site supervisors with training in supervision (DeKruyf, 2007; Dollarhide & Miller, 2006; Drapela & Drapela, 1986; Herlihy et al., 2002; Kahn, 1999; Miller & Dollarhide, 2006; Nelson & Johnson, 1999; Roberts et al., 2001; Stickel, 1995; Studer, 2005), and (b) the fit, or rather non-fit, of traditional supervision models for school counseling interns (DeKruyf, 2007; Kahn, 1999; Lambie & Sias, 2009; Lazovsky & Shimoni, 2006, 2007;

Luke & Bernard, 2006; Miller & Dollarhide, 2006; Nelson & Johnson, 1999; Peterson & Deuschle, 2006; Wood & Rayle, 2006).

Site Supervisor Training

A review of the literature suggests that many school counselors receive little or no formal training in the area of supervision (Dollarhide & Miller, 2006; Drapela & Drapela, 1986; Herlihy et al., 2002; Kahn, 1999; Miller & Dollarhide, 2006; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Roberts et al., 2001; Stickel, 1995; Studer, 2005). A lack of trained site supervisors is a concern for school counseling interns (Henderson, 1994; Herlihy et al., 2002). Most school counseling supervisors are master's-level practitioners (Borders & Usher, 1992), and formal training in supervision usually takes place only at the doctoral level of study (Borders et al., 1991; CACREP, 2009). Also, the number of individuals willing to provide supervision is low (Herlihy et al., 2002). Page et al. (2001) found that only 7% of their responding school counselors reported supervising other counselors, most frequently an intern.

Preparing practicing school counselors to be effective site supervisors has not been given adequate attention (Borders et al., 1995; Herlihy et al., 2002; Hoffman, 2001; Magnuson et al., 2001; McMahon & Simons, 2004; Nelson & Johnson, 1999; Peterson & Deuschle, 2006; Roberts & Morotti, 2001; Roberts et al., 2001; Stickel, 1995). Based on Dye and Borders's (1990) assertion that supervision is a "distinct field of preparation and practice" (p. 32), Kahn (1999) stated that "those performing this unique form of preparation need to be prepared and competently trained" (p. 131). Although there is an assumption in the literature that trained supervisors will provide supervision superior to

their untrained counterparts (Borders et al., 1995; Henderson & Lampe, 1992; Kahn, 1999; McMahon & Simons, 2004; Peterson & Deuschle, 2006; Roberts & Morotti, 2001), empirical evidence supporting this is limited (Borders et al., 1995; Spence, Wilson, Kavanagh, Strong, & Worrall, 2001). A review of the literature examining the effectiveness of clinical supervisor training (Spence et al., 2001) found tentative evidence suggesting that the training of clinical supervisors may "produce a change in supervisor practices and supervisee subjective ratings of the benefits of training" (p. 17).

Although several authors have described clinical supervision training programs (Henderson & Lampe, 1992; Manzanares et al., 2004; Peace & Sprinthall, 1998; Somody, Henderson, Cook, & Zambrano, 2008), few have provided empirical results of the training programs. Peace and Sprinthall (1998) trained 11 experienced school counselors to be clinical supervisors of beginning counselors, focusing on cognitive and skill development of supervisees. The training occurred for three hours a week over two 15-week semesters. During the first semester, the school counselors were taught clinical supervision skills while during the second semester they provided actual clinical supervision. Results of pre and post-tests, as well as qualitative journaling revealed increased conceptual complexity and skill development among the supervisors (Peace & Sprinthall, 1998). Kahn (1999) surveyed 119 school counselor site supervisors of school counseling interns in Pennsylvania and found that the few respondents who had received training in supervision indicated that training improved their ability to "set supervision goals based on students' needs, view supervision as a process, use supervision time more effectively, and be more effective in the roles which they assumed within the supervisory

relationship" (p. 130). More research is needed, however, to conclusively determine whether training improves school counselor site supervisors' supervision practices (Spence et al., 2001). Examining school counselor site supervisors' current supervision practices, including what they are doing effectively and what they want and think they need from training in supervision will inform the type and extent of training necessary for effective school counselor site supervision of counseling interns.

Supervision Fit

Traditional mental health models of supervision do not seem to fit the broader focus and multiple roles of school counselors (DeKruyf, 2007; Luke & Bernard, 2006; Miller & Dollarhide, 2006; Wood & Rayle, 2006). Luke and Bernard (2006) noted that internship supervision focused exclusively on clinical development leaves unsupervised many of the other aspects of school counseling students' training. Miller and Dollarhide (2006) concurred, stating that "traditional models of clinical supervision, which focus on therapeutic supervision only, do not provide the holistic supervision strategies that will facilitate professional identity development for school counseling professionals" (p. 297). Guidelines and models specific to site supervision of school counseling interns have been proposed; however, the question of their fit with the evolving profession of school counseling must be considered. A few research studies investigating site supervision of school counseling interns have been published. Implications from this research shed light on the fit of supervision models**.** The existing literature regarding guidelines and outcomes of site supervision of school counseling interns is the focus of the remainder of this chapter.

Guidelines. Roberts and Morotti (2001) stated that school counselors operate under a myriad of working conditions, some more conducive to hosting school counseling interns than others. They also noted the quandary that exists because of the varying number of direct contact hours and experiential expectations required of interns in different states. CACREP-accredited school counseling programs require more direct contact hours than most state departments of education requirements (American Counseling Association Office of Public Policy and Information, 2000). In the absence of CACREP standards, the exact criteria used to provide supervised internship experiences, and upon which school counseling interns are evaluated, is unknown.

Due to a lack of literature aimed at addressing site supervisors' needs, Roberts and Morotti (2001) suggested seven guidelines to assist site supervisors in providing supervision to school-counseling interns. The seven guidelines are: (a) supervisors need to know what is expected of them prior to agreeing to host a school counseling intern; (b) site supervisors need training in supervision; (c) site supervisors should behave as role models; (d) site supervisors need to know ethical and legal codes impacting the school counseling profession; (e) site supervisors and program faculty must have regular communication; (f) site supervisors should communicate concerns related to a trainee's professional development to program faculty as soon as warranted; and (g) site supervisors should encourage reflection and process time to enhance trainee's professional decision making and skill development (Roberts & Morotti, 2001). These authors also advocate for well-structured supervision sessions, with guidelines based on legal and ethical codes and regulatory standards in the field of counseling (ACA, 2005;

ACES, 1993; ASCA, 1999, 2010; CACREP, 2009; SINACES, 1990). With their guidelines, the authors encouraged supervisors to consider the unique aspects of counseling in school settings, particularly with regard to administrative supervision. Only generally do the guidelines focus on the clinical development of school counseling interns.

Studer (2005) presented guidelines geared more specifically at clinical and developmental supervision in order to improve trainees' direct service delivery and skills, particularly in the areas of guidance curriculum, counseling, consultation, and referral, and to stimulate personal and professional growth of school counseling interns. Studer attempted to answer the questions: (a) how does a trainee receive appropriate experiences, and (b) what are the expectations of a supervisor. Her guidelines provide site supervisors with a basic understanding of supervisory roles, expectations, stages, and techniques that can assist them in their role as a site supervisor to school counseling interns.

Studer (2005) stated that supervision begins by identifying an appropriate supervisor. Some counselor education programs require the school counseling intern to make the initial contact with a potential site supervisor; other programs require the program supervisor to make the first contact. Once an appropriate site and supervisor are identified, Studer (2005) recommended developing a written contract co-constructed between the site supervisor and school counseling intern. The purpose of the contract is to identify the trainees' goals, activities for reaching goals, and methods of evaluation. According to Studer, the contract should contain 7 components: (a) frequency and

logistics of supervision sessions; (b) assessment criteria; (c) a confidentiality statement; (d) guidelines for handling emergency situations; (e) guidelines for handling situations when the site supervisor is absent; (f) visitation from the program-based supervisor, and the type of information that will be shared; and (g) identification of trainee activities that demonstrate advocacy, leadership, collaboration, counseling, and assessment.

Echoing other authors, Studer (2005) discussed three stages of supervision: initial, middle, and later. To promote trainee development, she recommended that site supervisors occupy the roles of teacher and counselor in the initial and middle stages, with the role of consultant emerging in the middle stages and continuing into the later stage of supervision. Her recommendations align with other literature suggesting that providing trainees with opportunities for success will help calm the initial anxiety they are likely to experience (Bernard & Goodyear, 2009; Goldberg, 2000; Nelson & Johnson, 1999; Studer, 2005). Subsequently, supporting trainees' autonomy in middle and later stages promotes professional development and identity (Bernard & Goodyear, 2009; Goldberg, 2000; Nelson & Johnson, 1999; Studer, 2005). Studer's perception of supervisory roles is based on the roles identified in Bernard's (1979, 1997) Discrimination Model.

With regard to providing clinical supervision, Studer (2005) recommended that site supervisors use techniques of live observation, modeling, case studies, role-playing, video or audio observations, and case presentations, as well as the use of technology to provide training and feedback. In order to promote personal and professional developmental of school counseling interns, Studer recommended incorporating

interpersonal process recall and journaling. Also, although her guidelines focus on clinical supervision of school counseling interns, Studer addressed the need for administrative supervision. Because school counselors work with a diverse group of individuals in numerous capacities, administrative supervision should focus on helping trainees understand the school structure, and the importance of maintaining records and demonstrating a positive work ethic (Studer, 2005).

In 2006, Studer published *Supervising the School Counselor Trainee: Guidelines for Practice.* Studer noted that quality experiences in clinical supervision require the site supervisor to

> have experience as a professional school counselor, training in supervision, awareness of cultural issues in counseling, provide trusting atmosphere to discuss concerns openly, and form a close relationship with the counselor-education faculty with each aware of the expectations of the other. (p. 31)

Also, Studer indicated that more effective supervision occurs when the site supervisor (a) assumes various training roles, (b) recognizes developmental issues in the supervisor and trainee, and (c) attends to the needs of the person being counseled by the trainee.

Models. Taking best practices recommendations a step beyond guidelines, authors have developed models on which site supervisors may base their supervision practices. In addition to identifying critical components of site supervision, these models are based on theories of supervisee development and modified for application in the school counseling specialty. Drapela and Drapela (1986) wrote the first article that addressed the role of the school counselor as a supervisor of school counseling interns. Based on the assumption that school counselor supervisors had no training or guidelines

by which to inform their supervision practice, the authors discussed the nature of intern supervision as “intended to provide learning experiences in a therapeutic climate” (Drapela & Drapela, 1986, p. 93). Consultation and counseling were considered the critical components with regard to the nature of intern supervision. “Intern-centered consultation implies the need for periodic evaluation of the intern’s performance to identify both progress and areas that still need improvement” (p. 63). The authors also acknowledged the need for the supervisor to be able to assuming the role of counselor at times, to “directly assist the intern with personal concerns” (p. 63).

Drapela and Drapela (1986) identified counselor skills and strategies suitable for various stages of supervision, and proposed a concrete and sequential outline for structuring supervision. The skills and strategies that the authors suggested were suitable for conducting supervision included basic helping skills that were person-oriented, issue-oriented, or behavior-oriented, based on the supervisor’s assessment of the stage of supervision. Drapela and Drapela perceived supervision as a process with four stages. In the first stage of supervision, they recommended that the supervisor use person-oriented strategies and take an active role in supervision, focusing on the subjective and affective experiences of the intern. Consultation, goal-setting, and teaching comprise the second stage of supervision, with the supervisor beginning to transition from a counselor role to a consultative role. The third stage consists of ongoing consultation as well as problem solving. By the fourth (evaluation) stage of supervision, Drapela and Drapela proposed that the supervisee will be able to “self-supervise,” with the supervisor’s role being one

of facilitating issue- and behavior-oriented strategies to promote the intern's autonomy (Drapela & Drapela, 1986).

In addition to proposing a general model of supervision, Drapela and Drapela (1986) presented a 15-week internship timetable that combined "learning through observation (intern-centered consultation) with active participation in professional work" (p. 96). The timetable represents a field-test of the model (Drapela, 1983). The interns' professional work activities were divided among consultation, coordination, and student contact. These activities were known as "the 3 Cs of school counseling" and comprised the framework of school counseling prevalent in the early 1980s (Erford, 2007). This timetable required that interns begin by observing the supervisor engage in work activities, and as the internship experienced progressed, the intern's participation in work activities increased (Drapela & Drapela, 1986).

Drapela and Drapela's model represents the first attempt to highlight unique factors of site supervision of school counseling interns and provides a model by which supervisors may structure an intern's experience. However, much has changed in both supervision and the practice of school counseling since 1986. First, few scholars perceive the counselor-role as intended to focus solely on the subjective and affective experiences of the intern (Erford, 2007). Also, the use of interpretive skills in counseling and supervision is discouraged (Erford, 2007). Finally, the profession of school counseling is no longer perceived as consisting of work behaviors solely in the consultation, coordination, and counseling domains (Erford, 2007).

Over a decade later, Nelson and Johnson (1999) offered their model of site supervision for school counseling interns. Based on Littrell et al.'s (1979) developmental supervision model, and Bernard's (1979, 1997) Discrimination Model of supervision, Nelson and Johnson proposed an approach for supervising school counseling interns that integrated supervisor roles, intern skills, and four stages of the supervision process. They suggested that supervision occurs across an orientation stage, a working stage, a transition stage, and an integration stage, and that within each stage, supervisors assess interns' needs and select the supervision focus and the most suitable supervision role for accomplishing supervision goals. Nelson and Johnson (1999) stated that their supervision model focuses on "counseling skill development (e.g., conceptualization and intervention skills) rather than administrative or programmatic issues" (p. 91).

Nelson and Johnson (1999) recommended different supervisor foci and roles within each stage. They agreed with Drapela and Drapela (1986) that consultation is premature in the orientation stage, and suggested both a teacher role and counselor role, to alleviate an intern's anxiety. Further, they recommended goal setting in the initial stage of supervision. In their model, during the working stage interns increasingly perform the work activities of practicing school counselors, all the while receiving feedback from their supervisor. Supervisors are encouraged to choose among Bernard's (1997) foci and roles depending upon their assessment of the trainee's strengths, weaknesses, and needs. During the transition phase, trainees gain a sense of confidence in their work (Littrell et al., 1979), and supervisors should transition into a "collegial role" (p. 96), also referred to as a consultant role. The authors cautioned that less experienced interns, or those with

internships of shorter durations, may not emerge from the working stage into this stage, and will continue to require more structure and support. Finally, the authors contended that few interns will transition into the integration stage, the final developmental stage. Nonetheless, they suggested that supervisors help interns integrate internship experiences through evaluation and reflection in order to help trainees develop their professional identity and "a sense of clarity about the profession of school counseling" (Littrell et al., 1979, p. 97). Site supervisors' evaluation of interns should be both verbal and written, in accordance with ACES guidelines. Moreover, according to Nelson and Johnson (1999), focusing on self-supervision skills is important because trainees likely will soon enter the profession as practicing school counselors.

In contrast to Drapela and Drapela's (1986) model of site supervision of school counseling interns, Nelson and Johnson's (1999) model is based on established models of supervision. Also, the authors perceived the counselor role as encouraging self-awareness and self-evaluation, as opposed to directly assisting interns with personal concerns. They also suggested that school counseling interns begin performing the work activities soon after the onset of the internship experience. Finally, the authors explicitly stated that their model is intended to assist site supervisors to provide clinical supervision, a distinction omitted from Drapela and Drapela's (1986) model.

In 2006, *Counselor Education and Supervision* published an issue devoted entirely to supervision in schools. Three models of site supervision of school counseling interns are presented in this special issue. Because the majority of states no longer require teaching experience for school counselor licensure (ASCA, n.d.), many individuals enter

school counselor education programs without experience in a school setting and knowledge of school culture. Peterson and Deuschle (2006) created a model based on two previous studies: (a) a study of school counseling interns with and without prior teaching experience (Peterson, Goodman, Keller, & McCauley, 2004), and (b) a study of an exemplary school counselor (Littrell & Peterson, 2005).

Peterson et al.'s (2004) qualitative study of 26 school counseling interns near completion of their internship, with and without prior teaching experience, found the following themes in non-teachers' responses: (a) they struggled to gain respect and credibility without having teaching experience, (b) they acknowledged that they lacked classroom skills, and these skills improved with practice, and (c) they endured challenges related to adjusting to school culture. Littrell and Peterson's (2005) ethnography of an exemplary school counselor found that personal and professional strengths, as well as sensitivity to the school culture, were essential to her success. According to Peterson and Deuschle (2006), these themes called attention to what interns who do not have previous teaching experience need from supervision in order to develop "ease and efficacy in the school context" (p. 269).

Therefore, Peterson and Deuschle (2006) proposed a model for supervising school counseling interns without teaching experience. Its five overlapping components of training and supervision include (a) research information for site supervisors and school administrators related to non-teachers; (b) immersion for the intern in the school context; (c) observation of the culture of schools; (d) structure for site supervision; and (e) awareness on the part of the site supervisor regarding "development, classroom skills,

and lesson planning" (Peterson & Deuschle, 2006, p. 267). The model includes sample strategies for addressing the needs of non-teachers.

Peterson and Deuschle's (2006) model is distinguishable from other models of site supervision in that it encourages program supervisors to provide information to administrators and site supervisors about the effectiveness of non-teachers as school counselors. This component of their model may be applicable to all models of school counselor site supervision. Also, Peterson and Deuschle advocated for a formal, structured supervision experience, as recommended in the literature (Bernard & Goodyear, 2009; Campbell, 2000). Specifically, they recommended structuring weekly, face-to-face individual supervision that is purposeful and focused on trainees' professional development and professional identity, personal strengths, and awareness of child and adolescent development and classroom skills. They argued that when site supervisors apply the structure suggested in their model they improve supervisory interactions, are able to better monitor trainees' personal and professional growth, and feel more comfortable and competent in their work as supervisors.

Peterson and Deuschle (2006) refrained from discussing supervision in terms of clinical, program, or administrative. Also, they do not rely on paradigms of school counseling to provide a template on which to base supervisory interactions and internship experiences. However, as the authors mentioned, few states still require teaching experience as a prerequisite to serving as a school counselor. Therefore, limiting the scope of their model, and focusing on school counselor functions that benefit from teaching experience, limits the applicability of the model. Finally, it is likely that school

counselor site supervisors will not think of their role in terms of “teaching” duties versus “nonteaching” duties, and instead, may prefer a more comprehensive model of supervision.

Luke and Bernard (2006) observed a lack of fit between supervision models that emphasize the supervision of individual counseling and the multiple roles of school counselors in comprehensive school counseling programs. They noted that existing models did not include clinical supervision that focuses on the unique roles and tasks required of school counselors such as academic planning, comprehensive school counseling program implementation and evaluation, parent-teacher conferences, classroom guidance, and school counselor advocacy. Therefore, they extended The Discrimination Model (Bernard, 1979, 1997) into site supervision of school-counseling interns with the School Counseling Supervision Model (SCSM).

Luke and Bernard (2006) adapted the focus and role components of the model, and also included the four domains of comprehensive school counseling programs, according to the ASCA National Model. The domains of their expanded model are large group intervention; counseling and consultation; individual and group advisement; and planning, coordination, and evaluation. In addition to adding comprehensive school counseling program domains, the three focus areas of The Discrimination Model are elaborated upon by the SCSM. The *intervention skills* focus area was expanded to include classroom guidance, needs assessments, and coordination. *Conceptualization skills* was expanded to include relationships among school counseling work activities, planning school-wide functions, evaluating technology, and creating developmentally appropriate

classroom guidance lessons. The third focus area, *personalization skills*, was expanded to include how one handles oneself in a variety of contexts (e.g., trainee assertiveness, advocacy, and poise).

Five assumptions provided the rationale for expanding The Discrimination Model to fit supervision of school counseling interns. These assumptions are:

> (1) the domains of comprehensive school counseling programs are amenable to clinical supervision,
> (2) site supervisors must attend to supervision functions outside of individual and group counseling,
> (3) the technical eclecticism of the Discrimination Model is beneficial for working with school counseling interns,
> (4) each of the four domains requires skills that are reflected in the Discrimination Model, and
> (5) the social role postures that are helpful in supervision of individual counseling are relevant to comprehensive school counseling programs. (Luke & Bernard, 2006, p. 286)

Thus, the SCSM is a 3x3x4 matrix composed of 3 focus areas, 3 roles, and 4 domains. Figure 1 illustrates this suggested model. To implement the SCSM, the site supervisor first picks a comprehensive school counseling program domain on which to focus. This is the same as with The Discrimination Model, but with broader focus. After choosing a domain, the authors stated that it is important for the supervisor to make clear what their focus is within the domain. Finally, the supervisor should choose which role to embody while focusing on the issue at hand. Just as with The Discrimination Model, the authors recommended each role be used at some point throughout the supervisory relationship.

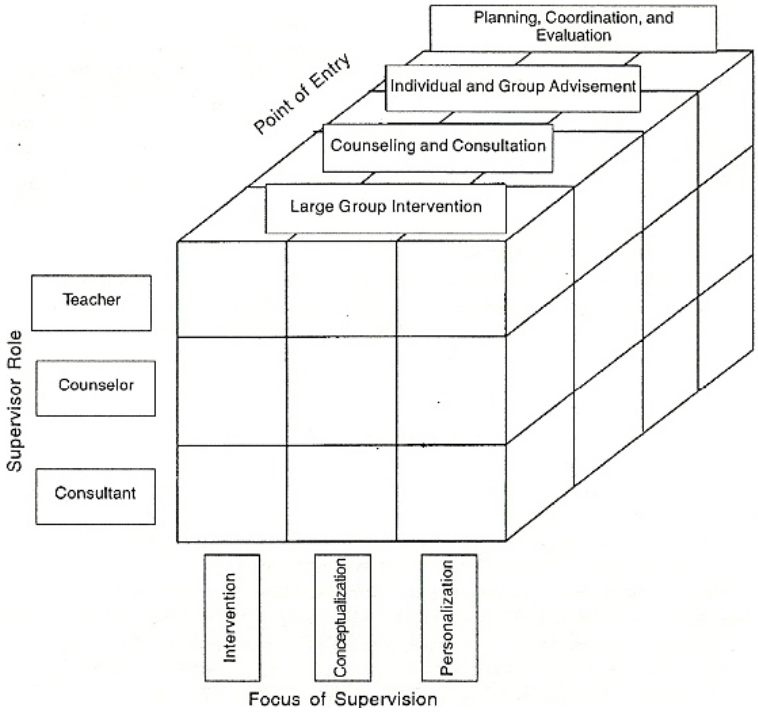

Figure 1. Luke and Bernard's (2006) School Counselor Supervision Model.

The authors stated that the model is fluid and site supervisors must be aware of the learning needs of counseling interns. They discussed implications of the model for training and practice. These implications include assisting site supervisors to appreciate supervision needs of school counseling interns, and helping to balance other supervision models that focus on individual counseling because the model more closely resembles internship experiences. The authors also discussed implications for research, which include the need for an exploratory investigation to determine whether roles and foci are replicated when extended across the four domains, and the need to validate its implementation with interns as well as practicing school counselors.

Based on the Discrimination Model, an empirically tested model of supervision (Ellis & Dell, 1986; Ellis, Dell, & Good, 1988; Glidden & Tracey, 1992; Goodyear,

Abadie, & Efros, 1984; Goodyear & Robyak, 1982; Stenack & Dye, 1982; Yager, Wilson, Brewer, & Kinnetz, 1989), the SCSM has, at least in part, substantial credibility as a model of clinical supervision for school counselors. Also, for school counselor site supervisors implementing comprehensive school counseling programs, the model represents a valiant attempt at incorporating components of these programs. However, the SCSM has yet to be empirically tested. Further, the 3x3x4 matrix may be confusing to school counselor site supervisors who likely do not communicate in such academic language.

Wood and Rayle (2006) also noted a lack of fit between prominent models of supervision with current trends in the school counseling profession. They stated that clinical/mental health models of supervision are inadequate because they focus on the integration of theory and practice, and not all counseling theories are related to school counseling activities, such as leadership and advocacy. Also, they observed that current models of supervision did not address multiple systems that impact school counseling settings. According to Wood and Rayle (2006), a network of individuals (e.g. parents, teachers, and administrators) must be considered in the school counseling context. They believed that the focus of supervision is limited as a result of using clinical models of supervision with school counseling interns (Wood & Rayle, 2006).

Wood and Rayle (2006) proposed a clinical supervision model that provides for a focus on the diverse roles and tasks required of school counselors, including academic planning, comprehensive school counseling program implementation and evaluation, parent-teacher conferences, classroom guidance, advocacy and leadership. They designed

the Goals, Functions, Roles, and Systems Model (GFRS), a school counseling-specific model for supervising school counseling interns (Wood & Rayle, 2006). Wood and Rayle (2006) pointed out the need for "supervision experiences that directly reflect the roles that school counseling interns will be expected to fill" (p. 253). Their GFRS model takes into account the systemic context of the school and the broader community, including the ASCA National Model and the TSCI. The GFRS model is based on Bordin's (1983) Working Alliance Model of Supervision, The Discrimination Model (Bernard, 1979, 1997), and perhaps most influential, Holloway's (1995) SAS Model, a systems approach model of supervision. According to systems theory, individuals both influence and are influenced by the systems in which they belong (Minuchin, 1974).

The basic assumptions of the GFRS model are: (a) supervision is a constructivist process; (b) a symbiotic link exists between the goals of supervision, the experiential activities during school counselor training in internships, and the functions of supervision; (c) supervisors and school counseling interns must have shared agreement about the activities, expectations and outcomes of internship; and (d) school counseling interns must work within and between systems (Wood & Rayle, 2006). The goals, functions, roles, and systems components of the model are interrelated. The process of developing goals, discerning functions, and enacting subsequent roles are continually influenced by the various systems affecting schools (Wood & Rayle, 2006). Figure 2 illustrates the systems influence.

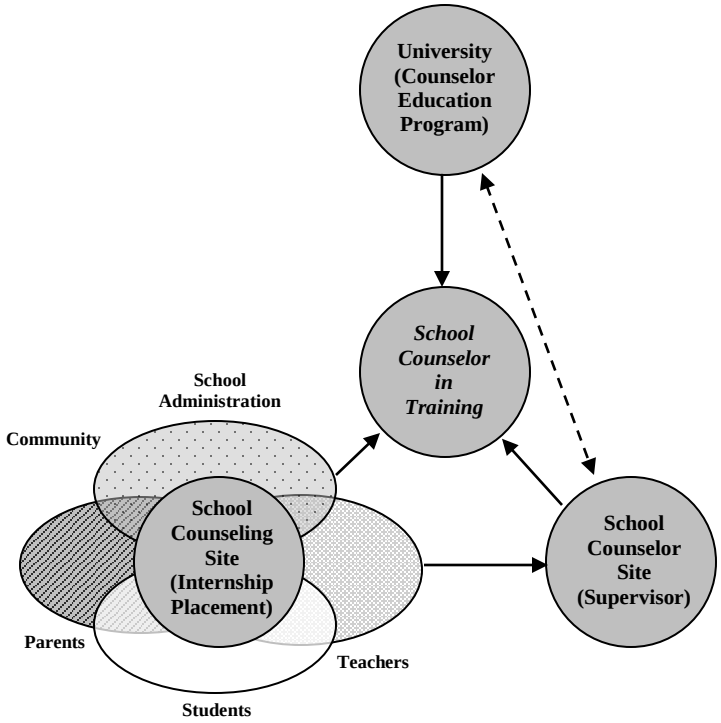

Figure 2. Systems influencing supervision of school counseling interns (adapted from Wood & Rayle, 2006).

With regard to the goals component of the model, Wood and Rayle (2006) expanded on Bordin's (1983) original eight goals by adding eight additional goals to be collaborated on with interns during site supervision. The goals they added address leadership, advocacy, assessment and use of data, systems support, individual planning, classroom guidance, and responsive services. The functions component of their model reflects Holloway's (1995) SAS model. The five functions of supervision include monitoring and evaluating, instructing and advising, modeling, consulting, and supporting and sharing. Based loosely on Bernard (1979, 1997), the authors identified five supervisor roles: evaluator, advisor, coordinator, teacher, and mentor. They suggested that coordination is the role particularly unique to school counseling

supervision. When selecting a role, the supervisor is encouraged to “(a) focus on facilitating the accomplishment of goals, (b) support the function of supervision, and (c) sustain the goals and functions of supervision in response to the multiple systems” (Wood & Rayle, 2006, p. 260). The systems component of the GFRS model most sets it apart from other supervision models. The authors stated that supervisors need to be aware of how systems are influencing roles within supervision.

Like the SCSM, the GFRS model is theoretical and has yet to be empirically evaluated. Wood and Rayle (2006) stated that future research is needed to determine if the identified components are, in fact, functions and roles of supervision in school counseling, and what roles and functions contribute to outcomes such as better prepared school counselors. The authors noted that research may identify problematic systems or patterns that impair successful supervision in school counseling settings. However, the model is complicated, and quantitative evaluation would be a challenging task for even the most skilled researcher.

While the SCSM focuses on delivery systems of the ASCA (2005) National Model, the GFRS model focuses on its themes of leadership, advocacy, collaboration, and systemic change. Wood and Rayle (2006) claimed to outline a model for supervising school counseling interns that is “clear, concise, and practical, and one that provides concrete preparation regarding school counselors professional knowledge and roles” (p. 253 for which authors have called (Akos & Scarborough, 2004; Crutchfield & Borders, 1997). Nonetheless, although it is perhaps the most comprehensive model, it is rather

complicated and difficult to discern. School counselor site supervisors likely would need training before implementing the model.

In 2007, Murphy and Kaffenberger presented their format for supervision of school counseling interns, along with a supervision training model for school counselors who supervise interns. The ASCA (2005) National Model is the basis for their supervision format and training. They stated that in addition to understanding what supervision means and valuing the relational component of supervision, supervision training for school counseling site supervisors was needed. They argued that “selecting and implementing a model of supervision is critical for an organized, intentional, and grounded approach to training school counseling students” (Murphy & Kaffenberger, 2007, p. 290).

In their format for supervision, Murphy and Kaffenberger (2007) emphasized the importance of weekly supervision meetings to focus on the trainee’s areas of strength and areas for growth. Activities that promote during weekly supervision sessions include the supervisor and trainee reviewing the trainee’s log of hours to ensure that a variety of experiences are incorporated into the field experience over the course of the semester, and completing short- and long-term planning for the school counseling program. Like other models, The Discrimination Model (Bernard, 1979, 1997; Bernard & Goodyear, 2004) is the basis on which site supervisors choose their focus and role in supervision (Murphy & Kaffenberger, 2007).

To create their format of supervision, Murphy and Kaffenberger applied an ASCA National Model emphasis to The Discrimination Model. Training in their format is comprised of a half-day workshop during which counselor educators meet five goals:

> (a) to train practicing school counselors to be on-site supervisors and to supervise student counselors, (b) to inform onsite supervisors about practicum and internship assignments, (c) to outline basic field experiences required of the student counselors, (d) to briefly review a pre-K-12 practicum/internship manual (Murphy, 2005), and (e) to introduce the ASCA National Model. (Murphy & Kaffenberger, 2007, p. 293)

In the authors' counselor education program, all pre-internship coursework is based on the ASCA National Model, and all internship experiences and assignments are connected to the model.

Murphy and Kaffenberger (2007) evaluated the content of their training, asking participants six questions using a Likert scale. Sixty-nine attendees provided the following responses:

1. This training was very useful. (80% strongly agreed, 20% agreed)
2. The format of the training was well organized. (80% strongly agreed, 20% agreed)
3. The presenters seemed very knowledgeable about school counseling supervision issues. (94% strongly agreed, 6% agreed)
4. The ASCA presentation was informative. (78% strongly agreed, 20% agreed, 2% unsure)
5. The supervision workshop materials will be a useful resource. (78% strongly agreed, 20% agreed, 2% unsure)
6. I recommend this training to other on-site school counseling supervisors. (80% strongly agreed, 20% agreed) (Murphy & Kaffenberger, 2007, p. 295)

The focus on Murphy and Kaffenberger's format is clearly tied to the ASCA National Model. In fact, the authors stated that much has been written about clinical

supervision and that clinical supervision is not their focus. However, not all counselor education programs infuse the ASCA National Model into their coursework and internship requirements. Based on the feedback these authors received about their training, it appears as though at least two of their respondents were unsure whether the ASCA information was a sufficient basis for supervision, and 15 or more respondents may have wanted supervision information in additional to the National Model. While the site supervision format they suggested may be well-aligned with their counselor education program, there is no evidence that it is generalizable to other programs and site supervision experiences.

In 2009, Lambie and Sias proposed an Integrative Psychological Development Supervision Model for Professional School Counselors-in-Training (IPDSM). The IPDSM is intended to be a model upon which university supervisors and site supervisors collaborate in order to promote the psychological development of supervisees. Lambie and Sias proposed the model based on the variety of services school counselors are expected to provide and the role ambiguity associated with the professional school counselor. They cited research indicating that increased levels of psychological development positively affect one's ability to adapt and accommodate to complex and stressful conditions (Manners & Durkin, 2000, 2001; Manners, Durkin, & Nesdale, 2004). Further, higher levels of psychological development are associated with higher levels of empathy, conceptual development, and personal awareness (Chandler, Alexander, & Heaton, 2005; Lambie, 2007; Manners et al., 2004; Noam, Young, & Jilnina, 2006); core characteristics of effective counselors. Thus, the goal of the IPDSM

is “to ensure that the supervision environment first matches and then challenges students’ existing cognitive schema . . . leading to psychological growth” (Lambie & Sias, 2009, p. 351).

Lambie and Sias’s (2009) clinical supervision model integrates Loevinger’s ego development theory and developmental models of supervision (Blocher, 1983; Stoltenberg et al., 1998). Loevinger’s model delineates 8 distinct and progressively complex ego levels. Lambie and Sias state that the “IPDSM offers practical approaches for university supervisors to implement and support the development of their student supervisees” (p. 352). First, concrete and personally salient orientations are provided to supervisees in the form of an internship handbook, and a supervision contract that is tailored to supervisees’ individual goals and based on the supervisor’s assessment of the interns’ psychological needs. Then the supervisee engages in fieldwork experiences at their site. The university and site supervisors then maintain a supervisee-centered style to ensure that field experiences are personally salient to the supervisee.

An essential component of the model is to emotionally engage the supervisee. This is accomplished by focusing on process and the interpersonal nature of supervision, as well as encouraging guided reflection on supervisees’ new experiences. The authors suggested specific strategies for facilitating emotional engagement in group supervision. Continuity, support and challenge, and skills development are components of the model that should be addressed throughout the supervisory relationship. In order to promote psychological growth, clinical supervision that provides a balance between role-taking and reflection must continue for 6 months to 1 year or longer (Sias, Lambie, & Foster,

2006). Therefore, the authors stated that ideally the IPDSM would be implemented over 3 semesters. Further, the authors proposed that counselor education programs offer, “and perhaps mandate” (Lambie & Sias, 2009; p. 355), training for potential site supervisors in the implementation of the model before they are approved as on-site supervisors. Although the argument for implementation of the model is persuasive, the collaborative-nature, time commitment, and training needs of this model, render it difficult to implement. Further, the authors provide no evidence that the model has been tested to determine whether it does, in fact, increase the psychological development of school counseling interns.

Strengths and weaknesses are associated with each of the models presented in this section. Because none of the models has been empirically tested, it is up to supervisors to decide which model best fits their philosophy of supervision. Unfortunately, the models are published primarily in *Counselor Education and Supervision* and secondly in *Professional School Counseling*, journals that only members of those associations (ACES and ASCA, respectively) receive. Moreover, all of the models were developed by counselor educators as opposed to practicing school counselor site supervisors, an observation that was not lost on one school counselor who noted that “supervision seems to be addressed at the conference and in the literature from the perspective of counselor educators” (Miller & Dollarhide, 2006, p. 302). Finally, only four of the models focus on the category of clinical supervision in the school setting (Lambie & Sias, 2009; Luke & Bernard, 2006; Nelson & Johnson, 1999; Wood & Rayle, 2006).

Research. A few researchers have conducted studies of site supervision of school counseling interns (DeKruyf, 2007; Kahn, 1999; Lazovsky & Shimoni, 2006, 2007; Stephens, 2008; Walter, 2009; Ward, 1997; Whitman, 2005). The sparse body of empirical literature has examined site supervisor training (DeKruyf, 2007; Stephens, 2008), site supervisor practices (Kahn, 1999; Lazovsky & Shimoni, 2007), critical components of internship contracts (Lazovsky & Shimoni, 2006), and site supervision from the intern's perspective (Walter, 2009; Ward, 1997; Whitman, 2005). None of the literature represents an empirical study of school site supervision models, and only one study references a model of supervision, The Discrimination Model (Lazovsky & Shimoni, 2007). The remainder of this chapter reviews the empirical literature regarding site supervision of school counseling interns.

The school counseling intern's perspective. In 1997, Colin Ward completed a dissertation study titled "The Initial On-Site Supervision Experiences of School Counseling Interns" examining the phenomenological experiences of what constituted school counselor trainee growth in the context of the site supervisory relationship. His study focused on the *initial* site supervision experience of school counseling interns, i.e., their first 100 hours of experience. The 12 participants included three dyads of on-site supervisors and school counseling interns, a university supervisor, two additional interns, and three additional supervisors. Data collection included (a) audio/video-taped observations of site supervision meetings, (b) semi-structured interviews with supervisors and counseling interns, (c) reflective participant journals, and (d) researcher reflective journal. The findings revealed a cyclical interactive process between supervisors and

trainees throughout the site supervision process. Ward's research suggests that supervisory dyads progressed through a series of four sequential phases of supervision development, with three dimensions of trainee growth attributed to each phase. The four phases and attributed dimensions of trainee growth are (a) contextual orientation, during which trainee growth is considered in terms of contextual urgency, site disparity, and ethical awareness; (b) establishing trust, with trainee growth characterized by accessibility, support, and collegiality; (c) conceptual development, as evidenced by thematic observations, reflective modeling, and illustrative examples; and (d) clinical independence, during which phase trainee growth is self-assessment, self-generation, and professional risk taking behaviors (Ward, 1997). Ward's study examined the growth of school counseling interns as a result of the site supervisory relationship, but did not specifically tie this growth to counselor competencies.

Todd Whitman's (2005) dissertation research explored how "demographic factors, supervision styles, and the level of the working alliance between school counselor interns and on-site supervisors influenced interns' perception of self-efficacy" (p. 6). His research was based on the hypothesis that interns with higher levels of self-efficacy would feel more competently prepared as school counselors. Participants included 107 graduate interns from 28 CACREP-accredited school counseling programs.

To measure interns' satisfaction with on-site supervision, the author adapted the Supervisory Satisfaction Questionnaire (SSQ; Ladany et al., 1996). Ladany et al. (1996) and Ladany, Lehrman-Waterman, Molinaro, and Wolgast (1999) found alpha estimates for the SSQ to be .96 and .97, respectively. The author adapted the Working Alliance

Inventory (Horvath & Greenburg, 1989), the Working Alliance Inventory-Supervisee (Baker, 1991), and the Working Alliance Inventory-Short (Tracey & Kokotovic, 1989) to measure the working alliance predictor variable. The reliability of the overall adapted instrument was α = .94. Two factor analyses were conducted to determine the psychometric properties of the adapted Working Alliance Inventory. Neither analysis provided adequate psychometric support for an underlying factor structure of working alliance (Whitman, 2005).

Also, the author developed four exploratory instruments for use in this study: the Supervisory Feedback Style Assessment, the Supervisory Feedback Style Improvement Assessment, the School Counseling On-site Supervisor Professionalism Assessment, and the School Counseling Intern Self-efficacy Scale. Each author-created instrument was comprised of Likert-type scales. Prior to administration in his dissertation study, the questions were examined by a panel of four school counselors who provided feedback on format, clarity of syntax, instructions, and construct relevance, and the questions were modified based on the feedback received (Whitman, 2005). Results of factor analysis indicated that the Supervisory Feedback Style Assessment contains two factors, “supervisory oversight” (α = .86) and “facilitative supervisory attitude” (α = .82). Because the Supervisory Feedback Style Improvement Scale was based on the Supervisory Feedback Style Scale, the two factors that emerged were “modifying supervisory oversight” (α = .78), and “modifying supervisory attitude” (α = .72). The overall reliability of the improvement scale (α = .69) was lower than the feedback style

scale on which it was based (α = .87). With regard to the professionalism instrument, one factor was extracted and reliability of the scale was α = .92 (Whitman, 2005).

The dependent variable, interns' self-efficacy, was also measured with an exploratory, author-created scale. The five factors that emerged which measured interns' self-efficacy were: "high school guidance-related duties," "professional school counselor skills and tasks," "applied counseling skills," "consultation and collaboration," and "diverse student services." The researcher's regression analyses results did not confirm the underlying hypothesis that interns with higher levels of self-efficacy would feel more competently prepared as school counselors. Collinearity among the predictor variables complicated the findings (Whitman, 2005). However, the results did reveal that the supervisory working alliance (i.e., relationship between site supervisor and school counseling intern) positively influenced self-efficacy. This outcome supports White and Russell (1995) and Ward's (1997) research that identified the relationship between the supervisor and supervisee as a key component in effective supervision.

As a component of her dissertation research, Walter (2009) investigated the relationship between site supervisors' experience and training in supervision and levels of ego development, and the relationship between supervisors' levels of ego development and the ego functioning and occupational stress of their supervisees. Ninety-six counseling interns in three CACREP-accredited counseling programs in Central Florida and 58 (73% response rate) of their site supervisors participated in the study. Walter's sample consisted of different counseling tracks, including school counseling. In line with previous research, her results indicated that school counselor site supervisors were least

likely to have participated in post-graduation clinical supervision. Also, the results indicated that “school counselor interns experienced higher levels of occupational stress due to occupational roles, and lower levels of personal resources than interns in other counseling tracks, with the track accounting for 25.6% of the variance in the occupational stress levels” (Walter, 2009, p. 146).

Priorities and practices. Kahn (1999) suggested that an explanation for the lack of research regarding site supervision of school-counseling interns is that the roles and functions of school counselors are numerous and unique when compared to counselors in other settings. Therefore, Kahn investigated the degree to which on-site supervision time of school counseling interns was allocated to the various roles and functions of a school counselor, including individual counseling, consultation, coordination, small groups, and classroom guidance. She also identified factors associated with differential time allocation. Kahn’s (1999) sample consisted of 119 Pennsylvania public school counselor site supervisors, including follow-up interviews with twelve members of the sample. The supervisors represented elementary, middle, and high school counselors. Over 70% reported that they received no formal supervision training. An analysis of variance of supervision time was most often spent showed that time was spent on individual and group guidance, consultation, coordination, developmental and career guidance, and evaluation and assessment, respectively. All differences in amount of time spent in supervision were significantly different except for developmental and career guidance, and coordination.

Follow-up chi square analyses were performed to determine which specific supervisor and site variables produced differences. Secondary school supervisors with dual certification (elementary and secondary) spent significantly more time supervising the counseling function than supervisors with just an elementary certification. Moreover, middle school supervisors spent more time providing supervision with regard to the counseling function than secondary and elementary counselors. Suburban and rural counselors spent more time on the coordination function than urban counselors (Kahn, 1999).

Results of the twelve qualitative interviews indicated that supervision time was prioritized based on supervisors' assessments of the needs of the trainees. Also, supervisors purposely limited the amount of time focused on paperwork, and increased the amount of time for supervision around consultation and coordination, especially for students without prior teaching experience. Supervisors who had received formal supervision training remarked that training enhanced supervisory goal setting, and that they were more likely to view supervision as a process, use supervision time more effectively, and perceive themselves as being more effective in their role as supervisors. Kahn (1999) observed that the "results suggest the need for a differential emphasis on supervisory focus" (p. 134). During the interviews, many supervisors stated that they wanted university programs to offer supervision training and noted that benefits of training would include skills renewal and improved communication.

Components of on-site mentoring contracts. Lazovsky and Shimoni (2006) examined the components of the site supervision contract, as perceived by mentors and

interns for purposes of illuminating the expectations of both parties regarding the internship supervision experience. The researchers also sought to identify main components of contracts in order to create a core contract from which to negotiate unique supervision contracts. One hundred fifty-eight mentors and 171 interns participated in the study. The sample was not a matched-pairs design. Participants were asked, “In your opinion, what are the 3 main components that should be included in the on-site mentoring contract during school-based internships?” To analyze the results, the authors used inductive content analysis with stepwise classification. Responses were categorized into meaning units. According to mentors, the critical components of the supervision contract included rules and procedures, the interns’ work, ethical standards of practice, and the mentoring relationship, respectively. According to interns, the critical components of the supervision contract included rules and procedures, the interns’ work, the mentoring relationship, and ethical standards of practice, respectively. Mentors placed greater importance on ethical standards while interns saw the supervision relationship as more critical. Both mentors and interns perceived willingness of mentors to ensure appropriate internship experiences as essential, as well as the obligation of interns to behave responsibly and respectfully at their sites.

Based on their findings, Lazovsky and Shimoni (2006) suggested that mentors and interns receive training regarding ethical and legal standards, theoretical and applied models of supervision, and the practice of collecting and using assessment data. Their results align with supervision contract guidelines with the following exceptions: neither mentors nor interns mentioned a need to include personal information, a detailed

clarification of the mentoring role was not identified as a critical component, and methods of evaluation were not included. Perhaps an evaluation component was not included because results indicated that both mentors and interns preferred formative feedback. In many ways, this article taps into the site supervisors' perceptions; however, the research was conducted in Israel, which has different criteria for determining eligibility to be a supervisor than the United States. Also, their research focuses specifically on mentoring, which may be considered a component of supervision (Bernard & Goodyear, 2009), or a particular form of supervision (Roberts et al., 2001) with distinctive traits (Lazovsky, 2004).

Perceptions of ideal role and actual role performance. Building on their 2006 qualitative study, Lazovsky and Shimoni (2007) examined both the ideal image of the mentor role and the actual way in which it is performed, as perceived by Israeli mentor counselors and interns. The roles are those suggested by The Discrimination Model (Bernard, 1979, 1997) as well as the additional role of sponsor, which may include activities such as recommending an intern for a school counseling position. Specifically, Lazovsky and Shimoni wanted to investigate: (a) the perceptions of mentors and interns regarding the most important traits of the ideal mentor; (b) the differences between the perceptions regarding the actual role performance in each domain (teacher, counselor, consultant, sponsor); (c) the most and least prominent behaviors of the mentor's actual performance in role domain, and (d) the underlying domains in the actual role performance (as compared with theoretical domains).

Lazovsky and Shimoni (2007) used the same sample as their previous study and adapted a three-part questionnaire for both groups. The questionnaire instructed participants first to describe the ideal mentor. A 29-item questionnaire containing specific target behaviors was created by the authors in order to examine perceived performance in the role domains of teacher, counselor, consultant, and sponsor. Behaviors included in the questionnaire were chosen based on existing questionnaires (Black, 1998; Ladany et al., 1996; Lanning & Freeman, 1994) and behaviors reported to researchers by mentors and interns. The questionnaire was field tested and refined (Lazovsky & Shimoni, 2007). Data analysis included qualitative coding, t-tests comparing intern and mentor ratings, paired t-tests between highest and lowest in each domain, and factor analysis to determine latent structure of domains (used on intern data only). Eight categories of ideal mentors emerged. Professional behaviors, personal characteristics, the mentoring relationship, and attitudes toward the role of mentor accounted for 80% of mentor descriptors and 72% of intern descriptors. Interns supported relationship components (1:5) over mentors (1:8). The four remaining categories of ideal mentor characteristics were broken down into the specific supervisory roles, teacher, consultant, counselor, and sponsor.

With regard to role performance, interns' ratings of mentors' contribution to specific target behaviors were compared to mentors' ratings. The range across all 29 items for both groups was "medium" to "very high" contribution and most items have moderate to large effect sizes, with the exception of "helping acquire individual skills" and "giving recommendations to university supervisor." Within the counselor role,

"encouraging and giving emotional support" was rated highest by both interns and mentors and "helping with personal problems" received the fewest endorsements by both groups. Overall, mentors rated their contributions higher than interns. Results also showed salience of a focus on individual counseling skills within supervision. The four proposed supervisory roles were factor analyzed. The roles of teacher and counselor held, as did the sponsor role. The consultant role collapsed with teacher and the boundary keeper role emerged, as did distinction between in-school sponsor and outside school sponsor. The supervisory role factors that emerged were teacher, sponsor, counselor, boundary keeper, outside school sponsor, respectively.

In addition to the limitations of Lazovsky and Shimoni's (2006) study, the 29-item questionnaire created for this study may not capture the specific actual supervisory behaviors, or even the most frequent or important behaviors. Also, the authors focused their research on supervisor roles; however, professional behaviors, personal characteristics, the mentoring relationship, and attitudes toward the role of supervisor accounted for 80% of the ideal mentor descriptors. The authors recommended cross-cultural research delving into "actual" and "ideal" supervisory experiences, including in-depth interviews (Lazovsky & Shimoni, 2007).

Training needs of school counseling site supervisors. DeKruyf (2007) explored the training needs of school counselor site supervisors in the Pacific Northwest, via the construct of self-efficacy. To explore their training needs, the Site Supervisor Self-Efficacy Survey (S4) was developed, and a 28-item web-based survey investigated respondents' (N = 147) perceived self-efficacy in relation to supervision, as well as hours

of supervision training received. Results indicated that many site supervisors have little or no supervision training, and that supervisor self-efficacy appears relatively strong, consistently so for those who had over 40 hours of training. A partial correlation indicated a slightly positive relationship ($r = .202$, $p < .009$, one-tailed) between number of hours of supervision training received and perceived self-efficacy regarding supervision. While training may promote self-efficacy, DeKruyf's (2007) findings, at least in part, reveal that school counselor site supervisors believe in their ability to serve as effective supervisors of school counseling interns.

Promising practices of site supervisors. Stephens (2008) conducted dissertation research examining the actual experiences and perceptions of site supervisors and school counseling interns in preparing trainees for the multiple roles and duties they will fulfill in California public schools. Ten site supervisor and intern dyads participated in face-to-face interviews and completed a questionnaire. The questionnaire focused on the 2001 school counseling standards of practice identified by the California Commission on Teacher Credentialing (CCTC). The questionnaire and interviews focused on 7 primary school counselor roles and functions identified by the CCTC: (a) comprehensive counseling, (b) collaboration and teaming, (c) leadership and advocacy, (d) mental health assessment, (e) multicultural proficiency, (f) data-driven decision making, and (g) systems analyst (Stephens, 2008).

Participants identified 3 elements, 5 domains, and 52 categories of site supervision practices to help school counseling interns develop competency in the 2001 CCTC school counseling standards. The three central elements are (a) nurturing the

supervisory dyad dynamics, (b) engaging in culturally-proficient practices, and (c) developing a systems perspective of schooling. Each of these elements are integral components of the five domains: (a) fostering professional identity, (b) induction into schooling, (c) servicing student needs, (d) managing counseling programs that are school-wide, and (e) using data for assessment and decision-making (Stephens, 2008). Stephens concluded that site supervisors and school counseling interns are engaged in practices aligned with California's standards.

In summary, the empirical literature sheds some light on priorities and practices of school counselor site supervisors, their training needs, and trainee outcomes. However, the sparse, diverse, and disparate empirical literature does little to illuminate the actual practice of site supervision of school counseling interns. Although The Discrimination Model has been used as a foundation for several school-specific supervision models, Lazovsky and Shimoni's (2007) findings revealed that the roles identified in The Discrimination Model (Bernard, 1979, 1997) account for less than 25% of ideal supervisor descriptors. The suggested models referenced earlier in this chapter have yet to be empirically tested; thus, little has been learned about appropriate model fit, and no supervision model nor training model have been developed that is based on actual site supervisor experiences.

Conclusion

Supervision is a unique endeavor (Dye & Borders, 1990) with skills that are "distinctly different than those required to be effective as a counselor" (Magnuson et al., 2001, p. 213; also see Bernard & Goodyear, 1998). Borders and Brown (2005) offered

three ways that counseling supervision is distinct. First, although supervisors may use counseling and teaching skills, supervisors *are not* their supervisees' counselor, and teaching occurs in a "specialized, nonclassroom setting, within an ongoing relationship" (p. 2). Second, a supervision framework is necessary to help organize supervisors' knowledge and skills "in order to decide when and how to appropriately implement them" (DeKruyf, 2007, p. 18). Finally, "there are some interventions, learning processes, and ethical and legal considerations unique to supervision" (Borders & Brown, 2005, p. 2).

An assumption is made when placing school counseling interns in internship sites that placing them with an effective school counselor will provide the trainee with an effective supervision experience (Stephens, 2008). According to Stephens:

> Though school counselors are not mental health clinicians or therapists, they are primary mental health assessors in determining if a student is a threat to self, a threat to others, or being harmed by others. The volatile nature of school campuses today increases the importance of school counseling interns receiving clinical supervision from site supervisors skilled in identifying mental health concerns. (pp. 37–38)

Given the distinctive knowledge and skills called for in providing supervision, and the varied responsibilities and roles of school counselors, there is a need to (a) examine school counselors site supervisors' supervisory practices, (b) identify the ideal supervision experience, (c) identify what site supervisors need in order to experience an ideal scenario of site supervision, and (d) bring site supervisors' experience of supervising school counseling interns to the forefront of school counseling and counselor education literature.

CHAPTER III

METHODOLOGY

Overview

The purpose of this research study is to explore school counselor site supervisors' actual and ideal experiences supervising interns. Primary objectives of this study are to (a) examine school counselors site supervisors' supervisory practices; (b) identify the ideal supervision experience; (c) identify what site supervisors need in order to achieve an ideal experience of site supervision; and (d) bring site supervisors' experience of supervising interns to the forefront of school counseling and counselor education literature. Qualitative methodology provided a starting point for this line of research. Specifically, the consensual qualitative research method (CQR; Hill et al., 2005; Hill, Thompson, & Williams, 1997) was used to examine school counselor site supervisors' experience of providing site supervision to interns. The purpose of this chapter is to describe steps the researcher took in order to collect data from participants. Procedures associated with the current study, including research questions, data collection, interview questions, modifications based on findings from the pilot study, and limitations are presented.

Research Questions

The three research questions listed below were introduced in the first chapter. Consistent with the nature of qualitative investigation, no hypotheses are presumed.

1. What are school counselor site supervisors' actual experiences of providing supervision to interns?
2. What are school counselor site supervisors' perceptions of the ideal supervisory experience?
3. What do school counselor site supervisors need to achieve their ideal supervisory experience?

Participants

A convenience sample was used to obtain participants in the current study. Although a random sample is recommended, Hill et al. (1997) acknowledged the unique challenges that qualitative researchers experience with random sampling. Sampling criteria included having a minimum of a master's degree in counseling, appropriate certifications and/or licenses, and a minimum of two years of pertinent professional experience in school counseling (CACREP, 2009). Because Hill and colleagues (1997, 2005) suggested that participants have recent and extensive knowledge of and experience with the topic under investigation, the researcher stipulated that participants must have supervised a minimum of two interns, the most recent of whom interned during the 2009-2010 or 2010-2011 school year. Also, to control for the influence of university program affiliation on participants' responses, participants were restricted to those who had supervised interns from at least two universities.

To begin the participant recruitment process, the researcher emailed the School Counseling Program Coordinators of 6 CACREP-accredited training programs in North Carolina. The recruitment email (see Appendix A) briefly explained the investigation and

asked that the researcher be provided with names of the counselor training program's site supervisors who met the sampling criteria, or that they pass along to their site supervisors an attached invitation (see Appendix B). From these contacts, one participant volunteered to be interviewed. Nine other participants were recruited from one school system in the Triad area of North Carolina, in which the researcher was previously employed. An adjunct faculty member at the researcher's training program, who also worked as a school counselor in the school system, provided the researcher with a list of school counselor site supervisors who met the sampling criteria. The researcher then emailed an invitation to participate in the current study (see Appendix C) to 13 potential participants. The invitation provided information about the study's purpose and methodology. If the supervisor volunteered to participate, information regarding scheduling was provided. Nine supervisors volunteered to participate, bringing the total number of participants to 10. All 10 participants met CACREP requirements for providing site supervision. Eight of the 10 eligible school counselor supervisors were selected for this study; the other 2 school counselor supervisors were used for the stability check (see Chapter IV). Participants represented three levels of school counseling including 3 elementary school counselors, 3 middle school counselors, and 2 high school counselors.

In the next stage, 10 individual interviews were conducted to gather data from participants. For CQR, Hill et al. (1997) recommended a sample size of 8 to 15 participants in order to allow the researcher to determine "whether findings apply to several people or are just representative of one or two people" (Hill et al., 1997, p. 532). The 10 participants included 9 females and 1 male who identified their ethnic/cultural

group as Caucasian/white (*n* = 9) and African American/black (*n* = 1). Ages of participants ranged from 38-61 with a mean age of 51. All 10 participants had at least a master's degree and were licensed school counselors in North Carolina. Two participants also had an education specialist degree, 4 participants also had a master's degree in agency counselor or social work, and 3 participants also had master's degrees in administration. In addition, 2 of the school counselor site supervisors were National Certified Counselors (NCC). Years of experience as a school counselor ranged from 11–31 years with a mean of 20 years. In terms of years at their current schools, 20% were in years 1–5, 10% were in years 6-10, 40% were in years 11–15, and 20% were in years 16–20. Two participants were the only counselors at their respective schools, 5 had 1 other school counselor on-site, 1 had 2 other school counselors on-site, and 2 had 4 other counselors on-site. Three of their respective schools are rural, 3 schools are suburban, and 4 are urban.

The number of interns the school counselors had supervised ranged from 2 to 10, with a mean of 6, and 3 participants had an intern at their site at the time of their participation in the current study. Two participants indicated they received training in counselor supervision at a daylong workshop hosted by a counselor education program 15 years earlier. Professional memberships also were reported. Five participants were members of the North Carolina School Counselor Association (NCSCA), and 2 were members of the American School Counselors Association (ASCA). One participant reported being a member of ASCD (an education leadership organization), Phi Delta Kappa, and the North Carolina Middle School Association.

Procedures

Because Hill et al. (1997) recommended providing interview questions to interviewees in advance, interview questions (see Appendix D) were emailed to participants at least one week before their interview, along with informed consent (see Appendix E) and demographic forms (see Appendix F). The demographic form asked participants to report descriptive information, including sex, age, ethnicity, and information about the participant's professional training and work setting. Interviews were conducted in a setting of the participants' choosing. Participants were labeled sequentially as Participants 1 through 10 in order of the date the interview was conducted. Interviews for participants 1, 2, 3, 4, 5, 6, 7, 8, and 10 occurred in the work offices of participants. Participant 9 chose to meet the researcher for the interview at a coffee shop. On the day of the interview, the informed consent was explained to participants. Participants were told that the interview could last for 45 to 60 minutes, depending on how much information the participant shared. In addition, participants were told that the interviews would be audiotaped and that the participant was free to leave the interview at any point in time, without any consequences. Total interview times ranged from 36 minutes (Participant 5) to 1 hour and 41 minutes (Participant 4). At the conclusion of the interview, participants were given a $15 gift card.

Interview Questions

Individual interviews were used to explore school counselor site supervisors' experiences and needs as they relate to supervising interns. The purpose of these individual interviews was to gather data by inviting school counselor site supervisors to

use their own words to describe the experience of providing site supervision to interns. Through the use of open ended questions, school counselor supervisors' experiences of providing site supervision emerged since observations of supervisors providing supervision is not possible. Conducting such qualitative individual interviews is "based on the assumption that the perspective of others is meaningful, knowable, and able to be made explicit" (Brott, 1997, p. 85).

Interview questions were developed based on the research questions. The primary researcher consulted with the current study's external auditor, a licensed school counselor who has a Ph.D. in counseling and counselor education, and has provided site to one intern and university supervision to 10 interns. Also, the researcher consulted with another licensed school counselor who has a Ph.D. in counseling and counseling education, is a licensed professional counselor, and has provided site supervision to 7 interns over approximately 15 years. Additionally, the researcher also consulted with two counselor educators with expertise in counselor supervision to narrow further the focus of questions. Finally, the researcher incorporated suggestions during the proposal seminar, and recommendations from the researcher‘s dissertation committee members to refine the interview questions. Hill et al. (1997) noted that participants likely would not be able to "provide detailed analysis of reasons for their behaviors" but would be able to "describe their experiences" (p. 538); therefore, *why* questions were avoided. After reviewing the informed consent form and collecting the demographic form, the researcher began audio recording of each interview. The opening paragraph was read to participants to define "counseling supervision" for the purpose this study. After reading the paragraph, the

researcher asked participants if they had any questions about what was meant by "counseling supervision." The set of interview questions is included below:

> Thank you for your interest in my study of school counselor site supervisors' experience of supervising interns. I believe that site supervision is extremely important, and I am thankful you are willing to take time to contribute to this project. For the purposes of this interview, please focus on your counseling supervision experiences with interns. Counseling supervision focuses on the intern's application of counseling theory and skills when working with students, parents, administrators, and other stakeholders in the school. Specifically, consider counseling supervision as the supportive and educative activities you provide to the intern, including feedback, observation, and instruction (ACES, 1993).
>
> Please be assured that your responses will be kept confidential as described in the informed consent.
>
> 1) Before we begin discussing supervision specifically, please tell me about your school?
> a) How have you seen your school change over time?
> b) Describe your role in the school as a counselor.
> c) How would the principal describe your role? Teachers?
> 2) Tell me what your experiences have been supervising interns.
> a) What do your interns typically do at the school?
> i) How are interns' responsibilities determined?
> b) What is expected of you as a supervisor?
> i) University's expectations?
> ii) Intern's expectations?
> iii) Principal's expectations
> iv) What do you think about all of these expectations and what are your expectations of yourself?
> c) How do you understand supervision?
> i) What is its purpose?
> ii) What is your role as a supervisor?
> d) How do you know when your supervision is successful?
> 3) Describe your typical supervision session.
> a) Where does it take place?
> b) Who else is there?
> c) What is your intern doing?
> d) What are you doing?
> i) What is going through your mind during supervision sessions?
> ii) How do you feel when you provide supervision?
> e) In what ways do you believe you are prepared to be a supervisor?
> f) How did you come up with this way of doing supervision?

4) Reflect back on your experience as an intern. What was it like?
    a) How did your internship experience influence you as a supervisor?
5) Think of a supervision experience with one of your interns that was particularly productive or rewarding. What made that experience rewarding?
    a) What other rewarding supervision experiences have you had?
    b) What else makes supervision rewarding for you?
6) Think of a supervision experience with one of your interns that was particularly difficult or challenging. What made that experience challenging?
    a) What other challenges have you had?
    b) What else makes supervision challenging for you?
7) Up to this point, we've discussed your actually experiences as a site supervision. Now, I want you to think about your ideal supervisory experience. If it were entirely up to you, what would site supervision be like?
    a) What would you be doing?
    b) What would your interns be doing?
    c) How will the school students be served?
    d) How will other stakeholders be involved or affected?
    e) What do you need more of?
    f) What do you need less of?
    g) How can university/college programs help?
    h) How can school systems help?
    i) How can administrators help?
8) What else would you like to add about any aspect of site supervision that has not already been brought up?

The semi-structured questioning approach was recommended by Hill and colleagues (1997) using a mix of scripted questions and probes to allow for consistency across interviews and to gather in-depth information when necessary. The list of probing questions was created prior to beginning interviews. Immediately following the conclusion of each interview, the interviewer recorded field notes about the "length of the session, impressions of the interviewee(s), comments about the flow of the session, and reactions of the interviewer to the interviewee(s)" (Hill et al., 1997, p. 542).

Participants were identified by a sequential number based on the chronological order of the interviews. That sequential number was recorded on the upper left hand

corner of the demographic form. Participants were asked the interview questions in a semi-structured manner, with follow-up questions as needed. The researcher recorded interviews with a digital audio recorder. As soon as possible after completing each interviews, the demographic form was placed in a lock box in the researcher's home office. Participants' informed consent forms were placed in a lock box in the researcher's work office. Only the researcher had access to both lock boxes. Audio interviews were stored in a lock box in the office of the researcher's home. Interviews were transcribed in the researcher's home office and the original audio recordings of interviews were destroyed from the digital recorder. Interviews were transcribed within a week of the actual interview. While transcribing, the researcher listened to interviews on headsets to offset the minimal possibility that information would be heard by others. Copies of transcribed interviews were given to members of the research team to read over after each interview had been transcribed. Copies of transcribed interviews also were given to participants within 2 weeks of the interview in the manner indicated on demographic forms. Hill et al. (1997) wrote that participants can be asked "to read the transcript carefully to see if they have any additions, corrections, or clarifications" (p. 543). Each individual interview was treated as a case and analyzed using Consensual Qualitative Research (CQR) methodology, which is described in the next section.

Consensual Qualitative Research

Theoretical Foundations

Consensual Qualitative Research is a structured method of collecting and coding data obtained through the use of interviews (Hill et al., 1997, 2005). Hill et al. (1997)

introduced this methodology as an alternative to other forms of qualitative research previously utilized in social science research that may have been more subjective or biased based on one researcher's perspective and findings. Hill et al. (2005) described this approach as "predominantly constructivist with some postpositivist elements" (p. 197). As a method of inquiry, CQR falls somewhere between the postpositivism and constructivist research paradigms based on consideration of the philosophy of science parameters: ontology, epistemology, axiology, rhetorical structure, and methodology (Ponterotto, 2005).

Hill et al. (2005) posited that the philosophical underpinnings of CQR lie in the fact that people construct realities that are salient to them as "the truth" (p. 197). CQR was strongly influenced by a number of theories and approaches, including grounded theory, defined as a "conceptual network of related constructs about a phenomenon" (Hill et al., 1997, p. 520); Comparative Process Analysis, which is a method designed to analyze implicit meanings from therapy sessions; the phenomenological approach, or the belief that data is best understood in the context in which it emerges; and feminist theories (Hill et al., 1997). CQR has been used widely as a method of inquiry in social science research, especially in counseling psychology (Hill et al., 2005).

The core methods of consensual qualitative research are outlined in Hill et al. (2005):

1. Semi-structured interviews using open-ended questions are used to collect data for an in-depth examination of experiences as well as identification of patterns across cases.

2. A research team is utilized to obtain multiple perspectives when examining data.
3. Consensus is reached by all members of the research team at various points throughout the process in order to interpret and analyze data collected.
4. Auditors, who are separate from the research team, are utilized to check the work of the research team to reduce bias when analyzing data.
5. Data analysis consists of identifying domains (i.e., common themes) and core ideas (i.e., subthemes) that emerge through data collection as well as conducting cross-analyses to identify common themes.

The CQR Process

The CQR approach utilizes a number of judges throughout the data analysis process in order to elicit multiple perspectives (Hill et al., 2005) and minimize the potential for individual researcher biases to influence data outcomes. The composition of the research team is emphasized as a critical component of CQR methodology (Hill et al., 2005). Suggested guidelines include a team consisting of three to five individuals, all possessing some knowledge about the topic of investigation. Additionally, research team members should be willing to compromise and be aware of power differentials in the group. Because group consensus is critical to ensure appropriate data analysis procedures and outcomes, the research team should be comprised of individuals who cooperate with and respect each other (Hill et al., 1997).

Hill et al. (1997) suggested that the research team be assembled early in the research process to assist the primary researcher in creating research questions. More

importantly, research team members must be trained in the CQR method using Hill et al. (2005) and Hill et al. (1997). To address subjectivity, research team members should discuss and record their biases and expectations related to the topic under investigation "prior to, and throughout, the research process to ensure that these biases do not unduly influence the data analysis" (Hill et al., 2005, p. 198). This exercise is known as bracketing (Hill et al., 1997). The purpose of recording biases is to note the types of information research team members might be inclined to look for, which could interfere with their objectivity when analyzing data. In addition, Hill et al. (1997) wrote that CQR uses participants' words as much as possible to reflect interpretations of the data. Also, an external auditor is used throughout the process to compare interpretations of the data against transcriptions of interviews, to further ensure that biases and preconceived expectations are not reflected in the analysis of data (Hill et al., 1997, 2005). The consensus of the research team and the use of an external auditor help to maintain the objectivity in this qualitative approach (Yeh & Inman, 2007).

To code data, Hill et al. (1997) reported three main steps: (a) domains are developed and coded, (b) core ideas are constructed, and (c) categories to describe consistencies across cases are developed (cross-analysis). Hill et al. (1997) explained that domains are "used to group or cluster information or data about similar topics" (p. 543). For this reason, they indicated researchers might start with a list of domains that seem relevant based on the review of the literature. Before data collection in this study, six preliminary domains were identified based on a review of the literature. Initial domains included: (a) actual experience of supervision, (b) benefits of providing supervision, (c)

challenges of providing supervision, (d) ideal supervision experience, (e) supervision needs, and (f) other. To ensure objectivity in identifying domains, research team members read one interview at a time and reach consensus about the identified domains. All material from the interview is placed in at least one domain (Hill et al., 1997); therefore, an “other” domain may be created, if needed, to ensure that all data are included, even if the data seem unimportant. Only after consensus has been reached may researchers begin reading the next interview (Hill et al., 2005).

Hill et al. (2005) explained that core ideas are the essence of what the person said within each domain and are abstracted from participants’ responses (Hill et al., 2005). Accordingly, research team members are to reach consensus on identified domains and core ideas. Core ideas are verbatim data that represent identified domains (Hill et al., 1997). In order to maintain clarity of the data, double coding, or putting core ideas into more than one domain, should be kept to a minimum (Hill et al., 1997).

According to Hill et al. (1997), the external auditor reviews the domains and core ideas on a case by case basis and makes recommendations based on the logical clarity of the core idea within the domains (Hill et al., 1997). The external auditor determines “whether (a) the raw material is in the correct domain, (b) all the important material in the domain has been abstracted, and (c) the wording of the core ideas is concise and reflective of the raw data” (p. 548). After receiving feedback from the external auditor, the research team members meet and reach a consensus regarding whether to accept or reject the auditor’s suggestions.

Once each interview has been coded for domains and core ideas by research team members, reviewed by the external auditor, and sent back to the research team for a final group consensus, it is recommended that group members look at domains and core ideas across cases, what Hill et al. (2005) and Hill et al. (1997) called cross analysis. Cross analysis is conducted by having the research team members copy core ideas from each of the single case domains onto a blank sheet of paper. The research team then examines the data to determine how they fit into categories. Research team members review the data, discuss similarities between cases, and agree upon wording that captures the "essence of the phenomenon" (Hill et al., 1997, p. 550).

In CQR, researchers may report the frequency of occurrence of the categories across samples (Hill et al., 1997, 2005). The label of "general" is applied to all cases, "typical" is applied to at least half of the cases, "variant" is applied to two or three but less than half of the cases, and "rare" is applied to a single case (Hill et al., 2005, p. 200). Similar to the case by case process, once the research team reaches consensus about the categories and frequencies, the external auditor reviews the categories and frequency labels and makes comments and suggestions for the research team to consider.

Hill et al. (1997) wrote that researchers can test the stability of their findings by subtracting two to three cases from preliminary analyses (Hill et al., 1997). After cross analysis is completed, researchers can add the subtracted cases to see if "new domains, categories, or relationships among categories emerge" (p. 553). If adding the new cases does not substantially change the results, researchers may assume that their findings are stable (Hill et al., 1997). If the results have changed, Hill et al. (1997) suggested

including the subtracted cases one by one until there are no substantial changes in the results.

To describe the findings, Hill et al. (1997) wrote that researchers create a written narrative of accounts across cases, write up the findings, and present the results in a clear and cogent manner (Hill et al., 1997). When presenting the findings, the domains and core ideas that illustrate the domain and/or category should be presented both in chart form and in narrative form (Hill et al., 1997).

Coding the Data in the Current Study

The Research Team

The research team was composed of the author, a 33-year-old White female who has worked as a school counselor and as a university supervisor to interns. In addition to her experience as the “yin” to the school counselor site supervisor’s “yang,” the researcher has been immersed in the school counseling supervision literature for at least 3 years. The researcher’s cohort member also was a member of the research team. The researcher‘s cohort member is a 32-year-old White female who is an agency counselor, has training in counselor supervision, and has supervised agency counselors-in-training. The final member of the research team was a 28-year-old White male, a Ph.D. student in the Counselor Education Department at North Carolina State University. Before pursuing his Ph.D., he worked as a high school counselor. The Ph.D. student was asked to be a part of the research team based on the researcher’s knowledge that the he had work experience as a school counselor and wanted additional research experience. Because the cohort member lived in a different state as the researcher and other team member,

research team meetings were held online at gotomeeting.com. An external auditor was used throughout the process, including interview question development. The external auditor is a licensed school counselor with a Ph.D. in counseling and counselor education and considerable experience providing supervision to interns, both as a university supervisor and site supervisor. Further, the external auditor has experience conducting research using CQR methodology.

Bracketing

CQR methodology acknowledges that researchers' values cannot be divorced from the process; therefore biases and expectations must be bracketed. When the researcher assembled the research team, she asked that before the team began reviewing interview transcripts that they write down what they expect participants to say and any biases they have with regard to the topic of study. Research team members met via a conference call to complete the bracketing exercise by sharing and discussing their expectations and biases with each other, including their thoughts about the benefits and challenges of being a school counselor site supervisor. The bracketing exercise was completed by each research team member, compiled by the researcher, and distributed at the first research team meeting two weeks later.

Coding Process

Following the bracketing meeting, research team members were given a copy of the first interview transcript. Based on a review of the literature, six preliminary domains were assigned: (a) actual experience of supervision, (b) benefits of providing supervision, (c) challenges of providing supervision, (d) ideal supervision experience, (e) supervision

needs, and (f) other. The first research team meeting took place on December 15, 2011. In this meeting, research team members shared their impressions of the first interview. From that discussion, it was determined that additional domains emerged from the data including (a) school factors, (b) intern characteristics, (c) supervisor characteristics, (d) preparation as a supervisor, (e) beliefs about supervision, (f) expectations for supervision, (g) supervisor role, (h) supervision focus, and (i) supervisory relationship. Further, the research team determined that the preliminary domains of (a) actual experience of supervision, (b) benefits of providing supervision, and (c) challenges of providing supervision were subsumed by the domains that had emerged from the interview. Team members then reread the first interview on their own and recoded the data. In the second research team meeting consensus was reached with regard to the coded data. At the conclusion of the second meeting, research team members were asked to identify core ideas in the first interview prior to the next meeting. At the third meeting, the team reached consensus about the core ideas, and were assigned the second interview for domain coding.

Research team members met on 11 occasions over a 3 month period. Each interview was treated as a case. Beginning with the third meeting, research team members were given an additional transcript to have read by the next meeting. Meetings were scheduled on a weekly basis or biweekly basis and, at least two hours before the next research team meeting, members of the research team emailed each other their coding of the interview. Typically, meetings lasted one and a half hours and research

members discussed their impressions of each case and, if applicable, their justification for coding an item.

After the third interview was coded, the researcher created a rough table of domains, core ideas, and categories to share with the research team and the external auditor. In this way, a stability check was done to see if there was a representativeness of the sample that was taking shape. After the sixth research team meeting, the external auditor was given transcripts from participants 1-3 and a copy of the rough table of domains, core ideas, and categories. The external auditor shared her impressions and insights about transcripts 1-3 and the rough table. Based on the external auditor's feedback, the research team restructured the domains so that they had a parallel form. Final domains included: (a) site characteristics, (b) intern characteristics, (c) supervisor characteristics, (d) training program characteristics, (e) site supervisor expectations of supervision, (f) university expectations of supervision, (g) site supervisor's role, (h) university role in supervision, (i) reasons for providing supervision, (j) site supervisor's feelings, (k) supervision outcomes, and (l) ideal supervision experience.

The research team coded Transcripts 4-10 in accordance with the new structure. After the tenth research team meeting, the external auditor was given Transcripts 4-10 and a revised table of domains, core ideas, and categories from 8 of the 10 transcripts. This table was emailed out to group members and the external auditor, with changes made to it based on their recommendations. Transcripts 3 and 10 were withheld from the updated table and were used as a stability check. Random.org was used to determine which transcripts were to be withheld from cross-analysis. The research team met a final

time to go over the auditor's comments on Transcripts 4-10 and to determine whether adding in Transcripts 3 and 10 substantially changed the categories and labels. The team and auditor concluded that adding in the two withheld cases did not substantially change the data; therefore, the data was considered stable.

Trustworthiness of the CQR Method in the Current Study

Yeh and Inman (2007) wrote that collaboration, self-exploration, rigorous check of the data with external auditors, and the circularity (i.e., "the complexity, depth, and comprehensiveness of qualitative research as it emerges" (p. 384)) of the CQR method attests to its validity and trustworthiness. Trustworthiness of the method, or the degree to which the results can be trusted, was maintained by researchers carefully monitoring the data collection and data analysis process based on the self-reports of the research team and the availability of the raw data (i.e. transcribed interviews). To uphold trustworthiness in the current study, the research team completed the bracketing exercise, and copies of transcripts were readily available so that the research team could stay close to the raw data. Also, the researcher provided participants with typed transcripts after the interview. Hill et al. also highlighted testimonial validity, or gathering input from interviewees, which was maintained in this study by communicating with participants and allowing them to provide feedback on the transcribed interviews.

Pilot Study

Hill et al. (1997) recommended that interview questions be piloted with individuals similar to the target group of participants. The researcher conducted a pilot interview with an individual who represented the population of interest to receive

feedback regarding the interview process, including the appropriateness of the questions and the length of the interview. The researcher contacted the interviewee who was a fellow counselor in her school system. Also, the researcher provided university supervision to the interviewee's intern during the 2009-2010 school year.

Participant

The pilot study participant identified as a 39-year-old Caucasian/White woman working in an elementary school. She earned a Masters of Administration and an Education Specialist Degree. She is a Nationally Certified Counselor and a member of the North Carolina School Counselor Association. The interviewee has worked in the same school for 14 years. She has supervised at least five interns from three college and university counseling programs, most recently during the 2009-2010 school year.

Initial Interview Questions

Initial interview questions were drafted by consulting with two licensed school counselors with PhDs in counseling and counselor education. One has provided site supervision to 1 intern and university supervision to 10 interns, and the other has provided site supervision to 7 interns over approximately 15 years. The researcher also consulted with two counselor educators with expertise in counselor supervision to refine further the focus of questions. Initial interview questions can be found in Appendix G.

Procedure

After receiving IRB approval for the pilot study, the researcher contacted the potential participant via telephone and read the recruitment script (Appendix H). The participant was asked to formally consent to be interviewed as a participant and to reflect

on the interview process for the pilot study. The participant was told that the length of the interview would be between 45 and 60 minutes.

The researcher emailed the informed consent (Appendix I) and demographic form (Appendix J) for the pilot study to the interviewee one week prior to the interview. On the day of the interview, the researcher provided verbal instructions about the pilot study. After the informed consent was reviewed and signed and the demographic form was collected, the researcher began the interview, asking six open-ended questions and follow-up probing questions. Additional follow-up questions, such as “is there a way, too, that they (school system administrators) can help you in your role specifically as a supervisor?” were asked to clarify and expand upon the interviewee’s responses. The qualitative interview lasted 47 minutes for a total assessment time of 1 hour and 23 minutes. After questioning, the interviewee was given a $15 dollar gift card, as explained in the informed consent, and informed that she would receive the typed transcript within two weeks. In addition, the interviewee was informed that her transcript would be used as a training exercise for the research team and external auditor in preparation for the larger dissertation study.

Results and Modifications for Full Study

After the interview was completed, the researcher asked the interviewee to provide feedback on the interview questions as well as on the overall interview experience to inform future research procedures. The interviewee identified three areas for consideration in the larger study.

Redundancy. The interviewee recommended that the questions be edited to control for redundancy. The interviewee thought that each question was important, and she could not offer feedback on which potential questions to eliminate or combine to control for redundancy in responding. The interviewee and researcher agreed that a great deal of redundancy occurred in response to the questions and probes asking the interviewee, “describe your most rewarding (challenging) supervision experience” and “what makes supervision rewarding.” Those questions were modified as follows: “Think of a supervision experience with one of your interns that was particularly productive (difficult) or rewarding (challenging). What made that experience rewarding/challenging?,” and “What else makes supervision rewarding (challenging) for you?”

In addition, the interviewee stated that the interview questions sounded “formal” and “academic.” As a result of interviewee feedback, the researcher revised the interview questions using more colloquial language so as to be more inclusive for participants who are no longer pursuing advanced degrees, like the researcher. For example, the interviewee specifically stated that the term “clinical supervision” did not mean anything to hear and she thought it “sterilized” the supervision experience. The researcher changed “clinical supervision” to “counseling supervision.”

Give questions beforehand. The interviewee recommended that participants be given the interview questions beforehand. The interviewee expressed that the questions required depth of thought and expressed that her answers may have been more targeted and focused had she had the questions beforehand. She also stated that having the

questions ahead of time might reduce redundancy in responding. Hill et al. (1997) also suggested giving questions to participants ahead of time to be helpful in studies that require reflection.

Provide transition statement. Regarding the flow of the interview, the interviewee was excited but thrown off by the interview question, “if it were entirely up to you, what would site supervision look like?” The interviewee thought that a transition statement between the previous question and this question would be helpful to encourage a more thoughtful response. To provide for a thoughtful transition in the full study, the researcher will summarize interviewees’ responses regarding their actual site supervision experiences. The researcher then will say, “up to this point, we’ve discussed your actually experiences as a site supervision. Now, I want you to think about your ideal supervisory experience.” After giving interviewees a moment to think, the researcher will ask, “if it were entirely up to you, what would site supervision be like?”

Limitations of the Pilot Study

The pilot study was not without limitations. One limitation in this study was the potential bias of the interviewer who was also the researcher of this study. The researcher provided university supervision to the interviewee’s intern during the 2009-2010. Therefore, the interviewee and researcher had some knowledge and preconceived notions of each other as supervisors. At the end of the interview, the interviewee stated that she would like to know how the researcher “does supervision.” A further limitation was the convenience sampling. For this reason, the interviewee may have exhibited some social desirability in responses inherent with face-to-face interviews (Hill et al., 1997, 2005). A

final limitation is that the researcher did not provide questions to interviewee ahead of time, which may have resulted in more superficial responses to interview questions. The decision not to provide interview questions to the pilot study participant was based on the fact that the pilot study was intended to inform the researcher about the utility of the questions themselves and the interview process as opposed to the content of the responses to interview questions. Interview questions will be provided to participants in the full study one week prior to the interview via email.

CHAPTER IV

RESULTS

A review of 8 individual cases produced 12 domains, each with 2 to 16 categories (see Appendix K for a list of all domains and categories). A review of two additional individual cases was utilized as a stability check for these domains and categories. Results of the stability check suggested that the domains and categories that surfaced from the individual interviews were indeed stable. These domains and categories addressed the research questions proposed:

1. What are school counselor site supervisors' actual experiences of providing supervision to interns?
2. What are school counselor site supervisors' perceptions of the ideal supervisory experience?
3. What do school counselor site supervisors need to achieve their ideal supervisory experience?

Domains and Categories

Twelve domains surfaced as a result of eight individual interviews with school counselor site supervisors. These twelve domains describe school counselor site supervisors' experiences: (a) site characteristics, (b) intern characteristics, (c) supervisor characteristics, (d) training program characteristics, (e) site supervisor's expectations for supervision, (f) university expectations for supervision, (g) site supervisor's role in

supervision, (h) university role in supervision, (i) reasons for providing supervision, (j) site supervisor's feelings, (k) supervision outcomes, and (l) ideal supervision experience. Each of these domains will be discussed below. In addition, categories identified within each domain will be discussed.

Site Characteristics

Within the first domain, school counselor site supervisors identified site characteristics that formed the context of their experience of supervision. According to systems theory, individuals both influence and are influenced by the systems in which they belong (Minuchin, 1974). Each internship site represents a system influenced by administrators, teachers, parents, students, and community members. Also, the school counselor site supervisor and intern are both influencing and influenced by the site. Each site is a unique system, or context, in which supervision of interns takes place. Differences between sites affected each supervisor's experience of supervision. Despite many differences, however, four key characteristics of school sites emerged that influenced participants' experiences as site supervisors and provided the contexts for their discussion of their experiences: (a) assignment of interns, (b) space at site, (c) number of counselors at site, and (d) supervisors' responsibilities as a school counselor.

Assignment of interns. Two participants discussed their impressions that interns were assigned to them just before the internship experience was to commence. One supervisor stated, "You know, we always get the call, 'can you take this person on Monday?' I think the [person responsible for assigning interns] procrastinates." Both supervisors believed that the university was prepared to place interns before the school

district was ready. Based on this belief, the other supervisor saw a need for interns to be assigned earlier by the school district:

> I need more flexibility or support from central office to get it done earlier. I know the universities know in the summer who they have as interns for Fall and Spring. So I feel like if the person at central office who does that wasn't spread as thin as he is, he might be able to pull it off. But he has so many departments under his wing at this time that he's not able to pull it off. It's not a priority for him. Best case scenario, if that (placing interns earlier) was a priority for him, everybody would be able to work together to have that happen.

Being assigned interns at the last minute was a challenge for these supervisors because that they were unable to do as much planning for an intern as they would like. When asked about expectations of herself as a supervisor, one supervisor stated, "I don't have time to think much about it."

Space at site. All of the participating supervisors noted that the first thing they do as a supervisor is find a space for interns to use, and provide interns with resources they need for the site experience. Three supervisors said that their school site was able to provide interns with their own office. One supervisor shared that when she received interns she does the following: "Introduce them to staff, let staff know they're here, find them space. Things we'd do as a mentor, or if we had a new counselor here. Get them acclimated, get them in the computer system."

Five participants shared their office with their intern. The consensus of these supervisors was that "space is at a premium." One supervisor said, "We don't have an extra space. They're right here with me." One supervisor said that sometimes her interns

saw students in the conference room. One supervisor shared that she had to get creative in scheduling space:

> We had one intern come on days that the nurse and school psychologist weren't here, because they use that room, so we scheduled everybody so that each person has their own day in that office. In the past, when we had a half-time counselor, the intern usually kept their stuff in there and we tried to have the intern here when the half time counselor was not. If that didn't work out, or when it just wasn't the case, then the person would be in here with me. And I would go out and give them the space for certain chunks of time during the day so they felt like they had their own individual space.

Sharing an office posed a challenge for two supervisors. "I'll clean off a space and bring in a laptop so that they have a computer to use; those are really issues that we deal with." Because of limited space, one supervisor held supervision sessions in her office while other staff members also used the space:

> Supervision is never one-on-one. The goal would be that, but in this office a lot of times you'll have a group of people on one side talking about something and then maybe me and the intern sitting across the room talking.

One supervisor spoke figuratively about her school as a space, or atmosphere, for supervision. She believed interns benefited from this characteristic of her site:

> This particular counseling office allows the freedom for them to use what they're learning. It's not rigid where they have to stay in a format or a school that has the counselor say tied into the schedule, and I think they enjoy that.

Number of counselors at site. Two participants were the only counselors at their schools (both elementary-level counselors), and one middle school counselor indicated that the other counselor at her school was not a part of the supervision experience. The

other five participants took a team approach to supervising interns. This sentiment was expressed, “We treat them like one of us and because of our office setting, they’re not just seeing me, they’re seeing everyone in our office.”

One reason supervisors expected their colleagues to serve a supervisory role with interns was to expose interns to as many responsibilities of the school counselor as possible. “I pull in my co-counselor because we try to give our interns experiences with all the grade levels and all types of students, so there are times we’ll all meet together.” Another reason supervisors shared the responsibility for supervision with their colleagues was to promote intern growth and development:

> That person is going to be a counselor, probably a high school counselor, in a few months, and I expect that this office is doing all we can to help that person grow and be ready to be a counselor in a few months.

This supervisor further stated that including the other counselors in the office modeled the importance of consultation in the role of school counselor. He said, “We do that as counselors, say to each other, ‘Hey, I’ve got a tough one, can you help me?’”

To emphasize the importance of consultation for school counselors, another supervisor brought in other student support specialists when supervising her interns. She invited the school psychologist, nurse, and special education coordinator to be a part of supervision. She shared, “Sometimes it might not be just me and the intern, it might be 4 or 5 of us. I think that really helps too, because the intern sees how important these supplemental folks are.”

Supervisor's responsibilities as school counselor. All participants indicated that the following responsibilities as a school counselor influenced their supervision experience: (a) individual counseling, (b) group counseling, (c) large group guidance, (d) non-counseling duties and paperwork, and (e) working with administration. Elementary supervisors (n = 3) and middle school supervisors (n = 3) listed before, during, and/or afterschool duties they were expected to perform. Specifically, supervisors' expectations of interns and amount of time they were available for supervision were affected by their job responsibilities.

Individual counseling. All of the participants were expected to provide individual counseling to students in their role as school counselors. Preparing students for graduation was an individual counseling focus for high school counselors, and both middle school and high school counselors reported spending a sizable amount of time registering students and scheduling their classes. Individual counseling was responsive in nature and the focus varied depending on student's needs. Some examples of topics counselors talked about with students included attendance, graduation requirements, suicidal ideation, and anger management.

Site supervisors stated that they had an open-door policy for students who needed individual counseling. In their role as school counselors, the open-door policy was considered beneficial. One supervisor stated, "We have an open-door policy, so we see a lot of students here at this school and I think that's a positive thing." Another supervisor, however, thought that having an open-door policy posed a challenge because of the time it took away from her other responsibilities. She shared, "Girl-drama. That takes up about

75% of my time and it tends to grow around October. I was a revolving door today with girl drama."

One supervisor shared, "As soon as I walk in, I'm putting out fires, seeing the kids I didn't see the day before." One supervisor mentioned the juxtaposition of the role of supervisor and the role of counselor:

> There are such delicate issues we have to deal with and handle really well or our kids are not going to get everything they need. Making sure that the kids are getting everything that they can as a benefit from the office, while at the same time training an intern.

Group counseling. All participants believed they had a responsibility to provide group counseling to their students. High school supervisors, however, indicated they were not able to conduct group counseling in their schools because "there's just not enough time with the constraints of curriculum." Elementary supervisors all led groups, as did the middle school counselors, even though all three found groups to be a challenge for the same reason high school counselors were unable to do them:

> I did a grief group right before Christmas. I had 6th, 7th, and 8th graders, so only one of those levels was going to be during their Encore time. I had to pull the other levels during core time. So if you're going to do a group, unless you can get students who have after school transportation, it's very difficult. The logistics in middle school are more difficult. So when I have done groups with interns, we usually do 4 sessions versus 6 or 8.

Large group guidance. At every level, large group guidance was a responsibility of the supervisors as counselors in their school. At the high school level, large group guidance topics included "registration requirements, classroom climate, career

instruments, college prep, and of course personal-social issues." The other high school counselor also mentioned that his responsibilities included hosting parent nights.

No supervisors mentioned a perceived challenge for interns in getting direct classroom guidance hours. Elementary supervisors shared that they were easily able to support interns in getting these direct hours:

> Classroom, that's fine. We have to do that more in our system now. And I fought it, but it's fine. We have students who need to know who I am and what I do; what's the purpose of a counselor and how to access me.

Another elementary supervisor felt that she was handicapped because of the time she spent doing classroom guidance:

> I'm on the Specials Rotation. For the first time ever I didn't get to go to the state school counselor association conference this year. I guess I could have, but it was way too much trouble because my schedule is very different every day. Some days I have classroom guidance back to back to back all day long and then there are days when I don't have any, so I can do more meetings and that sort of things.

Non-counseling duties and paperwork. When asked to describe their responsibilities, every participant discussed miscellaneous jobs, as well as before and after-school duties, they were expected to perform. Two supervisors said they perform academic interventions with students, including tutoring and reading to students. Three supervisors said they cover classrooms when teachers need to be out for a parent conference, or even to use the bathroom. Six supervisors said they had responsibilities during testing times, ranging from test coordinator to proctor. One supervisor was responsible for hosting the school's student council; another supervisor served as the

school's tour guide. Every supervisor was the 504 Plan coordinator at their school, and a member of their schools School Improvement Team (SIT), and two supervisors were Student Assistance Team (SAT) chairpersons. Two supervisors organized the Crosby Scholars Program at their school, and two supervisors were responsible for testing and screening students for the Academically and Intellectually Gifted (AIG) program at their school. Three supervisors were involved in issues related to disciplining students. One supervisor disclosed:

> I intervened in a fight after school today. I could be involved in discipline pretty much non-stop. I have to guard against that because I feel like it's not my role. But administration wants to put us in that slot.

Two supervisors said that they did not mind the non-counseling responsibilities they were expected to perform. One participant stated:

> I mean I really don't mind anything that they ask me to do. Somebody asked me one time, "Do you really go in and cover so a teacher can go to the bathroom?" Well, yes, because there's nobody else to do that. I like doing it.

Six participants thought that non-counseling duties and paperwork were time suckers, and kept them from their counseling responsibilities. One supervisor shared:

> You know, we're told you really need to do what you're asked to do. I work 12 hour days every day, 6:30-6:30 and I feel like I never get my head above water. Lots of what I do is behind the scenes. I know my principal appreciates me, but maybe I've become old and can't handle so many things anymore, but I can't handle the demands and things pulling us away from what we should be doing.

Every participant mentioned having to complete paperwork associated with non-counseling duties. One supervisor shared:

> We do a lot of paperwork. You know, it's almost a calendar system. In the beginning of the year we do a lot with start up and scheduling. This school is a revolving door and that takes a lot of our time. They come, they go, they move. We're constantly chasing records.

One supervisor summarized the challenge of non-counseling duties and paperwork:

> I wear lots of hats. Sometimes I feel like my role is put out fires and running from one thing to another while trying to figure out how to successfully run a comprehensive program. That is very difficult to do with the extra duties that counselors have in this county. Such as SAT, 504, Diabetes Care Manager, car duty, other paperwork, registration. Yes, they have to be done, and a lot of times it's realistically unmanageable, pretty much.

Working with administrators. All participants described their relationships with administrators and administrators' expectations of interns. Overall, administrators did not have specific expectations of interns, and limited interaction with interns. Administrators trusted the school counselor site supervisors to oversee the professional behaviors of interns. One supervisor shared, "Administration is not involved really. The only time they're involved is if there's a situation with a student and they know it's one the intern has been working with."

Only one supervisor said his administrators worked with interns and gave them tasks:

> I think they (administrators) expect interns to be professional, to do a good job, to learn, to learn from administrators. And to be a team player. But I think administrators understand that they're interns. And they're a part of that process

> and they give interns a few more tasks along the way so they know that that intern's growing.

Intern Characteristics

Within the second domain, school counselor site supervisors discussed four characteristics of interns that influence the supervision experience: (a) personality, (b) fit, (c) theory focus, and (d) attitude toward supervision.

Personality. Interns were characterized in terms of two personality traits: (a) eager, and (b) apprehensive. All but one supervisor described eager interns they have hosted, and these supervisors thought hosting eager interns was rewarding, "Some people really come in here and take charge; they see a need and take care of it." Having an eager intern was rewarding for supervisors and seen as benefitting the host school:

> (My last intern) was a special person. She went above and beyond. She got clothing for our kids. She did a clothing drive in a neighborhood of 500 houses. She started a club. Things she didn't have to do. But that was just her. She lights up the school when she walks in. She was a special person and she was so easy to supervise and did such a great job. Everyone loved her.

Another supervisor shared that she appreciates when interns have ideas at the beginning of internship that they want to accomplish above and beyond the training program's requirements:

> Like the one this year, she came in before school even started and she had all the great ideas, and I said, "You run with that." I was impressed with her organization and creativity so I said, you go with that. That sounds great.

The other personality trait of interns mentioned by supervisors was apprehensiveness. Six of eight participants had supervised an intern they considered apprehensive:

> And I have had interns that want you to tell them what to do, or just watch you. I've had interns that didn't want to do anything on their own. I think out of fear that kids are just so fragile, or that they won't know what to say.

Two supervisors thought supervising apprehensive interns was a challenge. One supervisor stated, "Those that are more mild mannered or a little bit more insecure, it's hard to move them or offer them support." Another supervisor shared an experience she had with an apprehensive intern:

> I had one one time who was a little bit timid and she had to always be prompted. And I got to the point where I said, 'You know what? I'm your supervisor. I'm not your teacher or your professor. So you really need to come up with some initiative or ideas of what you're going to do.' And she finally did.

The other supervisors commented that apprehensive interns needed more of their time. One supervisor shared, "Some of them need me every step of the way. They need to be pushed out of the nest." Although they did not find these interns to be a challenge, they wanted them to develop confidence earlier in the site experience, "Some people have waited until February or March. They fulfilled the requirements of the university, with a lot of support, but they still didn't feel as confident as I would have liked for them to feel earlier."

Fit. All participants mentioned that the fit between intern and site influenced their experiences of site supervision. Every supervisor had experienced a good fit among the

intern, site, and themselves. Generally, a good fit resulted in a rewarding experience, and a bad fit resulted in a challenging experience. One supervisor described her experiences of site supervision as, “Absolutely outstanding. I’ve had only one really negative experience and it was because of the student. This wasn’t what she wanted to do. This was not her passion.” Two supervisors have had only experiences of a good fit among intern, supervisor, and site. One shared, “I’ve had great experiences supervising interns. They’ve been so different. I’ve never had two alike. So that’s helpful.” The other observed, “I feel I’ve had fantastic, top-notch interns . . . I can only imagine that you’re getting different responses from people who may not have had superstars. Here the interns have been great.” One supervisor’s experience was that male interns were the best fit for her site:

> I have had three females and three males. I think it’s real interesting to watch the differences. The children gravitate to the males. And our students need positive male role models that will pick up a basketball and dribble around while talking. Somebody that may have cornrows, but knows about manners. I am grateful to have young men with values and aspirations who can inspire our boys.

Supervisors believed the university is responsible for matching students (“there is some effort put into that by the university”). Two supervisors shared that they thought the counselor education program sometimes knew a poor fit existed between an intern and a site. One supervisor stated, “I hate to keep bringing up the one we used last year, but I would assume that the university supervisor would have known that she probably wasn’t going to be a great match for elementary.” Another supervisor shared that she believed

the university's failure to intervene resulted in a bad site experience for her and the intern:

> She had a lot to contribute; this was not the right area for her to be in because of her own feelings. She felt so inadequate and I don't know that would have changed because it wasn't a good match for her.

Theory focused. All participants except one described interns as theory-focused. A supervised stated, "I do find that they're real real real thick on theory. I guess it's just because they haven't had the opportunity yet (to apply what they are learning). They've had the readings and the background knowledge, so to speak." Each of these supervisors thought that theory-focused interns were naïve about the real world of school counseling. One supervisor said, "Whatever level they are, they have their own vision of what it's going to be like. I'm not sure any of them are prepared for the real world; you know, what it's really going to be like."

Attitude toward supervision. The fourth category that every supervisor discussed was interns' attitude toward supervision. Supervisors identified three attitudes of interns towards supervision: (a) apathetic, (b) uncomfortable, and (c) receptive.

Apathetic. Three participants said they had interns who were apathetic about both supervision and the site experience in general. Because of these interns' attitudes toward supervision, managing a supervisory relationship with them was challenging. One supervisor shared:

> You know, I had one that was late, never came in, turned in paperwork late, had a real hard time connecting with children, with staff, with me. That's frustrating.

> And to try to get them engaged, to give them what they needed for them to make a decision. I think that was probably the most challenging person that I had.

Another supervisor shared her most challenging experience:

> Probably my intern that just had no desire. Never got a job in the field and had no interest or commitment to coming here. The intern was highly irresponsible and it became problematic. And you don't know why he's not coming. It was hard. He just had no commitment to coming here.

Uncomfortable. Three participants thought that the supervisory relationship was uncomfortable for interns, especially those they perceived as apprehensive about the site experience. These supervisors thought the interns perceived a power differential between them and the supervisors, "in her mind, it was a power issue." One supervisor had an intern who was worried about her evaluation of him, "I knew he was nervous, and he'd asked, 'are you going to pass me?'" For these interns, the supervisors tried to make the supervisory relationship more comfortable:

> Sometimes I think the interns are nervous when they come for supervision. You know, regardless of how much I try to relax them and let this know this is a working relationship to benefit them, they still see it as 'what are you going to tell me that's bad,' or that's how I view it with them. As opposed to 'these are your areas of strength and these are your areas of need.'

Receptive. All of the participants also talked about interns they had who were receptive to site supervision. They thought the relationships they had with these interns were rewarding. One supervisor shared:

> They've been willing to listen and asked questions, so I've always felt like they're getting what they need because of the way they're responding. Because they are

> asking questions, and talking about this, and coming up with really creative things to do.

Three participants observed that their receptive interns also knew when they needed supervision. One supervisor stated, “She would seek supervision appropriately. She knew when and how to ask for help.” Knowing that an intern knew when to seek supervision was reassuring for one supervisor:

> I knew she would ask me, or another counselor in this office, ‘Hey, I need to ask you about this.’ So, it’s that trust. And that’s not a sign of weakness. It’s a sign of strength, really, to say, ‘I need to talk about this.’

Supervisor Characteristics

Within the third domain, every supervisor interviewed identified two characteristics that influenced their experience of site supervision: (a) preparation, and (b) supervision style.

Preparation to be a supervisor. One category that every participant discussed was preparation to be a supervisor. Supervisors were prepared based on their (a) personality, (b) own internship experience, (c) work experience as a school counselor, (d) work experience as an agency counselor, (e) training in administration, (f) work experience as an administrator, (g) work experience in another role in the school system, (h) modeling supervision they received from school administrators, and (i) previous experience as a supervisor.

Personality. The supervisor's personality was mentioned by every participant an important aspect of being prepared. For more than half of participants, they stated that who they are as a supervisor is "Just who I am."

> I think it's just my personality. It's not something . . . I didn't read in a book. It might not be the most appropriate or proper way to do supervision, but I just think that's how I operate, that's what comes natural to me.

One supervisor said that her personality was comprised of being a pleaser, and this was a challenge for her when she needed to evaluate interns and assess their needs, "I have a real bad problem with giving feedback; I mean, I'm a pleaser, duh!" Two other supervisors considered themselves realists, "Do I believe I make a change? Do I believe I make a difference? Absolutely. Do I believe I make a difference with every kid I talk to? No." They shared their realistic view of the nature of school counseling with their interns, "My interns will tell you too that I'm very very straight-up about the reality of our job." Two supervisors mentioned that they were assertive and direct, personality traits they were mindful of when giving supervision, "I'm usually a strong opinioned person, and I have to temper that sometimes." These two supervisors also believed the success of a intern was determined solely by the trainee, as evidenced by the statement, "You know, I can certainly help and guide, but when it comes down to it, it is really how you are and how you operate that determines what kind of counselor you're going to be or not be."

Experiences. Five participants believed their own experiences as counseling interns helped prepare them to be a supervisor. They all had had good experiences, and believed that their supervision style was modeled after that of their own supervisor:

> I never thought about it before but I think I probably model after my two supervisors because they were both very encouraging, willing to share information and help me find resources. They were also very much 'you can do it. We have faith in you so go do it.'

One participant shared that her internship supervisor was upfront about the reality of school counseling, and she "pays it forward" with her interns as well:

> I had a fantastic supervisor when I was an intern. She was no-nonsense and she sat me down and said, 'Let me tell you how this job really is.' There was no sugar coating it. So my internship totally shaped what kind of leader I want to be with my interns.

Five supervisors thought they were prepared to be a supervisor because of their experience as a school counselor, "Experience is the biggest thing. I have lots of years in." Another supervisor elaborated, "I think experience helps. I think counseling, having the counseling background helps, because you can listen." In addition to school counselors' skills, the school counseling office prepared one supervisor to provide supervision to interns, "I became a good counselor as a result of my colleagues. They were incredible role models. At my school we had a program in place that was planned out." Another participant also shared that other responsibilities within the school system helped prepare her for the role of supervisor, "I feel like I've seen things and done things in the school system. I've had some different roles. I've had some extra responsibilities that I think have helped me to be a good supervisor."

Experience as an agency counselor prepared three supervisors. These supervisors blended their experience as an agency counselor with their approach to site supervision of interns. For one supervisor, this meant providing more of a medical model of supervision:

> I used to work at a hospital. Everything was a crisis. I love that. Thinking on your feet. All of those experiences have influenced me. I've always seen education as somewhat of an arrogant entity, so it's always been very important to me to sit down and collaborate with people and not make anyone feel that way. In hospital work, we sat as a team with different levels of expertise and no one was more important than anyone else. Everyone played a role.

Another participant believed that her experience as an agency counselor gave her greater access to resources she could share with her interns, "I have so many resources that others may not have. And the diverse population of the agency where I was. Suicide, substance abuse. That stuff is not traumatic for me." Another participant had experience as an administrator in a school and thought this experience prepared him to supervisor interns, "I was in an administrative role for a number of years and we had some new counselors. I certainly worked closely with them, as a sort of supervisor."

Training in administration. Two participants did not have work experience as an administrator; however, they did have administrative training that they believed prepared them for the role of site supervisor to interns, "I got my administrative license so we did a lot of role-playing about what it means to be a supervisor." Every supervisor acknowledged that their counselor education program did not offer a course to prepare them for the role of supervisor. One participant, trained as an administrator, believed that leadership courses needed to be infused in school counseling curriculum to prepare interns both for the role of school counselor and site supervisor:

> It would benefit kids in counseling programs to have some leadership classes because you just don't know what kind of position you're going to be put in. I mean, 'will I be just three years out as a school counselor and be expected to be somebody's mentor?'

None of the participants mentioned receiving training in counseling supervision. Although one supervisor indicated on the demographic questionnaire that she had attended a one day training in 1996, she could not remember what she learned at the training or how it prepared her for the role.

Supervision experiences. Two supervisors believed the supervision they received from administrators helped prepared them to supervisor interns, “I have supervision from administrators so I can model what’s expected and how that role is played.” Another supervisor believed that her experience as a supervisor, and working with the same training programs again and again, prepared her to continue providing supervision:

> Oh, there’s very little training or workshops. I’ve never read books. I think, you know, you’re just given that task the first time and you learn, especially if you work with a university over and over, you know what their expectations are.

Supervision style. The other supervisor characteristic category discussed by each participant was their supervision style. Supervisors said they provided supervision based on three ideals: (a) what they would have wanted as an intern, (b) intern-directed supervision, and (c) supervision based on interns’ competence.

What supervisors wanted as an intern. Three participants said that their way of providing site supervision is determined by what they would want if they were the intern (“I want to treat an intern the way I would have wanted to be treated”). What they would want as an intern was different for different supervisors. For example, two participants strongly believed they would want to be made fully aware of the reality of school counseling, and expected to engage in all school counselor responsibilities as an intern.

> So I try to pay it forward with my interns and say, 'Okay, this is the reality of the job. You're going to be asked to do this and that, and it's probably not something you should be doing, but guess what? We're at will. We work for the man. And you're a government employee. We're site-based management and if you're principal says you're going to do it, you're going to do it. And you just have to toughen up your skin a little bit to know, okay, this is part of the job, I've got to do it.'

Another participant thought what she would want as an intern would be to practice school counseling in the ideal site scenario. She said to her interns:

> This will be the last time when you have the freedom to the do the things that the books and ASCA say we should be doing. Next year they can learn the real world of paperwork, and making sure students graduate. The real world will make them do that.

Intern directed. Three participants said that they wait for their interns to direct the supervision process. For one supervisor, this approach is based on client-centered counseling, "You make the client the center of what's going on. They have to buy in, develop, figure it out, and that's when it's going to work. So that's where it comes from." Two other participants described their approach to the supervision process as being based on their way of interacting with others, "My style is not one that's going to quote babysit. You have the knowledge, you have the support from me, you're going to have to find your own way and how you do things."

Another supervisor shared:

> I'm not one to hover, I'm not one to micromanage and I think that it's important to communicate that to the intern. But also have an intern select this school that that's a good fit for. If they're looking for handholding, and I don't mean that negatively, but that's not going to happen here.

Supervision based on interns' competence. Two participants stated that their approach to supervision was based on their perceptions of interns' competence:

> You have to figure them out and what their needs are, then work with them at that level. They all come with their guidelines of what they have to do, but you have to figure out where they're at within that. It depends on the students. Some of them need me every step of the way. They need to be pushed out of the nest, but you know, it's their first experience. And I try to put myself in their shoes. And, like I said, they're in all different spaces.

Training Program Characteristics

Within the fourth domain, every participant mentioned characteristics of training programs when describing their experiences as a site supervisor. Each site supervisor discussed communication of the university expectations, and five supervisors mentioned the clarity of the expectations. Two supervisors stated that training programs were stretched for time. Six of the eight participants identified a disconnection between the university expectations of counselors-in-training and the "real world" of school counseling.

Communication of expectations. All site supervisors said they were aware of expectations of them and the intern because this information was shared with them in writing from the university: "Interns always come with their rubric and their checklist" and "The university has a written agreement that I'm going to do certain things." Site supervisors listed the following experiences the training programs expected of the counselor-in-training at their site: individual student counseling, group counseling, classroom guidance, parent conferences, and collaborating within the school. Three participants stated that having the expectations communicated solely in writing was a

challenge: “I guess from a college standpoint, I get emails, “please do this.” And I do that. I don’t know that is always articulated as well as it could be.” Two participants stated that they know what the training program expects of the site experience because it was communicated in person, which they appreciated: “[One university] is very good. She came in with a folder: this is our expectation of you, this is our expectation of our intern, this is a copy of the midterm and final.”

Clarity of requirements. Half of participants stated that expectations of internship were easily understood: “It’s very structured and you know exactly what you’re expected to do. You know you’ve got to do this by this day.” These supervisors agreed that the university expectations “Provide a framework for knowing what is needed by the intern.” One supervisor, however, thought that the university requirements were unclear, and stated “I’ve never gotten any direction, or any clear direction, on what the intern is suppose to be doing.”

Despite half of the supervisors stating that internship expectations are easily understood, more than half shared that they needed internship expectations to be better-defined by training programs in order to have their ideal experience, “I think having clearer expectations and more feedback. I have had some interns where I never saw or heard anything from the university other than an email.”

Stretched for time. All participants indicated that having enough time was a concern for them in their roles as site supervisors. Two participants believed university supervisors were also stretched for time, and attributed this to their lack of face-to-face

involvement in the interns' site experience, "They would say the same thing, that they need more time too, I'm sure."

Disconnect with real world. Perceived disconnect from the "real world of school counseling" was a repeated theme for six participants. These six supervisors agreed that the gap between what an intern is taught in his or her counselor education program and the reality of the job was a challenge to providing site supervision. One supervisor says upfront to her interns, "You're going to be expected to do a whole lot of things that as a counseling student you're told you're not going to have to do. But that's just not the reality of the job." Another supervisor provided examples of specific school counselor responsibilities that are not taught in training programs:

> I think there are some things are interns don't know. And it's only fair to them, it's doing what's right for them, so they can be more prepared. Do they teach interns how to write a 504 or how to evaluate a major life impact? I mean, that's a part of what we do. And it's a very difficult part.

Specifically, supervisors found the direct counseling hours' requirement difficult to meet:

> And that's a problem, getting them the direct contact hours because we're not in an ASCA model real world, at this point in this county. We strive for it, but there's no way. So that has been a challenge for interns and for me.

Supervisors also thought training programs were too theory-focused, resulting in interns who were surprised to learn about the reality of school counseling positions:

> You know to really get them to understand, yeah, you're sitting there pounding the books trying to pass your NCE, but in reality, you know, you're going to have

> to give a kid a bath and shower. You know, you're going to have to clean throw-up, or just to have them be real that it's not all about the theory and fantasy and cognitive-behavioral.

As a result, one supervisor stated she was "having to do so much teaching of the other components of school counseling."

In addition to participants' beliefs that the use of theory is overemphasized in training program curricula, they also believed that the need to be prepared to deliver classroom lessons is underemphasized, "You've got to be a teacher. You know the new concept is you don't have to be a teacher in order to be a counselor, but if you don't have good behavior management skills, you're going to stink." Every participant mentioned classroom guidance and presentations as a part of their role in the school and an expectation they have of their interns.

One participant attributed this training-practice gap to university supervisors who had never worked in a school, or, at least, had not worked in a school in a long time. She believed that the training program environment did not match the K-12 school environment:

> They deal with theories and models, and what they're told is going on with education. I think if they walked and talked in our schools, and saw the changing demographics. I think it would be eye-opening. I think they live in a very sterile world.

Six supervisors discussed a disconnection between counselor education curricula and real world application, and all eight participants stated that an expectation of themselves as supervisors was to expose interns to the real world of school counseling.

Site Supervisor's Expectations of Supervision

Within the fifth domain, participants shared their expectations for the site supervision experience. Eleven categories of expectations were discussed, with at least half of the supervisors sharing these expectations for site supervision. Nine of the expectations were of the internship experience, and two were of supervisory relationship. Every supervisor shared five expectations: (a) interns were exposed to "real world" application; (b) interns gradually accepted more responsibility; (c) supervisors and interns worked together to fulfill training program requirements; (d) interns fulfilled the role of the school counselor; and (e) interns grew and developed confidence. Six supervisors expected interns to (a) move from a focus on theory to practice, and (b) adhere to school policies. Five supervisors mentioned two other expectations: (a) interns were flexible, and (b) interns figured out how they wanted to do school counseling. Within the supervision relationship, six supervisors expected interns to be able to problem solve and six supervisors expected to establish a working relationship between themselves and their interns.

Intern was exposed to "real world" application. All participants expected their interns to be exposed to the "real world" application of school counseling. With internship, interns come from the training program, where they learn how to be a counselor to the school site, where they are expected to the practice what they have learned. Site supervisors thought that exposing interns to the "real world" of school counseling was necessary because of the gap they perceived between training program curricula and school counseling practice:

> I want them to understand the many roles of a counselor. I want them to have the university experience, but I always want them to see the reality of the world that we live in nowadays, because that is the real world for school counselors.

Every supervisor agreed that an expectation of themselves included, “Teaching the other components of school counseling.” These components were different for different supervisors, based on school level and the division of counselors’ responsibilities within the host school. High school supervisors taught their interns how to schedule students’ classes, prepare graduation audits, and write recommendation letters. They also encouraged their interns to become knowledgeable about college admission requirements and financial aid for college.

Middle school supervisors also taught their interns the ins and outs of scheduling students’ classes, balancing class rosters, and registering students. More than elementary and high school counselors, middle school supervisors wanted interns to be with them an entire school year, from August to June, in order to adequately prepare middle interns. One middle supervisor suggested, “Have them start when the teachers start and be involved in the initial planning and scheduling because that’s more aspects of the job that they can actually see.” Another middle school supervisor stated, “In the reality, with middle school, interns would be here for the whole year because the first part of the year is totally different until you hit registration.”

Elementary supervisors stressed the importance of classroom guidance lessons, classroom management skills, providing academic intervention, involvement in discipline issues, and participating in Responsiveness to Intervention (RTI) meetings. These three supervisors also stated their responsibilities included, “Helping with a student who had an

accident, a bathroom accident, or a fell in the mud accident." One elementary supervisor observed, "Not in a negative manner, but some people are not cut out for the snotty-nosed elementary school kids. And that's just reality."

For two of the three elementary supervisors who also were part of the specials rotation at their schools, they were also responsible for teaching several guidance classes a day. These supervisors encouraged their interns to "develop skills such as lesson planning." Also, two of the three elementary supervisors were the only counselor at their school. They were also Student Assistance Team (SAT) chairs, 504 Plan Coordinators, and the guidance specialist. One elementary supervisor stated:

> It's very possible that next year they're going to be in charge. They are going to be the person that has SAT, and the duties, and the classroom guidance rotation, and the parents, and the Open House.

Supervisors at every level emphasized exposing interns to the real world of counseling for two reasons: (a) site-based management, and (b) fear of losing their job. With regard to site-based management, one supervisor shared:

> This is something that works for me, but this will not work in every setting. And everything that goes on is based on next door (pointing to principal's office). It makes no difference what the university says or what is said at the county level. They tell you one thing, but you're accountable to the principal.

Participants also wanted interns to be exposed to the "real world" of school counseling so that they would not put their future employment in jeopardy. One supervisor shared:

> I want my interns to know that I don't have boundaries. I don't necessarily think everyone is like that. I know some people will say that's not my job. Well, you know, you may be cutting your own throat because if what you do is important and you're willing to do things, you're going to be kept.

Another supervisor disclosed a situation that occurred with a colleague that supported her goal of exposing interns to the real world:

> I actually had a counselor one time, a counselor that was working here. This was her first job, and I will never forget when the principal told her to do something. She said, 'I'm not doing that because they told us in school that we didn't have to do that.' The principal looked at her like, 'you've got one chance to change your answer, or you're going to pack your bags,' and the counselor went off crying. She was young. She went straight through, undergrad to grad. She'd never really worked before; never had a real job, and that was part of the issue. That situation supported my position that interns really need to learn the reality of the job because there's no sense in someone being put in that position to have to say no to their boss and then maybe be fired for saying no.

Participants listed examples of non-counseling duties they performed on a regular basis. One example of a non-counseling expectation included covering classes for teachers, "If they call you to go cover a class, yep, you're going to go cover a class," Another example was providing academic interventions and instruction, "I've done reading groups, I've done instruction. I do tutoring." Assisting with discipline was cited as a third expectation that principals had for school counselors. One supervisor stated:

> I feel like I'm increasingly used for discipline. We have a lot of at-risk kids that have a lot of needs and problems. I intervened in a fight after school today. I could be involved in discipline pretty much non-stop. I have to guard against that because I feel like it's not my role, but administration wants to put us in that spot.

All participants agreed that exposing interns to the “real world” of school counseling was important to help them decide if being a school counselor is the best career choice for them:

> There’s nothing in our job description that precludes us from doing anything. We do everything and I want them to realize that and that if you can’t do that, this is not where you want to be. You want to do agency work, be behind a desk, this is not what you want. I want them to realize that so they don’t have unrealistic expectations.

The overall sentiment regarding the expectations that interns be exposed to the real world of school counseling was expressed in the statement that, “I want them to experience as much as they can because I know once they become a counselor it’s going to come hard and fast and I want them to be prepared.”

Intern gradually accepted more responsibility. While the real world may “come hard and fast,” all participants expected their interns to gradually accept more responsibility. Two reasons were cited for this expectation: (a) so that interns would not be overwhelmed, and (b) to give supervisors a chance to assess the interns’ counseling abilities. One supervisor shared, “I try to make it a smaller world because it can be overwhelming. And then, when they reach a comfort level, we can do more things.” Another supervisor stated, “I try not to leave them feeling unsupported. I wait for them to tell me, ‘I can do this.’ Sometimes I have to push a little harder, but very seldom.”

Supervisors reported that they assessed the interns’ counseling abilities through observation and supervision. Every supervisor had interns observe them as counselors

before giving interns their own caseload. Five of the supervisors then observed the intern counseling students. One supervisor shared:

> Interns start out shadowing, asking questions, and observing. Then we would debrief. If I had a student in, we'd talk about what they could have said. Then we transition into them doing counseling with me observing them and giving feedback. Then, interns go out and have their own caseload.

According to another supervisor:

> Initially I do observe them doing group, individual counseling, and parent conferences. I let them watch me too. But then, if I see that they're doing just fine, I let them do their own thing and I touch base every so often.

Worked with intern to fulfill training programs expectations. When asked "How do you know what is expected of you as a supervisor," the initial response of all participants was that expectations were provided to them from the training program. One supervisor said, "It's in black and white on paper, it says, blah, blah, blah, from the university. It's very structured and you know exactly what you're expected to do. You know, you've got to do this by this day."

Every supervisor spent supervision time with interns planning how the university requirements would be met. One supervisor shared:

> I think part of my role is to help them come up with a plan to accomplish all the things they are expected to do and make it possible for them. Also, to help them realize time management and just help them with those expectations.

Another supervisor asked his interns, "We know you have these expectations of the college. You have to do x, y, and z. How are you doing on those? What can I do to

help?" All participants thought that the expectations of training programs for their interns superseded any expectations they had for the site experience:

> And the overlap with what the interns needs, and what the college says they need, it trumps what we need, in my book. We have some things we might need or want, but what's most important for the intern from a growth perspective and also what the college requires.

Six participants thought that working with interns to meet the university expectations was easily doable. One supervisor said, "There's not been a (training program) supervisor or intern say that they needed something that we've not been able to give them." All but one supervisor said the expectations of the different training programs were similar. However, one supervisor noticed a difference among training programs and their expectations:

> When we get interns (from one Triad area university), we know we don't have to do a whole lot because everything is right there. With (two other Triad area universities), there were some things on paper, but it was where we could make it work for us too.

Another supervisor appreciated the university delineation of expectations because it provided a template for the site experience. She shared, "There's a lot they can do within those expectations and I like it because it provides structure and I don't aim at a target that may not help them. It's a checklist, a framework." This supervisor further stated, "We'll talk about what they want to do to meet the requirements of the university and everything else is just gravy."

Finally, although one participant found that university expectations for the on-site internship experience, another thought the expectations posed a challenge. According to this supervisor:

> It involves figuring out what's something else interns can do, especially until they get to the place where they can see kids individually. It's planning. Four out of the six hours that an intern is here today is suppose to be direct contact, so we can pull this kid, and this kid, and we've got this parent conference set up. It's trying to help them meet their goals, but do my job too. And usually the interns aren't here every day because they're still in class and have other things they're doing. So it's not like a student teacher who comes in all day every day. And I think they can be a challenge.

Interns fulfilled roles of school counselor. All participants expected their interns to fulfill the various roles of the school counselors: "all the things we do as counselors, we want them to experience." These roles included running small groups, giving classroom guidance lessons, managing a student caseload, providing responsive services, working with parents, giving presentations, consulting with teachers and administrators, student observations for SAT, attending PTA and other after school events, and performing duties such as carpool and cafeteria duty. Supervisors expected interns to fulfill the all of the roles of the school counselors as a way of encouraging growth and developing confidence. One supervisor stated, "One of my interns, I know she's not real thrilled dealing with parents, but we're going to do that."

All participants continued to support their interns as they fulfilled the various roles of a school counselor, often in the form of collaboration. One supervisor said, "I'd always pull them in and let them be an active part of what we're doing by saying, 'what do you think about that.' I try to pull them in as much as I can." Co-leading small groups

was mentioned by six supervisors as a way in which they collaborate with interns to fulfill the roles of the school counselor. The high school supervisors were not able to co-lead groups with their interns because, “There’s just not enough time with the constraints of curriculum.” One supervisor was able to monitor her interns’ work with students because her interns counseled in an adjacent office. She shared, “I always have access, in my ear, as to what is going on in case there is a problem, or the kid gets emotional.” Two participants restricted this expectation to include only counseling responsibilities. They did not expect their interns to perform duties outside of counselor training. According to one supervisor, “I don’t require anything unless it’s on their syllabus that they have to do it.” The other supervisor provided an example:

> I told my interns, ‘This will be the last time when you have the freedom to the do the things that the books and ASCA say we should be doing.’ My student last year didn’t do any registration. She kept very focused on the expectations that she was to be counseling with kids, and not doing registration. I don’t even think she observed me doing it. She spent time setting up a mentoring program with high school and middle school kids. And I think that’s very appropriate.

Interns demonstrated growth and confidence. Another expectation every supervisor had of their interns was that they demonstrate growth and develop confidence in their counseling skills. One supervisor succinctly stated, “I want them to develop confidence and skills. Build on skills they have and develop new skills.” For every supervisor, intern growth and increased confidence signified a successful internship experience. Supervisors knew interns developed confidence when “the intern takes initiative to do things that maybe at first they hadn’t taken initiative to do and are willing to step out.” For example:

> With this one, it was really running with a project. It was something she might not have done a month or two ago, but she said, 'you know; now I've got it.' And she worked effectively with parents and with students and she really pulled it off.

Supervisors believed intern growth was the ultimate goal of internship:

> That's the goal-for them not to need me. To be able to go out there on their own. Like a little bird leaving the nest. Just giving them the tools they need so that they don't need me at all.

Interns moved from theory to practice. Six participants shared their experiences with interns who were well aware of theory but lacked practical experience: "They come in from the theory and textbook world into application here." As a result, they expected interns to move from a theory-focused understanding of school counseling to a practical understanding of the profession. One supervisor shared her belief that experience helped an intern better understand theoretical application:

> I think experiences and the ability to try things out make you a better counselor. Really, that is what makes you a good counselor. For example, maybe this theory is great, but it doesn't really apply in this situation.

These supervisors believed that moving interns from theory to practice was how they best supported interns. One supervisor stated, "It's the application that is really where my support comes into play and that's generally for all of the students that I've had." Four supervisors had this expectation of interns because they thought training programs overemphasized theory. One supervisor shared an early site supervision experience:

> My first intern, it was like, okay, which theorist are we using? And I said this is school counseling and we're not using a theorist long-term because you can't do long-term counseling in this setting. Her professor wanted her to use different theories and that was a challenge. I don't know that she was able to do it to their satisfaction, but I think, you know, when she showed her log and what all she was doing, it was kind of apparent that you couldn't do some of that because it would take many sessions and the school setting doesn't allow for that.

Interns adhered to school policies. Six participants expected interns to adhere to school policies. This expectation was expressed in terms of (a) following site rules and procedures, and (b) adhering to a code of ethics for counselors.

Two participants spoke generally about schools' policies and expectations of staff members. One said she expected her interns to have an "understanding what our internal rules and external rules are as a community." Another supervisor provided an example:

> I've heard that from folks before that other supervisors' interns may or may not be getting the opportunity to do anything that's going on in the building. Not that going to a band concert is going to make you a better counselor, but I think it's important because we have to go to those events; we have to do that stuff. So early on, you need to be able to come to terms with, 'I have to do this stuff. I don't know why, but I have to do it.'

Three participants discussed school counselors' ethical responsibilities with regard to confidentiality. One supervisor said she thought about confidentiality, and its limits, when she during supervision with interns:

> I think about whether we need to pull the parent in. Interns get very stuck on confidentiality and I remind them that this is a school and the parent has a right to know this. And despite of all the interventions we've tried, it's time to bring parents in.

Another supervisor talked about confidentiality, counseling ethics, and the expectations of counselors working in schools. She said, “I think that they (interns) have to understand the rules, or the guidelines that they work within in a school setting. That you really have to have certain expectations. Legally there are certain things you must do.”

Interns were flexible. More than half of the supervisors interviewed had an expectation of flexibility. Three ways that flexibility was expected included: (a) with internship hours, (b) with counseling approach, and (c) within the school counselors’ role.

One supervisor expected her interns to be flexible with when and how they obtained their required internship hours. She said:

> I’m not real strict on their hours. They have to have x number of hours and I say, ‘you’ll get it. You may not get it during the school day, it may be after school or on a weekend, but you’ll get your hours.’

Two supervisors expected their interns to be flexible with their approach to counseling. One supervisor told her interns, “I know your counseling class is telling you this, but sometimes it’s this too, and this works for me it may not work for you.” Another supervisor stressed that there is not a one-size-fits-all counseling intervention:

> You’re not going to be perfect. Learn from your mistakes. Try something different if one thing doesn’t work. Get a toolbox so that you have more than one thing to try with kids because the same thing’s not going to work with every student.

Two other supervisors emphasized flexibility within the school counselors' role. They stressed the importance of flexibility with their interns:

> I tell them they have to be able to schedule yourself and know what's going on and what's coming up because as all these other things creep in you've got to be able to change your thinking. Okay, I was going to do this, but now this thing has come up, so what am I going to do?

Finally, another supervisor wanted her interns to know, "this is the one position in the school, as well as the principal, that flexibility is the word, and if you're not flexible you're going to have a hard time finding success."

Interns figured out how he/she wants to do school counseling. Five participants expected interns to use the experience to find their place within the school counseling profession. Aware of the various roles and responsibilities of the school counselor, supervisors believed internship was a time for interns to identify the professional activities most important to them. According to one supervisor:

> My expectations are that when they leave here they'll have a better understanding as to if this is really what they want to do and this is the grade level they want to do it at. And hopefully how I present stuff to them will help them get there.

Another supervisor expected interns to gain an "understanding the role of the counselor in the school." Moreover, she encouraged them to think about "how you define your role." Another supervisor made her interns aware of the various responsibilities and influences on the school counselors' role. She expected her interns to identify what was at the core of their desire to be a counselor:

> And that's one thing I want interns to feel when they come here. If you love counseling, you don't care about the setting. I want interns to realize that elementary counseling is not just puppets and 5 year olds, there's so much we get to do. It's great.

Still another supervisor acknowledged that interns are all different. She valued their differences, stating that "I don't want them to be all the same. They really need to have their own style of what kind of counselor they want to be."

Interns were able to problem solve. Being able to think critically and problem solve was an expectation that six participants had for their interns. This expectation existed within the supervisory relationship:

> I don't think the purpose of supervision to provide all the answers; I'm not a huge fan of that. I'll certainly tell what I think, but 'what do you think? Tell me how you feel about that.' Hopefully it's not too counselor-y, but to have the intern problem solve and give them some feedback on that.

Another supervisor shared: "It's a lot of helping them put the pieces together instead of doing something for them." The sentiment was also expressed, "Supervision, to me it's not, I'm not telling them what to do, they're figuring it out on their own with a little bit of guidance and a little bit of support."

Established working relationship. Six of the eight participants expected to establish a working relationship with their interns. They believed that the success of the experience depending on the intern being comfortable within the supervision relationship. One supervisor said, "I try to put myself in their shoes. And, like I said, they're in all different spaces. To make them feel comfortable. That's the first step." Another

supervisor echoed the expectation that a working relationship be established early, “I set it up up front that there’s nothing you can’t talk to me about. It’s about relationships.”

Two supervisors saw the working relationship as collegial. One supervisor shared her perspective:

> I just feel like it’s more about relationships and connections and offering guidance and support and maybe outlets for if they need some help. I guess that would be the same thing as a mentor; same thing as a colleague. You know, I’m not really into that hierarchal kind of a concept as to supervising and telling somebody what they should or shouldn’t do.

The other supervisor thought a collegial working relationship provided her with an opportunity to receive feedback from interns. She stated, “I want them to see me as a co-worker so that they feel comfortable enough to say, ‘Why did you do that? Why didn’t you do this?”

Training Programs’ Expectations of Site Supervision

Within the sixth domain, two expectations of training programs affected every participant’s experience of site supervision: the individual student caseload expectation and the required one hour per week of individual supervision. Interestingly, all but one participant shared that they believed the university required activities were insufficient to prepare interns for the various roles and responsibilities of the job.

Individual student caseload. Every supervisor discussed the university expectation that interns have on-going counseling relationships with students. “Individual student contact is a big thing, whether it’s academic in nature or long-term counseling one-on-one. They want the intern to have that experience.” Three supervisors were

challenged by this expectation because of the time and planning involved in finding students for one-on-one counseling relationships:

> The intern is here so what can we do to help them get their hours, their direct contact hours, when it may not be a day that that's advantageous. Does it involve extra work sometimes, yes. Extra work for me as a supervisor because I may end up having to talk them through something rather than dealing with my pile of things that I need to do. It gets pushed down because I have an intern and I feel like my responsibility is to them.

For two supervisors, the challenge of finding student-clients was coupled with their belief that the individual student caseload expectation is a special challenge because their school districts discouraged school counselors from engaging in long-term counseling in the school setting. "Typically they have a set number of students they must see for a long-term therapeutic relationship, which doesn't really exist in schools. We have to refer a lot along." Despite the challenges, every supervisor agreed that interns were "always looking for their individual cases and they're (the interns) comfortable with that."

One hour a week of supervision. All participants mentioned university requirements that one hour a week be set aside for supervision between the site supervisor and the intern. Five participants said that they set aside an hour each week of protected supervision time. Four of these supervisors also had spontaneous supervision throughout the week. Three supervisors only had supervision spontaneously throughout the week.

Five participants stated they set aside an hour a week of for supervision. "We always pick a day once a week where we sit down and go over what's going on. It's

usually an hour. Sometimes it can go longer if we're really planning and talking about kids." All five supervisors indicated that an uninterrupted supervision hour was a challenge because of their job responsibilities:

> The biggest thing is finding time and making time one-on-one with them. We have a set time, but that's if no one comes in with something we need to stop for. I need to be more diligent about having uninterrupted time, but my first job is to be there children. It's more half an hour at a time.

One supervisor worked through this time challenge by scheduling some supervision sessions outside of the school. In addition to having protected time, she believed these sessions helped strengthen the working relationship with her interns. "I have had a few at Barnes and Nobles, you know, off-site, off-campus, to loosen the mood so to speak and give an opportunity to see each other outside of the clinical/student role."

Four of the five supervisors who set aside an hour of uninterrupted supervision time also provided unstructured supervision. They believed the combination was sufficient, and interns were getting the site supervision they needed. "We try (to have an hour of structured time). I don't know that it always happens, and I guess I would be more sensitive to that if I thought that was needed." These four supervisors agreed that unstructured supervision had advantages. "We put it on the calendar for the end of the week, but with some interns it's sporadic, when they need to run something by me. And I'd rather they do that than hold everything until Friday."

All but one participant discussed providing supervision in an unstructured format. They believed that interns benefited from having supervision available on an as-needed basis:

> They deserve a good internship. They deserve, and expect, to see all aspects of what we do and that we have time to talk about it. Whether it's on a formal basis, or 'hey, do you have a second?' Yes, I do. Always.

In addition to unstructured supervision throughout the school day, one supervisor shared, "I give them all my numbers and my personal email. If something comes up at night, they can call me and we'll talk about it."

Three participants indicated that unstructured supervision was the only kind provided to interns. "So, it's not been a formal, every Friday from 1:00-2:00 we're going to talk. It's been more grab when we can throughout the week." For these supervisors, setting an hour aside was not possible at their site. "I don't think I'll ever have that because this office is not equipped to do that. You know, at 12:01 a problem walks in, so we just grab the time that we can."

Insufficiency of interns' required activities. All but one participant shared their opinion that the activities training programs required as part of internship were insufficient to prepare interns for a job after internship. One reason they thought the requirements were insufficient went back to their belief that training programs are disconnected from the real world of school counseling:

> We have the checklist of intern, did the student do this? Did the student do that? But sometimes I feel that those are just more formal and not real. A lot of that stuff is, I don't want to say irrelevant, but it's not stuff that is actually going on.

Because the requirements were considered insufficient, three supervisors viewed the requirements as a starting point, or the minimal expectations for the internship experience. "The first thing we do is sit down and go through the university's

expectations and then I ask, what are their expectations? ‘How do you want to go beyond this?” For two of these three supervisors, they perceived a higher standard than the university expectations:

> I think most important to me is what I expect of me to help that person. That person is going to a counselor, probably a high school counselor, in a few months, and I expect that this office is doing all we can to help that person grow and be ready to be a counselor in a few months. I feel that pressure much more than, ‘hey, the college is saying you have to do this and this and this.’ I appreciate the college saying that, but I think there’s a higher bar. And I say that very humbly, but I think there’s a higher bar.

Even though all but one supervisor discussed the insufficiency of the university requirements, none mentioned sharing their concerns with the university supervisor. In fact, one supervisor stated, “I don’t have any control over them.”

Site Supervisor’s Role in Supervision

Within the seventh domain, participants identified the 15 roles they take when providing site supervision to interns. All participants disclosed that they assume the roles of encourager, consultant, and evaluator. Six participants also acted as model, observer, expert/advisor, collaborator, and fosterer of relationships with school staff. Five participants disclosed that their supervisor role included assessing interns’ needs and ensuring client welfare. Four participants facilitated interns’ self-awareness and shared resources with interns. Three participants assumed the roles of counselor and/or teacher during supervision sessions. Finally, one participant served as an advocate for her interns.

Encourager. All participants shared that within the supervision relationship, they assumed the role of “encourager.” The overall sentiment for assuming this role was

stated, “I let them choose the course they want and encourage them and support them in how they want to do school counseling.” Another supervisor stated, “I never say don’t or you shouldn’t. It’s have you thought about? Or I wonder if? What would you think?”

One supervisor shared his reason for encouraging his interns, and provided an example:

> The intern is giving their time, and we have to help. And help the intern help themselves. I say, ‘Hey, you’ve done a lot of x, but y is going to stretch you a little bit, and you need to do that.’

Consultant. Each of the participants interviewed served as a consultant for interns. Every participant consulted with interns about the following: (a) interns’ observations, (b) interns’ direct counseling activities, and (c) planning interns’ site activities.

Every participant expected interns to think critically about what they observed at their site. They assumed the role of consultant when they asked interns to think about what they would have done in a particular situation. One supervisor shared, “Me asking them, ‘If you we’re in this situation, what would you do?’ Not really role-playing, but discussing different scenarios.” After modeling individual counseling, one supervisor processed what her intern observed by asking, “What do you think happened for that child? Do you think there’s another way to handle that the outcome could have been different? What do you think about that?”

All participants also reported consulting with their interns about their direct counseling activities:

> I'll ask, 'Well, how'd it go this week for the students that you met? What are some of their issues? What is your goal for them? Where are you going with this?' And just give them an opportunity to just verbalize.

In addition to providing consultation about interns' observations and direct counseling activities, every participant acted as a consultant with regard to planning interns' site activities. When her interns had ideas, one supervisor shared, "I support that, or help them tweak it a little bit. I may say, 'with the schedule with have that's not going to work, so we need to think of another way to do that.'

Evaluator. All participants mentioned that they serve as evaluators of their interns. Specifically, each supervisor mentioned the evaluation form provided to them by the university. One supervisor said, "The evaluation aligns with the rubric. (The university) looks for have they done it, and the quality." No participant went into further detail about the evaluator role.

In an effort to involve stakeholders, one supervisor added another evaluative component to the site experience:

> I'll send out mini-surveys and an email or a questionnaire to staff asking how's the student doing? What suggestions do you have? What are the areas of strength? What are the areas of need? I make sure that the principal, at times, has met with us during supervision, especially if the intern is a student that has a history, or there's an issue going on.

Model. Six of the participants shared that they perceive their role to be a model for interns. Supervisors modeled (a) individual counseling, (b) group counseling, (c) classroom guidance, (d) dealing with sensitive client issues, and (e) consultation.

Modeling served as an indirect way of teaching interns the expectations of counseling in a school setting.

With regard to modeling individual counseling, one site supervisor shared, “I would have the intern sit in, and, say we’re going to talk about a student’s poor attendance, they’re going to watch me counsel the student.” One supervisor shared that she invited her interns to observe her running a group or giving classroom guidance before they engaged in these activities on their own. She stated, “I’ve tried to give them a lot of exposure and they sit in on groups I’ve done. In sitting in with me when I’m doing a class or a group I’ll figuratively throw them the ball.” Supervisors modeled direct counseling activities so that interns had an opportunity to observe the expectations for these activities at their site.

One participant thought that certain counseling situations that were inappropriate for interns to handle on their own. He used these situations to model the appropriate way to work with sensitive client issues. He shared an example of modeling a suicide assessment:

> But again, if it’s a situation that’s really not appropriate, whether it’s one-on-one counseling, or handling a parent. I had a student come into my office a few months ago that was potentially suicidal, so my intern observed and learned. And we worked out what that process is, how do you talk to the student, how do you follow up. I think that was a rewarding experience for her.

A high school supervisor thought that modeling consultation with the other counselors in the office benefited interns. He reported intentionally modeling consultation that included a focus on legal and ethical issues in the school setting:

> And we try to model that (asking for help). And when we have a situation like that, we'll bring the intern in to be a part of it to show that the people in this room probably have 50-60 years' experience between us, and we're still talking things through. 'Here's what we want to do. What's ethical? What's legal? And what process do we want to follow?'

Expert/advisor. Modeling served as an indirect way that participants taught interns and shaped their counseling behaviors. Six supervisors shaped their interns' experiences more directly by serving as an expert, or direct advisor, for their interns. One participant shared, "I listen to and give feedback on tapes." Another supervisor said her role included, "Answering questions. A lot of it, especially the first half, is them shadowing and asking, 'What are you doing? Why did you do that? Why did you choose those questions?'" In addition to answering questions, two supervisors disclosed, "I'm pretty direct about offering some opinions on what they may do." One supervisor thought an important part of her role was to "Let the intern be aware of all the variables involved."

Observer. Six participants stated that their role as site supervisor included observing interns' work in the school. The reason they assumed this role was to see the interns' counseling skills before allowing them to have their own caseload. One supervisor said, "Initially I do observe them doing group, individual, and parent conferences. If I see that they're doing just fine, I let them do their own thing and I touch base every so often." Another supervisor observed her interns throughout the site experience. She stated, "I like to sit in (in classroom guidance or groups) and just observe, and see how the student will might incorporate other students." One supervisor

disclosed that her responsibilities as school counselor precluded her from observing interns, “I don’t get to because I’m down here dealing with stuff going on down here.”

Collaborator. Six participants said part of their role included being a collaborator. Each of these six supervisors thought this was a benefit of the supervision experience. The main activity on which supervisors and interns collaborated was running groups. One supervisor shared, “I’m not opposed to even running joint groups, I like that.” Participants also collaborated with interns when presenting classroom guidance lessons and putting together parent nights.

One supervisor discussed the importance of collaboration:

> And I’ll say, ‘tell me who we worked with this week’ because sometimes they’ll pull me in for a particular situation that might come up. Especially now since this year’s intern isn’t finishing out the year. I’ve got all her files in my drawer because if something comes up I need to be able to pull that. So a lot of is sharing what’s been going on during the week. And I share with them kids that I’ve been working with. Just so that they see that it’s not a ‘you and me’ kind of thing, but we’re all in it together. You know so many times, it might be one of her (other counselor’s) 8th graders, but if she’s not here, guess who’s going to have to deal with that child. That’s just a practice that we have—that we all work together.

Foster relationships between intern and school staff. Six participants shared that their role included fostering relationships between the intern and school staff. One supervisor thought it was crucial that interns begin building relationships during internship because she viewed strong relationships with school staff as critical to a school counseling position:

> I make sure that they have a working relationship with teachers. Never feel intimidating and don’t intimidate. This is a co-worker for you. You come in with a great deal of knowledge of counseling and people will look up to you for that,

> and also use that in a way that's not intimidating or arrogant. Make sure you are a team player.

The supervisor went on to say, "Every intern I've had has been gracious and wonderful. And the staff loves them. It's awesome. They become part of our family. We're a small school and we're very fortunate to have such great people here."

One supervisor talked about administrators' relationships with interns:

> I think they expect interns to be professional, to do a good job, to learn, to learn from administrators, and to be a team player. But I think administrators understand that they're interns. And they're a part of that process and they give interns a few more tasks along the way so they know that that intern's growing.

Supervisors wanted their interns to know that consulting with teachers about students' needs is part of the school counselors' role. One supervisor shared, "We'll involve teachers. That's more spur of the moment, we need to move, and these are the people we need to consult with now."

Another participant was challenged by fostering relationships between her interns and teachers:

> I do a lot of encouraging communication with teachers and it's hard, I get the same feedback from almost all the interns that they don't have a relationship with teachers and they don't feel real comfortable sometimes with doing some of the things that need to be done in order for their therapy to work better with that student.

Ensure client welfare. Five participants thought a key responsibility in their role as a school counselor site supervisor was to ensure the welfare of their clients, the students at their school. They saw this role as protecting both intern and clients. One

supervisor shared, “I would never put an intern in a situation where they’re in something pretty heavy and they’re all by themselves.” These supervisors screened clients and issues. One supervisor shared an example:

> There have been a few situations that I knew about, such as in the case of abuse, where I felt the intern didn’t need to be there. I’ve never had a problem telling them that for this session, I need to meet with the student alone.

Assess needs. Five participants shared that part of their role as site supervisor included assessing interns’ needs. The sentiment was expressed, “They rely on us to figure out what their needs are and how to get them going.” Supervisors assessed needs during supervision sessions. One supervisor said, “I’m trying to listen really hard to what they’re struggling with or what they’re doing with kids, where they’re going with things.”

For two of these participants, assessing needs was a challenge. One supervisor stated, “I want to provide a rewarding experience for him and it’s a challenge when I can’t do that for him. Can’t figure out what he needs.”

One supervisor shared that he assesses himself and the supervision process:

> And taking some time, when the door shuts and I can think through and evaluate how I’m doing as a supervisor, and, also, what does this person need and how can I help. Taking the time to say, what’s going well with this supervision, what isn’t?

Facilitate intern’s self-awareness. Half of the participants said their role included facilitating interns’ self-awareness with regard to strengths, weaknesses, and areas of comfort. When asked about the purpose of supervision, one supervisor responded, “Help them become the best counselor they can be. Help them to see and

understand their strengths and their weaknesses and learning how to use their strengths to make them a better counselor." Another supervisor said that during supervision sessions he focused on facilitating interns' self-awareness. He stated, "We'll talk about why that doesn't appeal to (the intern) or the proper preparedness and making (the intern) go through some of those things and address those areas that may not be an area of comfort."

Resource sharing. Half of the participants shared resources with their interns as part of their supervisor role. They viewed resource sharing as a way of alleviating some stress when interns become employed as school counselors:

> I have helped and encouraged interns to go through my files, given them lesson plans, given them resources, like 'these are really good books' for certain topics. And I try to share resources and things so that they don't have to reinvent the wheel.

Teacher. Four participants mentioned that part of their role included teaching. Specifically, two supervisors taught interns about the limits of confidentiality in the school setting. One supervisor stated, "They get very stuck on confidentiality and I remind them that this is a school and the parent has a right to know this." Another supervisor shared:

> I think that interns have to understand the rules and the guidelines of working within in a school setting. That you really have certain expectations. Legally there are certain things you must do. And I think it's teaching them when these situations arise, 'This is what you've got to do.'

One supervisor taught her interns skills she wished she had when she became a school counselor, "Lesson planning, and identifying resources."

Counselor. Three participants assumed a counselor role at times during supervision. For two supervisors, the counselor role consisted of engaging role-plays and practicing scenarios to work on the skills interns needed to respond to clients. Two supervisors also assumed the counselor role to help interns process their experiences. One supervisor observed that her interns were nervous about the site experience. She stated, "Helping them not be afraid. Because it's really scary. You have a lot of influence. And helping to normalize that."

Another supervisor thought it was important for interns to process their emotional experiences:

> I think to have a gauge and to know when to not only process experience, but also process the emotional. It's hard at first. I mean, you've got so much going on and sometimes it's hard to make sense of some of it. And to process those things. Not only what's going on with the student (that the intern is working with), but 'how are you? Are you okay with this?'

Advocate. Finally, one participant assumed the role of advocate for her interns. She shared that the principal wanted school counseling interns to serve as another counselor in the school:

> His words are, 'we'll have an extra body.' So sometimes you have to educate them that they're not an extra body, they have their own agenda that may be different from your priorities, or what you'd assign me to do.

University Role in Supervision

Within the eighth domain, three categories describe the university supervisor's role in the site experience. Half or more of the supervisors mentioned the university

supervisor's role included monitoring the interns' development and supporting the site supervisor. Fewer than half of the supervisors also discussed the university supervisor's role included site visits.

Monitored intern development. Four participants said that the university supervisor is responsible for monitoring the growth and development of interns because "they know the intern best." Three of these supervisors were disappointed by what they perceived as the university supervisors "dropping the ball" with regard to this responsibility. Two supervisors believed the university supervisor knew an intern was not a good fit yet permitted them to continue with internship despite this knowledge:

> I would assume that (the university supervisor) would have known that she probably wasn't going to be a great match for elementary and just to be able to have that communication and say, 'Why is it that you want to try this? Is this a realistic reason or is it because you didn't feel comfortable in other areas? What's something you feel like you're good at,' instead of just putting her out there.

Another supervisor shared:

> I felt like someone should have intervened at some point. You know, I hope that it wasn't just a grade thing because she was so strong academically. But her social skills, she was such a poor fit. I was not angry at the university, but I wish she'd had more guidance earlier. She didn't fit anywhere in the system.

One supervisor reported feeling compromised by the university supervisor for failing to share with her concerns about an intern. She knew that the intern was not meeting the university's expectations:

> They felt like that this intern was taking too much upon himself and didn't have clear boundaries between him and the students. I'm not real sure what came of it.

> I know they called him in. I think they heard something on a tape that he turned in that caused alarm.

This supervisor received a call from an irate parent of a student with whom the intern was working: “I remember how awful I felt because I was trying to stand up for him but in reality I wasn’t in the session so I didn’t really know what he had said. That was my worst experience.”

Supported supervisor. When they had concerns about an intern, five participants received support from the university supervisor. “If there are any issues that I think are important, I communicate that with the intern and the college supervisor and try to work through those to make them the best counselor they can be.” Only one supervisor received support for her role as the site supervisor:

> I have a good relationship with (the universities). They’re willing to call and say, ‘is there anything you need. We’re concerned about our intern, but at the same time, we don’t want you to feel bogged down.’ So it’s been a really good experience with them. They’re calling to check on me too.

Site visits. Three supervisors interviewed acknowledged that visiting the school site is part of the university supervisor’s role, and they all agreed that the university supervisor did not visit enough, or even at all, and that posed a challenge:

> When it came time for the student to have a grade, the supervisor had never stepped foot in the school to see what he had done. They were very difficult to get in touch with. It was like ‘out of sight, out of mind.’ Although the intern was trying, and I got along with him very well, that part was difficult.

Reasons for Doing Site Supervision

Within the ninth domain, participants shared reasons they chose to be a site supervisor. All or all but one supervisor mentioned helping someone and service to the profession as reasons for being a site supervisor. More than half of participants indicated that reasons for being a site supervisor are to watch someone grow, and to have an extra counselor at their school. Two supervisors thought a reason to be a site supervisor is to serve as a gatekeeper of the profession.

Helping someone. All but one participant was motivated by altruism to be a site supervisor. One supervisor shared, “I encouraged that help for them or got them to that point where they made that little bitty step that maybe that would not have done without support or supervision or guidance.” They all believed that helping a counselor-in-training develop confidence and skills was a rewarding experience, “I love what I do. It’s just wonderful to know that you helped somebody. It’s great.”

Service to profession. All but one participant also thought a reason for being a supervisor was to pay it back for their acceptance in the profession. Three supervisors shared that they were supervisors because the superintendent of student services asked them to be. They thought his requests meant that he valued them, and the way they did school counseling, and that he wanted them to be a model for new counselors entering the profession, “I think it’s a good sign that he calls here often to see if I would be willing to take another intern.” One veteran supervisor observed:

> He asks the same people over and over again. He tends to ask people with more experience, although I think some of the young people could be very good. Or, maybe it’s just because we’re an easy mark because we never say no.

Another counselor felt affirmed by the training programs who continue to place interns with her, “The departments that sends interns, they continue to send them, so apparently they are pleased with the experiences the interns have had. I’m thinking if it weren’t working out, they wouldn’t keep sending people.”

Two supervisors believed they were serving the profession by giving back to it. Their sentiment was expressed, “People helped me, and I want to be able to provide the same. That’s how you grow as a person because people help you, and I want to be able to do the same.” Another supervisor felt strongly that a reason for being a site supervisor was to provide a model of what the school counselor’s role, and school counseling program, may look like, “I want them to realize that it can be like this. They can be utilizing their skills, but they’re going to have to invest a lot at first, on the front end, and I tell them that.”

Watching interns develop. When asked what made supervision rewarding, five participants thought it was rewarding to watch interns develop and gain self-confidence. Intern growth became a reason for them to continue serve as a site supervisor. One supervisor shared:

> Having never been a classroom teacher, for me it’s like getting to be a teacher. Helping interns get what they need. And you always know when they have sort of a break through because they change and they’re excited about something new.

Another supervisor shared:

> When they ‘get it.’ When they really get excited because it worked, or a kid remembered their name or saw them in the hallway and said, ‘Remember you’re

> suppose to see me, I'm supposed to work on so and so today. And they get really connected and they can see that they're making some change.

Gate-keeping. Two participants stated that serving a gatekeeper to the profession was a reason for being a site supervisor. Specifically, they took a parent's perspective. One supervisor asked himself, "Have we, the counseling office, helped this person grow? Helped them be ready for a parent to say, 'I'd like my kid to have her as a counselor.' During supervision, they thought to themselves, 'If I had kids, is this someone I would want as my child's counselor?'" These supervisors stated that they always had the gate-keeping function in their mind when they provided supervision.

Extra set of hands. Six of the eight participants said that one reason for serving as a site supervisor was to have another person able to work as a counselor in their office. One supervisor shared that she always needed help. Another supervisor said, interns "alleviate the caseload." A third supervisor said of interns, "they make my life easier." One supervisor thought having another person "was an asset to our program." Two supervisors who thought having an extra set of hands was a reason for being a supervisor were conscientious about drawing boundaries around the interns' experiences:

> I do not believe in an intern coming in here to do my job. I have co-workers that feel very strongly that the reason to have an intern is to do their job and I never have felt like that.

One supervisor who was also her school's testing coordinator shared, "I say see what goes on with testing, but I don't want them to have the weight of that on their shoulders." Another supervisor was responsible for giving school tours to parents. She

stated, “My intern’s not going to do school tours. That’s not something they need to learn to do.”

Site Supervisor’s Feelings about Supervision

Within the tenth domain, supervisors shared six feelings associated with the site supervision experience: (a) frustration, (b) guilt, (c) uncertainty, (d) comfortable, (e) overwhelmed, and (f) excitement.

Frustration. More than half of participants indicated that they felt frustrated during their supervisory experience. Frustrating components of the site supervision experience included: (a) the university role in supervision, (b) apprehensive interns, (c) defending interns’ work, (d) assessing needs, and (e) other site supervisors.

The university role in supervision was a source of frustration for two supervisors. One supervisor was frustrated that interns were not able to begin in August and end in June. She felt particularly frustrated when she had interns for just Fall or Spring semesters. She stated:

> I always think they don’t have a clue what the beginning of school is like. It’s so stressful, even for someone who’s been doing it for years. I worry that they’re going to be freaking out, like, ‘Oh my God. I didn’t know I was going to have to do this at the beginning of the year.’ That’s something that always bothers me; that I’m not getting them ready for the beginning of school, because it already passed.

Another supervisor was frustrated with the training program when they did not intervene with an intern who was unfit for the profession. She shared:

> I was angry at the university that she got so far, a very bright girl, got so far and just didn’t fit. I felt like someone should have intervened at some point. You

> know, I hope that it wasn't just a grade thing because she was so strong academically. But her social skills, she was such a poor fit. Not angry at the university but I wish she'd had more guidance earlier. She didn't fit anywhere in the system.

Two supervisors felt frustrated when they worked with apprehensive interns. They shared the sentiment that apprehensive interns were not a good match for their supervision style. One supervisor stated:

> I do get frustrated sometimes with the ones that are real insecure because they demand a lot of time, and, I'll be honest; I'm probably not the best match for that type of graduate student. So, you know, I have to work on that.

Similarly, one supervisor was frustrated when she had to defend an intern with a student's guardian. She shared an experience of an irate guardian calling her and yelling at her about the inappropriateness of the counseling relationship between the supervisor's intern and her child. She supervisor stated, "I remember how awful I felt because I was trying to stand up for him but in reality I wasn't in the session so I didn't really know what he had said."

Another source of frustration for one supervisor was assessing interns' needs. Two other supervisors mentioned that they felt uncertain about their ability to assess interns' needs, but for this supervisor, her uncertainty caused frustration. She may have felt frustration because she was hosting the intern at the time of her interview. She stated, "With this particular person I'm frustrated because I can't put my finger on where the problem is." One supervisor told of learning from her interns that not all site supervisors

expect their interns to participate in all responsibilities associated with the school counselor's role in the school. She thought this was a disservice to interns:

> I just worry sometimes that they're not getting that extra stuff that we all know we have to do. When they go to their supervision class and they have discussions about their sites, they come back and say, 'You're not going to believe what's happening at so and so's school.' And I'm like, 'What? Are you kidding?'

Guilt. Half of participants stated that they have experienced feelings of guilt during their experience as a site supervisor. As previously mentioned, two supervisors felt frustrated with apprehensive interns. Another supervisor experienced guilt due to insecurity in her ability to adequately meet one of her intern's supervision needs. She stated:

> You know, it's probably not fair for me to assume that he has the skills that the other interns had. They were able to pick up on role plays and it's just flowed. And they're impromptu role plays. So, maybe that's my fault.

The other three supervisors experienced guilt because they believed they did not spend enough time with their interns. For these supervisors, their job responsibilities kept them busy and they were not able to spend as much time with their interns as they wanted to. One supervisor shared:

> I try to do my best to give them a good experience. I always feel guilty if they're not getting that. Sometimes I think they see me as a tornado around here, and when they need a lot, sometimes I'm just not there because I have to deal with my stuff as well. I sometimes feel like we don't have that luxury of providing structure.

One supervisor wanted to be able to check in with her interns at least once on days they were at the site and felt guilty when she was unable to do so. She stated, “Sometimes I feel like I didn’t get to spend any time with the intern and what they needed that day. That’s when I’d say I didn’t do a good job.”

Uncertainty. Uncertainly was felt by six participants during their experience as site supervisors. Supervisors felt uncertain with regard to: (a) assessing interns’ needs, and (b) role expectations. During their interviews, two supervisors shared that assessing interns’ needs caused them to feel uncertain which was a challenge to providing appropriate supervision. One supervisor stated, “I think some of the challenge is knowing when to maybe be a little bit more hands on and looking over their shoulder and knowing when to back up a little bit.” The other supervisor stated, “I’m just not good at saying anything because I can’t pinpoint what the issue is.”

Four participants felt uncertain about how they fulfilled the role of site supervisor. Generally, they shared the sentiment, “I think sometimes I second guess myself and I wonder am I teaching them what they need in order to be successful and to be good school counselors.” Specifically, two supervisors mentioned being far removed from their training as school counselors and not staying up-to-date on current trends in counselor education:

> The second guessing we talked about earlier. And the fact that, I guess in some ways knowing that it’s been several years since I went through the counselor training programs. There are new theories, new ways of doing things. Have I kept up enough? I think anytime you’re leading or teaching you want to make sure that you’re leading someone down the right path, and I haven’t traveled the path in a while.

Comfortable. Half of participants felt comfortable with their role of site supervisor as expressed by the sentiment, “It’s not an overwhelming position to supervise an intern.” One supervisor further stated, “Everything’s been a great balance. The universities have been great. There’s nothing I would change.”

Overwhelmed. Although half of participants felt comfortable with their role, one supervisor was overwhelmed because of the extra work required:

> Does it involve extra work sometimes? Yes. Extra work for me as a supervisor because I may end up having to talk them through something rather than dealing with my pile of things that I need to do. My work gets pushed down because I have an intern and I feel like my responsibility is to them. To listen to their concerns and to help them become the best they can be.

This site supervisor went on to say, “(Supervision) involves more planning. It just does. And it’s not that I don’t want to do it, and it’s not that I won’t do it again, but this year, I needed a break.”

Excitement. While one supervisor interviewed became overwhelmed and needed a break, two supervisors felt excited about their experiences as a site supervisor. For one supervisor, the feeling of excitement persisted throughout the supervisory relationship and extended to school the school community. When asked how she felt during the supervision experience, she shared:

> I’m so excited this person wants to go into this field. They’re going to have everybody following them around. It’s fun and exciting. And I’m excited for children that they’re going to have the intern. I’m happy they’re being received the way they are by the children.

Another supervisor experienced excitement about the supervision relationship itself:

> Supervision's not so much for me about them working as it is the relationship. The collaboration, the relationship piece, and the things I learn from them. It gives me new ideas, things to get excited about, and having someone to share that excitement with that really knows counseling. That's really fun for me. I love the enthusiasm they bring. It's renewing for me. That's why I love having an intern.

Site Supervision Outcomes

Within the eleventh domain, participants mentioned four outcomes of site supervision. Preparing interns to be school counselors was the most frequently mentioned outcome, followed by staying in touch with each other, supervisors learning from interns, and pleased stakeholders.

Interns are prepared to be school counselors. Every participant said the site supervision experience was a success when they knew their interns were prepared to be employed as school counselors, "I think if you feel like they'd be ready to put their feet on the ground next year, that's how you know it was a success." A specific example was shared:

> I would say this past spring, when she really took a project and was able to run with it and have the confidence and the knowledge base to do it. And we (the counseling office) touched based and kept an eye on things and hopefully I was a good supervisor about it, but that was it. I knew she was ready. She was ready to go be a counselor, and be a really good one.

Three supervisors discussed how their former interns had become colleagues. They considered this a reward of being a site supervisor, "The ultimate is when I know

they get a job and I'm able to view them as a peer and we have camaraderie." One supervisor shared his most rewarding experience as a supervisor, "When it worked out that we could hire her! That was rewarding because she's very good. It was a no brainer. She's just fantastic."

All participants thought helping their interns be prepared for employment as school counselors was a rewarding outcome of supervision. One supervisor also thought it was rewarding when one of her interns decided that school counseling was not a good employment opportunity for her:

> To be honest, there was one student intern that decided that this was not the place for her. And some people would see that as a negative, but I really feel like it helped her get to the point where she knew who she wanted to be, and where she wanted to go. I thought that that was rewarding, not only for me, but for her.

As this supervisor assumed, two participants were discouraged when an intern chose not to seek employment as a school counselor. One supervisor said she felt sad that her intern was not a good fit for the profession:

> I've had only one really negative experience and it was because of the student. This was not what she wanted to do. This was not her passion. She did not want to do counseling. It made me sad for me because I felt like that was what I needed to do was help her understand that she wasn't comfortable here. It took her awhile for her to figure that out.

The other supervisor was disappointed that a highly qualified intern chose not to enter the profession:

> I'll tell you, my intern last year, I sent her name everywhere, I sent it to the superintendent of student services, I sent it to everyone. I said if I've had one

> intern in my whole career, this is one unique individual and we need to hire her. She said she's happy at the university level and is going to stay there. I think it's a big loss.

Staying in touch. All but one participant shared that one outcome of supervision is continuing to stay in touch with interns. Supervisors stayed in touch with their interns through email, former interns returning to the site for a visit, seeing each other at counselor meetings, and reuniting with each other at conferences. One type of staying in touch included receiving thanks from interns. One supervisor shared that receiving thanks was a reward of the site supervision experience. Another elaborated, "They have emailed or called thanking me, asking for references, and keeping me informed about where they are." One supervisor was grateful when interns stayed in touch and expressed gratitude for the site experience. She shared, "I'm always flattered when they come back and talk about how this is such a great environment for them to use what they've been taught."

Learning from intern. Half of participants thought a rewarding outcome of supervision included what they learned from their interns. These supervisors talked about how far removed they were from their training, and how comfortable they had become in their role as a school counselor. For them, getting new ideas from interns reignited their passion for the profession:

> It's great for us too because what we're doing might not always be the best way to do things too. I mean, this is my fifteenth year, and what I've been doing may not be the best way, so I love to be able to take stuff from them that they come up with. That's another thing I like about interns is it gives you a fresh perspective. Because, you know, we get kind of stuck doing stuff. So I love that new, fresh way. And I'm like, 'I never thought about that. I think I'm going to do it this way now.'

Stakeholders are pleased. Half of participants also described pleased stakeholders as another outcome of their supervision experience. One supervisor believed that parents are excited when she has interns, “(Having an intern) gets other people excited too. It’s one more person for parents to call and talk to.” Other supervisors noticed a direct benefit to the host school’s students, “I think a lot of them really connect with our kids which is a positive benefit for them. I really want them to have that extra person here.”

Ideal Supervision Experience

Within the twelfth domain, six ideal experiences were shared by every participant interviewed. These include (a) supervisors are prepared, (b) a strong relationship exists between supervisors and training programs, (c) interns are an integral part of the school family, (d) interns have a good experience, (e) interns are prepared for a job after internship, and (f) supervisors’ needs are met. More than half of participants also mentioned four other ideal supervision experiences, including: (a) no gap exists between what is taught and what is practiced, (b) interns have necessary resources at the site, (c) interns are well prepared to begin internship, and (d) a strong relationship exists develops between supervisors and interns. Four different factors of an ideal supervision experience were mentioned by two or three of the participants interviewed. These include (a) interns are more available, (b) interns seek supervision appropriately, (c) supervisors network with each other, and (d) interns lead groups. Finally, one participant mentioned two other ideals for her supervision experience: (a) she has a male intern, and (b) she is more assertive.

Supervisors are prepared. Every participant said that in their ideal supervision experience, they will be prepared. Specifically, they would (a) have time for supervision, (b) understand what the university expects of the experience, and, according to one supervisor, and (c) develop better supervision skills which each supervisory experience.

Time for supervision. Every participant stated that the biggest challenge they faced as a supervisor was not having enough time. Supervisors thought they did not have enough time to spend supervising their interns. One supervisor stated, "The biggest challenge is finding time and making time one-on-one with them." Another supervisor echoed, "I guess that's the biggest challenge I have is to make sure they have enough time when they need me." Supervisors wanted to make sure their interns were getting what they needed out of site supervision, and sometimes put their own work aside to do so. One supervisor said, "I may end up having to talk them through something rather than dealing with my pile of things that I need to do."

Also, lack of time prevented every supervisor from following a schedule:

> Time. You know. You have the best laid plans and then everything goes to pot. You have all the grand plans about what you're going to do for the day, then 'forget it.' This person's gone off the rails. You're going to have to go out and do a home visit with the social worker. Or the principal needs you to do this. Or you get called away for something else. So it's time.

Supervisors could collaborate more with interns if they had more time. One supervisor shared, "If I had a lot more time, I'd involve interns more, take more time with them, and do more activities with the intern with the students."

Three supervisors thought that lack of time kept them from delegating responsibilities to interns. One supervisor shared, “I mean you’re busy, you plan, and something’s coming up and you need to find the time. And sometimes it’s quicker to do it yourself. And that can be challenging. Then you really have to step back.”

Four supervisors said they were unable to fulfill their role as school counselor in a timely manner because of the time they took for supervision. One supervisor shared, “It is time consuming. And there are some days you barely get through, and you didn’t touch anything that you planned to do. There’s always something hanging over your head.”

Another supervisor stated:

> You know, it does take some time to sit down and make sure you meet every week. It seems very easy when you prioritize the things that need to be done and the things that should be done and sometimes you lean towards the things that need to be done and you just have to make that time.

In their ideal supervision experience, participants said they would have enough time to supervise interns as well as follow through with their job responsibilities. According to one supervisor, “If I had more time I could do justice to the interns who are here.”

Supervisors understand the university expectations for internship. Three participants said that in an ideal supervisory experience, they would know exactly what training programs expect of the internship experience. According to one supervisor, “The university would come in and have a clear cut list of expectations and experiences that they want their intern to experience. Two other supervisors wanted to be better connected to the university curriculum so that they would know what to reinforce at the site. One

supervisor said, “A better connection to what they’re learning. They tell me, and I’m sure I could look it up if I took the time. But to know what should be reinforced here, what they should be trying.”

Supervisors develop. One participant shared that in an ideal supervisory experience, she will grow and develop as a supervisor. She stated, “Another expectation is that in my mind I hope I can become a better supervisor because each student brings something different.”

Strong relationship exists between supervisors and training programs. While participants acknowledged a relationship with training programs in their actual experience, every participant wanted the relationship to be strengthened. One supervisor shared her thoughts about the ideal supervisory experience. She said, “Because our nature is to protect and help and serve, and I think if we had more of a relationship, then we could be more honest with each other.” Benefits of having a strong relationship included (a) supporting interns’ development, and (b) better understanding the school counseling profession.

With regard to supporting intern development, one participant noted, “I shared my concerns with the university supervisor. The supervisor recognizes the concerns and has the same concerns I have. We are hoping that he needs more experience and more confidence.”

As for fostering a better understanding of the school counseling profession, one supervisor stated:

> I'd like to have conversation with a variety of faculty members to hear their ideas and goals they have. Not in an email, but face-to-face, more of a relationship. And build a bridge between what's going on here and what's going on there. I think the bridge goes both ways. I wonder, and maybe it would help me not wonder this, but I wonder what they are learning in grad school and what a school counselor actually does, well, they're very different things. Maybe what they're learning and what we do are more related than I think, and that bridge would help me not worry about that. Or maybe there needs to be more discussion there.

Interns are an integral part of school family. Another component of every participant's ideal supervisory experience was that the intern be an integral part of the school family. For six supervisors, this ideal matched their actual experience as well; however, in the ideal supervisory experience, this component would be stronger. One supervisor shared, "I've gotten close to everyone that's been through here, on a personal level. And our school has embraced them on a personal level as well."

Another supervisor stated that in the ideal experience she would, "Make sure the staff knows that this intern is part of our community." One supervisor shared why she thought it was important that interns become part of the school family. She said, "Counseling interns need to understand that as a school counselor, you need to know everyone."

Interns have a good experience. As mentioned, four participants felt uncertain that they had the necessary knowledge and skills to ensure that interns have a good experience. In an ideal supervisory experience, all supervisors wanted to ensure that their interns had a good experience. One supervisor thought that having a good experience was an expectation of interns. He said, "The two interns we've had have worked hard. And they deserve a good internship."

Supervisors will know that interns had a good experience when stakeholders are excited and interns see that counseling works. One supervisor described how she will know that her interns had a good experience. She stated, “I think at the end, when we’re having that post-conference, and I see they have this light and they’re ready to go and they’re excited and they’ve been happy with what they’ve accomplished.”

Interns are prepared for job after internship. Every participant interviewed stated that in their ideal supervisory experience interns will be prepared for a job as a school counselor at the conclusion of internship. This ideal matched every supervisor’s actual expectations, and also was the actual experience of one supervisor. She stated, “All of our interns got a job right out of the gate. They all found jobs right away and they’re still in jobs. Maybe not the same one, but they all still have counseling jobs.”

One supervisor thought that in order for interns to be best prepared, ideally interns needed to be exposed to every facet of student education:

> I want them to be exposed to everything. I want them to learn Responsiveness to Intervention (RTI). They do not have to agree with it, but in this democracy of education, we do it. So how can you make it work with who you are and what you’re given? So I want them to leave here, and if they’re put in a rotation at their next school, I want them to realize that sometimes it can be like this.

Ideally, in order to be prepared for a job after internship, another supervisor succinctly stated, “My interns will be doing everything they can possibly do so they can be best prepared for when it is their school.”

No gap exists between what is taught and what is practiced. As mentioned, six participants perceived a disconnect between training program curricula and the real world

of counseling. These six supervisors stated that a component of their ideal supervisory experience would be that no gap exists between training program curriculum and the real world of school counseling. One supervisor shared, “Be real that it’s not all about the theory and fantasy and cognitive-behavioral.” Another supervisor echoed the sentiment that training programs ideally would focus less on theory and more on practice. She said, “Universities could make sure that they’re teaching the reality of the job too and not getting so bogged down in theory or process.” Four supervisors suggested that training programs could help facilitate this ideal supervisory experience by offering more practical courses to interns. One supervisor suggested, “Maybe they need to incorporate a ‘reality 101’ or ‘the real job 101’ so that it isn’t a shock.”

Intern has necessary resources at site. Six participants were unable to provide interns with all the necessary resources in their actual experience. These resources including everything a practicing school counselor would need: a confidential space, a computer, email, and access to student management software. For three of these supervisors, providing interns with a confidential space was a challenge in their actual experience. According to one supervisor, “We’re such close quarters. We have Communities in Schools that come, and our social worker has an intern, and we bump into each other all the time. It’s a problem.” Another supervisor shared:

> At least at this school we haven’t had to resort to going to a closet, but we don’t have a lot of extra space. Sometimes interns have gone to the cafeteria when there weren't any classes in there and had a session. But a lot of times it has meant that I give up my space so that they can do what they need to do.

For these supervisors, space was the most important resource they needed in to have their ideal supervisory experience. In an ideal supervisory experience, however, interns would have everything they need available to them at their sites.

Interns are well prepared to begin internship. Five participants shared that a component of their ideal experience would be that interns are well prepared to begin internship. In her actual experience, one supervisor spent a lot of time "teaching the other components of school counseling." According to this supervisor, "I want training programs to send them already knowing what to do. That's what I need them to do!"

Two participants thought that interns with life experience were ideal. One supervisor had experienced this ideal:

> And then last year I had the most fabulous intern I've ever had in my career. She was older, in her 40s, and she'd had a career in TV. She was an extravert, and very poised, and she'd say, 'You know me, I'm not afraid to do anything.' She'd truly jump in feet first. She could pull off programs, she'd initiate things, she could do things that really should be at a much different stage in life. If I could have one like I had last year, I'd have one every year. She was such an asset to our program.

Another participant shared her impressions of the ideal intern:

> The perfect intern would be someone who's doing it all. Getting that experience of understanding, what are you willing to fight for and protect, what are you willing to do in order to be involved in the school community, what is it that you have to do, what's your grade level? Someone's who real comfortable with knowing that and applying all the things that they learned in graduate school and also being realistic about timeframes and understanding what they can and can't do and really trying their best to be who it is that (the school district) is asking them to be as a school counselor.

Strong relationship between supervisor and intern. Five participants ideally wanted a strong relationship with their interns. With regard to the ideal supervisory experience, one supervisor said, “It’s about relationships.” Another supervisor shared, “They have to be comfortable. I think anyone coming into any setting has to be comfortable.”

This ideal echoed the sentiment expressed by one supervisor about her expectations for supervision:

> I just feel like it’s more about relationships and connections and offering guidance and support and maybe outlets for if they need some help. But that would be I guess the same thing as a mentor, same thing as a colleague, so I don’t, you know, I’m not really into that hierarchal kind of a concept as to supervising and telling somebody what they should or shouldn’t do.

Another participant provided a rationale for why having a strong relationship with her interns is ideal. She shared, “I want them to be aware that they are not an island. They’ve got to have the opportunity to share whatever criticisms and critiques they have. I think it helps them become more assertive with what they’re wanting to say.”

Interns are more available. Three participants spoke extensively that in their ideal supervisory experience interns would be more available at the site. They identified two ways that interns would be more available: (a) they would be at the site the entire school year, and (b) they would be at the site the same days and times both semesters.

At site entire school year. Ideally interns would begin internship when teachers begin the school year, in mid-August. According to one supervisor:

> Ideally, best case scenario, I'd have them all day every day for the whole week, for the whole year. But that's not the way it works, so I think just being able to have someone early enough that they can start the year with the kids, rather than coming in a week in, or a month in, or sometimes several months in. Sometimes we don't get our interns until 2nd semester. So being able to be here at the very beginning, especially the beginning beginning. Where there's planning and scheduling and teacher training.

She shared her rationale for including this expectation of her ideal supervisory experience:

> Interns would be able to establish better relationships with the teachers and the kids because they are here from the beginning rather than coming in afterwards and trying to make up time and be around. As opposed to you know, 'Who is that lady.'

Class schedule consistent across semester. One participant further stated that in an ideal supervisory experience, not only would be her interns begin the school when teachers do, they would also be at the site the same days and times both semesters of internship:

> If we could have that continuity of when their courses meet so they could have the same schedule for the whole year that would help out a lot. Then we wouldn't have to retrain the kids and staff, 'Well, no, now they're here this day.' So if we could have more continuity about when they're available.

Intern seeks supervision appropriately. Seeking supervision appropriately was mentioned by three participants as a component of their ideal supervisory experience. Stated simply, "I do expect them to come with (supervision needs)." One supervisor based this ideal on her actual experiences of interns not seeking supervision appropriately. She shared, "Sometimes interns don't know when they're in over their

heads, or when they need to ask for help or say this is something I need to turn over to you."

For two participants, this ideal was related to their supervision style. When asked, "If it were entirely up to you, what would supervision look like?" one supervisor responded, "I would probably say that it would be student-directed. You know, if you need me, let's sit down, if you don't, go forward."

Networking with other supervisors. Three participants mentioned that networking with other supervisors would be a component of their ideal supervisory experience. According to one supervisor:

> The only supervisor I know is me. So to hear other people's ways of providing supervision, giving us an opportunity to meet together, I think would be beneficial. I know there are a lot of school counselors that have interns, and to hear their experiences, and what they have done and how do they operate, would certainly be beneficial to me.

Another supervisor expressed a similar sentiment:

> I wish those of us that are given interns every year as supervisors, I wish we could have a meeting maybe once a year. Where we talk about what we're doing with our interns and maybe come with a plan. 'Oh, they're doing this at this school, I think I might have my intern do that too.' So it would almost be beneficial for us supervisors to have a meeting once a year to talk about that too.

Intern leads groups. The two high school supervisors shared that in their ideal supervisory experience, their interns would lead groups. One supervisor stated, "I think that would be something that could benefit interns. If we have the resources and experience for her to do more group.

Male intern. One supervisor said that ideally, her intern would be male. She believed students in her school were most receptive to male interns and benefited more from males than females:

> All of my interns have been at this school. I have had three females and three males. I think it's real interesting to watch the differences. The children gravitate to the males. The first one (male) was African American, the second one was African American, this one is Caucasian. And our students need positive male role models that will pick up a basketball and dribble around while talking. Somebody that may have cornrows, but knows about manners. I am grateful to have young men with values and aspirations who can inspire our boys.

Supervisor is more assertive. The same participant who would ideally have male interns also shared that in her ideal supervisory experience, she would be more assertive in providing guidance and feedback to interns. She shared:

> And for me to be saying to the intern be assertive, you need to do this. And if they students are goofing off, so what? They're together, they're feeling important. You're not going to mess them up. So for me to take more of a leadership role or maybe not leadership, but be more directive.

Supervisor's needs are met. All participants shared that in order to have their ideal supervisory experience, their needs must be met. Therefore, "supervisors' needs are met" emerged as a final category within the ideal supervision experience domain. Participants had eleven supervision needs. Every participant needed more time. All but one participant needed fewer job responsibilities. Six participants needed more resources and well-defined supervision expectations. More than have of participants needed more structure during their day and more interaction with training programs. Half of participants needed opportunities to give and receive feedback and intentional matching

of interns with their site. Fewer than half and more than one of the participants interviewed needed: (a) training in supervision, (b) opportunities to network with other supervisors, and (c) support from their administrators.

More time. When asked, "What do you need more of to have your ideal supervisory experience?" every participant responded, "I need more time." As mentioned, if supervisors had more time, they could achieve the following: (a) they would be more prepared; (b) they would spend more time with their interns; (c) they would collaborate more with interns; (d) they would delegate more responsibilities to interns; and (e) they would reach out to training programs to build stronger relationships and familiarize themselves with school counselor training curriculum.

Fewer job responsibilities. All but one participant said that to have their ideal supervisory experience, they needed fewer job responsibilities, specifically paperwork, and a reduced student caseload. One supervisor stated, "Sometimes when you get an intern it's like one more responsibility when you're already wearing many many hats." Paperwork was the most frequent response (n = 6) to the question, "What do you need less of?" One supervisor most emphatically expressed the sentiment, "Paperwork. If we could get that off the table; that'd be nice!"

Another participant believed she would be a better supervisor if she had fewer students on her caseload:

> I need less students so I can get to know them. I think I'd be a better counselor in that condition. And if I'm a better counselor, I'll be a better supervisor. I'd be able to spend more time with my interns, and they'll be able to see me doing more with different students rather than that same group that comes in and out. So I guess from a modeling behavior perspective for me it would benefit my

> supervision because I'd be able to do more things, branch out myself, and I could be more creative.

Another supervisor thought that if she had fewer job responsibilities during the day, she would be able to better monitor interns' work and development:

> (In an ideal experience) I'd be able to observe the quality. I know they're doing the things, but to be able to see the quality. Sometimes we will see a child together, so I see the individual counseling skills. But to be able to observe the programs they do. To watch and see classroom guidance, the things that aren't too confidential. I guess to not feel like I'm spending so much time doing my job and they're just out there. That I can see what they're doing. And then to directly observe and process with them, you know, 'How did you feel that classroom program went.'

***More resources*.** Six participants needed their site to provide more resources for interns, including a confidential space, a computer, and email and software access. One supervisor shared, "They need to have a real office, real computer, and access to computer records, so that they could run reports and collect data. Because right now they can't."

Well-defined supervision expectations. Six participants thought they would have an ideal supervision experience when training programs provided well-defined expectations for them, the interns, and the internship. Well-defined expectations needed to (a) be explicitly communicated, (b) educate supervisors on the training curriculum, and (c) bridge the gap between training and practice.

Explicit. According to six participants, in an ideal supervisory experience, university expectations for the site experience would be explicit. One supervisor said, "I guess from a college standpoint, I get emails, 'please do this.' And I do that. I don't know

that is always articulated as well as it could be." According to another supervisor, "I had one situation where the student came and it was pretty loose." Another supervisor stated, "I need clearer expectations and more feedback. I have had some interns where I never saw or heard anything from the university other than an email." This sentiment was shared by others. According to one supervisor, "I need direction, exactly, of what it is that training programs want. Really, what are the guidelines, and what are the expectations for site supervision?"

Ultimately, supervisors thought that well-defined expectations would guide their work with interns. One supervisor shared, "I need to know what our goals are and the expectations of the university because I want them to be successful."

Connect with training program curriculum. Three participants said that having well-defined expectations would also help supervisors be connected with the training curriculum. One supervisor stated, "I need for training programs to let us know the topic of interest or something interns are working on in the graduate work that we can reinforce in a timely manner here."

Bridge gaps between training and practice. Three participants also thought that if expectations were better defined, gaps in training and practice would be more clearly illuminated. One supervisor stated, "Training programs can help delineate expectations. I mean they are defined, but how can they bridge the gap between what they learn and the real world?"

More Structure. Five participants responded that in order to have an ideal supervisory experience, they needed more structure to their school day. Structure would

allow supervisors to have a sense of control over their time, work activities, and supervision activities. One supervisor talked about planning and allocating her time when she had an intern:

> I think the biggest thing is the planning. Being organized enough to plan things far enough ahead because I am more laidback. I'm not the 'okay everything is off of my desk before I go home' person. I'm going to stay late and I will put the intern, not just the intern, somebody, a person, ahead of the things that need to get done. I think it sometimes takes a toll.

Another supervisor expressed a similar sentiment. She stated, "And I could be more organized, but how do you organize chaos?"

Two supervisors observed that compared to a teacher, the school counselor's schedule changes from day-to-day and hour-to-hour:

> It would nice if there were more structure to our day and we had more control and could spend more time and plan our day. Even the teachers have some structure because they know when they're teaching. So they have some imposed structure. Every day they know what to expect, class-wise, and when they go to lunch, etc.

More interaction with university supervisor. Five participants shared that ideally they needed more interaction with the university supervisor in their supervisory experience. Specifically, supervisors needed the university supervisor to (a) visit their site, (b) invite supervisors to their campus, and (c) contact supervisors personally as opposed to email.

University supervisor to visit internship site. Five participants stated that they needed the university supervisor to visit their site. One supervisor stated:

> I think (the university supervisors) would be truly surprised if they came and saw what occurred. Really walked a mile in our shoes. I know they (interns) take their cases back to the classroom and their groups for supervision and suggestions, but it might be nice if they came out here and lived it.

One supervisor thought that a site visit may help bridge the gap between practice and training:

> I wish (the university supervisor) would come away from the university and see the changing demographics. They deal with theories and models, and what they're told is going on with education. If they walked and talked in our schools, and saw the changing demographics. I think it would be eye-opening. I think they live in a very sterile world.

Two supervisors needed the university supervisor to observe the intern counseling at the site. They compared the work interns perform to student teaching:

> I think maybe the university professors a little more involved. I know for student teachers, they come and observe here. I know they listen to tapes and go over those, but in a more perfect situation, I would like to see the professors come here and observe their student counseling somebody. Because I think you do miss something when you only have the tape and you don't see the body language and all the visual cues. And what kinds of conditions they're having to do. Are they having to meet in the cafeteria? Are they having to get up and move?

Invitation to counselor training program. One participant thought that visiting the counselor training program would help bridge the gap between practice and training and provide him with a more ideal supervisory experience:

> For (the university supervisor) to invite us to their campus and meet the professors on their turf. That's good for us to get out of here and go see that counselor education program in action, so to speak. And have more conversation with a variety of faculty members to hear their ideas and goals they have.

Personal contact. All participants disclosed that they had been in contact with interns' university supervisors. Supervisors cited email as the most frequent form of communication. In order to have an ideal supervisory experience, and develop a stronger relationship, three supervisors needed face-to-face or telephone communication with the university supervisor. One supervisor stated, "I'd like to have more conversation with a variety of faculty members to hear their ideas and goals they have. Not in an email, but face-to-face, more of a relationship."

Another supervisor shared, "It's tough, but improving that communication and having more contact. And for me, my bias is personal contact. Don't email me because I don't want to have to email you back." According to one supervisor, more frequent personal contact with the university supervisor would provide her with support in her role as site supervisor.

> I know sometimes it would be good to talk to the university supervisor more since they are the on-campus supervisor and because to me, being a person who operates from relationships, I only always talk to them twice, once at midterm and once at final. And I know they are strapped for time too, but just to have that phone call, and ask 'How are things going?'

She continued:

> If we have that relationship then hopefully that's when I can call and say, 'Look we've had these discussions and I've given some suggestions and we're suppose to have these meetings and I've prepared and talked about it, and talked about it, and now I'm going to need your support and your help.'

One supervisor acknowledged that he could initiate personal contact with university supervisors. He stated, “I think I could reach out more to the colleges. I think I should probably do that.”

Opportunities to give and receive feedback. Four participants needed feedback to have an ideal supervisory experience. Specifically, they needed to receive feedback from the university supervisor and the intern they host. Also, they needed an opportunity to give feedback to the counselor training program.

Feedback from the university supervisor. Four participants needed the university supervisors to provide them feedback. One supervisor shared, “You know, it is good for me to be able to talk this out.” Another supervisor elaborated on his need for feedback:

> I need for them to tell me how I’m doing. Is there anything else I can be doing? That feedback would be helpful. Just, “What about this? What about that?’ And it doesn’t have to be every week or anything like that. Goodness no. But maybe every month or two.

Feedback from interns. In addition to receiving feedback from the training program, one participant needed to receive feedback from her interns:

> I need to get some feedback from the interns. We have to give feedback to the universities about how well they do, and I’m sure they have to fill out some kind of form about how well they felt like we did. That would be good to know. That would be good information back from the students that we had.

Opportunity to give feedback to the counselor training program. One participant stated that she had “no control” over training programs and said she needed an opportunity to provide feedback to the university supervisors in an ideal supervisory

experience. She wanted university supervisors to express an interest in her opinions about site supervision. She stated, “They could ask, ‘if you’re going to be a supervisor, what needs do you see? What could we do differently?’”

Intentional matching of interns. Four participants needed interns to be thoughtfully and intentionally matched with them and their site in order to have an ideal supervisory experience. Two supervisors were challenged when interns were not well-matched with site and supervisor. One supervisor acknowledged the amount of time and coordination this would take. She said, “Obviously if there is a lot of time and effort put into it, training programs could do a better job of matching interns’ needs.”

Training in supervision. Three participants needed supervision training in order to have their ideal supervisory experience. In response to being interviewed for this study, one supervisor shared:

> I thank you for looking into it. I think it’s something that can benefit from this exploration. I’d love to read your results and recommendations because I think it will help me be a better supervisor and learn some best practices. Even if it’s just again, does A lead to B. If I know doing X will make me a better supervisor, I’m going to do it.

Networking opportunities. Three participants needed an opportunity to network with other supervisors in order to have an ideal supervisory experience. They also wanted supervision as a presentation topic or discussion at county-wide counselor meetings. One supervisor shared, “I’d like to meet with all school levels. I think it would be nice to have supervision as a topic or discussion.” Another supervisor echoed the sentiment stating, “You know I’d love to hear what other supervisors are doing.”

Support from administrators. Three participants needed support from administrators in their school in order to have a more ideal supervisory experience. Four ways that administrators could be supportive were: (a) assigning interns earlier; (b) welcoming interns into the school community; (c) reducing supervisors' workload; and (d) providing incentives. One supervisor needed interns to be assigned earlier so that they could be exposed to everything that goes into opening a school year. She stated:

> I need more flexibility or support from central office to get it done earlier. I know the universities know in the summer who they have as interns for Fall and Spring. Best case scenario, if that (placing interns earlier) was a priority, everybody would be able to work together to have that happen.

With regard to being a part of the school community, one supervisor suggested:

> You know, what would be helpful would be for them to really try to get other people to really engage and to make sure the staff knows that this intern is part of our community now and please utilize them.

Another supervisor thought administrators needed to refrain from giving supervisors extra job responsibilities. She stated, "I think administrators need to recognize that it is an undertaking and that staff person is giving a lot of time and effort, so they shouldn't expect them to do a lot of extra things."

Another supervisor thought that in addition to reducing her workload, she needed administrators to provide incentives. She stated:

> For them to give some incentives, for being a supervisor because it does take up some time. I think it's a win-win situation, because we do have someone who's going to alleviate the caseload for the staff, but at the same time it's going to increase the time requirements for whoever's supervising the interns. If it's

> nothing more than some positive reinforcement or getting to leave 10 minutes early, we'd at least be recognized as 'hey, I notice that you're doing this and it's a good thing.'

The following table represents supervisors' needs and the domain to which they belong.

Table 1. Supervisors' Domain and Needs

Supervisors' Needs	**Domain**
More time	Site Characteristic
Fewer job responsibilities	Site Characteristic
More resources	Site Characteristic
More structure	Site Characteristic
Support from administrators	Site Characteristic
Networking opportunities	Site Characteristic and Training Program Characteristic
Intentional matching of interns	Training Program Characteristic
Well-defined supervision expectations	Training Program Characteristic
Training in supervision	Training Program Characteristic
More interaction with university supervisor	University Supervisor's Role
Opportunities to give and receive feedback	University Supervisor's Role

Stability Check

This chapter reported results of eight individual interviews with elementary, middle, and high school counselor site supervisors from two school systems in the Triad area of North Carolina. Stability of findings was confirmed by adding in the interview transcripts of two additional school counselor site supervisors from the same school

districts. One of the participants was an elementary school counselor and the other was a middle school counselor. Both of the participants were female, and one identified as White and the other as African-American. These participants' transcripts were provided to the research team for review. Each member of the research team reviewed the transcript individually, coding each statement into the pre-existing domains and categories. The research team then met together to reach consensus regarding whether the additional data altered the previously agreed upon domains and categories. It was decided that additional domains and categories were not necessary. The next chapter will discuss implications for school counseling research and practice, as well as school counselor education, and school counselor site supervisor training. Limitations of this study also will be addressed.

CHAPTER V

DISCUSSION AND IMPLICATIONS

The purpose of this study was to use qualitative methodology to explore school counselor site supervisors' experiences and perspectives and provide a foundation for better understanding how the supervision experience is viewed in schools. Although guidelines and models of school counselor site supervision have been espoused by counselor educators, it has remained unclear if school counselor site supervisors' experiences are convergent or divergent from proposed guidelines and models. Therefore, this study is an important first step for learning more about the process of supervision implemented by school counselor site supervisors. Existing guidelines and models of site supervision of school counseling interns provided a starting point to begin a discussion of school counselor site supervisors' practices, but are not intended to predict or explain these practices. In this section, implications for school counselor site supervisors, counselor educators, school counseling interns, educational leaders, and the school counseling profession also will be discussed in relation to findings.

Guidelines and Models

Existing literature developed to guide site supervision of school counseling interns provided a framework for this study. Specifically, two sets of guidelines (Roberts & Morotti, 2001; Studer, 2005), and six models specific to site supervision of school counseling interns (Drapela & Drapela, 1986; Lambie & Sias, 2009; Luke & Bernard,

2006; Nelson & Johnson, 1999; Peterson & Deuschle, 2006; Wood & Rayle, 2006) were used**.**

Guidelines

Roberts and Morotti (2001) suggested seven guidelines to assist site supervisors in providing supervision to school counseling interns. School counselor site supervisors discussed each of these guidelines when describing their experience of site supervision. Every site supervisor stated that they needed to know what the counselor education programs expected of them, the intern, and interns' site experiences. Most supervisors disclosed that they served as a model school counselor for their interns. Also, most supervisors shared an expectation that interns understand and adhere to ethical and legal codes specific to counseling in the school setting. In an ideal supervision experience, site supervisors wanted regular communication, preferably in person, with their intern's university supervisor. Participants emphasized that having regular communication would help facilitate communication regarding interns' growth and development. Half of the participants reported that they encouraged interns to reflect and process to enhance their professional decision making and skill development. Interestingly, only three supervisors said they needed training in supervision to have an ideal supervisory experience.

Studer (2005) proposed guidelines that include supervisory roles (based on Bernard, 1979, 1997), expectations, stages, and techniques that provide school counselor site supervisors a basic understanding of clinical, developmental, and administrative supervision to assist them in supervising interns. Studer's guidelines suggest that internship begin with the identification of an appropriate supervisor. In the current study,

intentional matching of interns with supervisor and site was a typical need shared by supervisors in order to have their ideal supervisory experience. Finally, although all participants perceived the internship experience as having stages (e.g., taking on more responsibility as they gained experience), no supervisors indicated that they assumed roles of counselor, consultant, and teacher at different stages of the supervision experience, contrary to Studer's guidelines.

This study was intended to focus on the clinical supervision site supervisors provided to interns. However, only three supervisors' responses indicated that they provided this type of supervision to interns by facilitating interns' reflection of strengths and growing areas. All site supervisors reported providing developmental supervision, to varying degrees, as well as using counselor education programs' expectations for internship to guide their supervisory practices and evaluation of interns.

All supervisors easily discussed the administrative supervision they provided to interns, and, in line with Studer's guidelines, expected interns to understand the school administrative structure and demonstrate a positive work ethic. Six supervisors perceived their role as including fostering relationship between the intern and school staff. Only one supervisor mentioned the importance of maintaining records. All participants thought it was important to emphasize to interns that school counselors are accountable to the principal at their school.

Models

Based on the assumption that school counselor site supervisors had no training or guidelines by which to inform their supervision practice, Drapela and Drapela (1986)

discussed the nature of intern supervision, identified counselor skills and strategies suitable for various stages of supervision, and proposed a concrete and sequential outline for structuring supervision. The current study confirms that school counselor site supervisors have little to no training in supervision and use counselor education programs' expectations of interns to guide their supervisory practices. While Drapela and Drapela (1986) encouraged site supervisors to assume the counselor role early in the supervisory process and move toward the consultant role as interns became more autonomous, site supervisors in the current study reported using the consultant role throughout the supervisory experience.

Peterson and Deuschle (2006) proposed a five component model for supervising school counselor interns without previous teaching experience. Four components of their model emerged from site supervisors' responses in this study. Every supervisor expected interns to become immersed in the site experience and work with various stakeholders including teachers, parents, and administrators. Additionally, they expected interns to adhere to school policies and norms, such as attending PTA meetings and afterschool events. Also, every supervisor needed the supervision experience to have structure, including a need for site supervisors have more time and fewer job responsibilities. They disclosed that they needed counselor education programs to provide structure to the supervisor experience by providing well-defined guidelines that bridged the gap between training program curriculum and the real world of school counseling. Regarding interns' awareness of student development, classroom skills, and lesson planning, more than half of the participants stressed the importance of classroom management skills.

Lambie and Sias (2009) proposed a clinical supervision model (IPDSM) in which university supervisors and site supervisors collaborate in order to promote the psychological development of supervisees. In the current study, this emphasis is reflected in the finding that every site supervisor wanted a strong relationship with interns' counselor training programs so that they could more easily and honestly consult and collaborate with each other with a goal of better monitoring and facilitating interns' growth. Lambie and Sias developed the model based on the variety of services school counselors are expected to provide and the role ambiguity associated with the professional school counselor. In this study, supervisors acknowledged the role ambiguity and stated they expected interns to figure out how they wanted to do school counseling. Also, all participants mentioned the various roles that they are expected to perform and the gap they perceived between what interns are taught and the real world of school counseling. A typical response of site supervisors was that in an ideal supervision experience no gap would exist.

Supervisors' experiences of site supervision supported Lambie and Sias's model in several areas. Site supervisors' expected interns to (a) fulfill various school counselor roles; (b) establish a working relationship among site supervisor, program supervisor, and themselves; (c) learn about real world application of their school counselor training; and (d) develop increased confidence in their roles. All supervisors stated that their role included encouraging and supporting interns, and more than half of the supervisors disclosed that their role included assessing interns' needs. Additionally, in order to have an ideal supervisory experience, site supervisors cited three components of the IPDSM

model: more interaction with the counselor education program's supervisor, well-defined expectations, and training in supervision.

Models based on the Discrimination Model. Bernard's Discrimination Model (1979, 1997) is an example of a social role model of supervision commonly used in school counseling contexts (Lazovsky & Shimoni, 2007; Luke & Bernard, 2006; Wood & Rayle, 2006). The Discrimination Model was designed to raise awareness of clinical supervisors regarding their choices for both focus and role in supervisory relationships. Luke and Bernard (2006) adapted Bernard's Discrimination Model to include the four domains of comprehensive school counseling programs from the ASCA (2005) National Model and more closely align with experiences of school counselor interns at their sites.

In this study, supervisors identified 15 roles they assumed with interns in order to promote growth and development. The roles they identified included those of counselor, teacher, and consultant; however, site supervisors did not speak about these roles in the same way that Luke and Bernard's model describes them. All site supervisors reported serving as a consultant to interns in a variety of ways, most notably with regard to planning. Only three supervisors said they acted as counselors and teachers during supervision with interns, and then only in the context of supervising interns' individual counseling with students. This finding is consistent with Bernard's Discrimination Model (1979, 1997), but deviates from the SCSM (Luke & Bernard, 2006) which assumes that supervisory roles appropriate to supervision of individual and group counseling also are relevant to the four domains.

Luke and Bernard also expanded the foci of supervision to better accommodate the various functions a school counselor intern may perform, including classroom guidance, needs assessments, planning school wide functions, and professional behaviors in a variety of contexts within the "system" of the school. Results of this study indicate that site supervisors expected interns to perform these various functions, and they monitored and evaluated interns' growth and development in these areas, consistent with Luke and Bernard's expanded foci of supervision. Finally, Luke and Bernard suggested site supervisors implement the model during supervision by first choosing the domain, then focus, and finally a role. Based on results of this study, however, there is no indication that site supervisors are implementing the model in this way. Rather, participants disclosed that their supervision sessions focus on progress interns are making toward meeting counselor education programs' expectations, as well as addressing supervision concerns that interns bring to supervisors' attention.

Nelson and Johnson (1999) proposed an approach for providing clinical supervision to school counseling interns that integrated supervisor roles, intern skills, and four stages of the supervision process. One implication of their model was that counselor educators need to better understand the training needs of school counselor site supervisors. If counselor educators expect site supervisors to provide clinical supervision, results of the current study indicate that site supervisors need to be educated about the different types of supervision, including how and when to use each type.

Wood and Rayle (2006) pointed out the need for "supervision experiences that directly reflect the roles that school counselors-in-training will be expected to fill" (p.

253). They proposed the Goals, Functions, Roles, and Systems Model (GFRS), a clinical supervision model that focuses on the diverse roles and tasks required of school counselors. According to Wood and Rayle (2006), a network of individuals (e.g., parents, teachers, and administrators) must be considered in the school counseling context, and one supposition of their model that sets it apart from other models is that the ability to work within and between systems is crucial for successful supervision outcomes in school counseling. In the current study, themes regarding working within and between systems emerged in 6 of the 12 domains: (a) site characteristics, (b) intern characteristics, (c) site supervisors' expectations, (d) site supervisors' role, (e) university supervisors' role, and (f) ideal supervision experience. While the current study was not designed to test a model of supervision, results regarding systems' influence coincide with Wood and Rayle's model. The interrelated components of the GFRS Model emerged in several domains of the current study and align with the comprehensive model of site supervision for school counselor interns.

Conclusions about Guidelines and Models

Since guidelines and models were not tested as a part of this research study, conclusions cannot be drawn as to the extent to which these guidelines and models explain or model school counselor site supervisors' experiences and perspectives. Components of each, however, seem clearly to be worthy of further exploration. Convergence and divergence with current guidelines and models of site supervision emerged from the results of the current study. This finding is interesting in light of the fact that site supervisors typically are unfamiliar with these guidelines and models. Also,

by and large, current guidelines and models do not address supervisors' needs (e.g. gap/connection, resources), nor do they propose practical ways that supervisors' needs can be met. Additional models, or new models, also may prove useful for further exploring school counselor site supervisors' experiences as well as identifying ways that supervisors' needs can be fulfilled in order for them to have an ideal supervisory experience.

Summary of Findings

For the current study, eight individual interviews were conducted to collect data about school counselor site supervisors' experiences. Two additional individual interviews served as a stability check. Twelve domains surfaced as a result of these interviews, each with 2-16 categories. There are four potential labels for the categories that describe school counselor site supervisors' experiences: (a) general, (b) typical, (c) variant, and (d) rare. If a category applied to all participants, or all but one, the category is labeled *general.* Categories that applied to half or more of participants, but less than the *general* category, they were labeled *typical.* Categories reported by fewer than half of the participants, but more than one participant, were labeled *variant.* Finally, a category that was mentioned by only one participant was labeled *rare.* General findings are reported below; additional findings are reported in Appendix K.

General Findings

Categories surfaced within ten domains that all participants, or all but one participant, mentioned in relation to their site supervision experiences. In order to have an ideal supervisory experience, all supervisors stated that their needs would be met.

“Supervisors needs are met” is a category that emerged in the Ideal Supervision Domain. Subcategories of general and typical needs are included in Table 2.

Table 2

General Research Findings

	ES	ES	MS	HS	HS	MS	MS	ES	Category Type
Site Characteristics									
Space at site	X	X	X	X	X	X	X	X	General
Supervisor’s job responsibilities	X	X	X	X	X	X	X	X	General
Intern Characteristics									
Personality	X	X	X	X	X	X	X	X	General
Fit	X	X	X	X	X	X	X	X	General
Theory-focused	X	X	X	X		X	X	X	General
Attitude toward supervision	X	X	X	X	X	X	X	X	General
Supervisor Characteristics									
Supervision Style	X	X	X	X	X	X	X	X	General
Preparation	X	X	X	X	X	X	X	X	General
Training Program Characteristics									
Communication of expectations	X	X	X	X	X	X	X	X	General
Site Supervisors Expectations for Supervision									
Intern fulfilled roles of school counselor	X	X	X	X	X	X	X	X	General
Worked together to fulfill university expectations	X	X	X	X	X	X	X	X	General
Intern exposed to real world application	X	X	X	X	X	X	X	X	General
Growth/confidence	X	X	X	X	X	X	X	X	General
Intern gradually accepted more responsibility	X	X	X	X	X	X	X	X	General
University Expectations for Supervision									
Individual student caseload	X	X	X	X	X	X	X	X	General
1 hour of supervision/week	X	X	X	X	X	X	X	X	General
Set requirements were insufficient to prepare interns	X		X	X	X	X	X	X	General
Site Supervisor’s Role in Supervision									
Encourage	X	X	X	X	X	X	X	X	General
Evaluate	X	X	X	X	X	X	X	X	General
Consultant	X	X	X	X	X	X	X	X	General
Reasons for Doing Site Supervision									
Helping someone	X	X		X	X	X	X	X	General
Service to profession	X	X	X	X	X	X		X	General

Table 2 (cont.)

	ES	ES	MS	HS	HS	MS	MS	ES	Category Type
Supervision Outcomes									
Staying in touch		X	X	X	X	X	X	X	General
Interns are prepared to be school counselors	X	X	X	X	X	X	X	X	General
Ideal Supervision Experience									
Strong relationship with training program	X	X	X	X	X	X	X	X	General
Supervisor is prepared	X	X	X	X	X	X	X	X	General
Intern has a good experience	X	X	X	X	X	X	X	X	General
Intern is integral part of school family	X	X	X	X	X	X	X	X	General
Intern is prepared for job after internship	X	X	X	X	X	X	X	X	General
Supervisor needs are met	X	X	X	X	X	X	X	X	General
Supervisors' Needs									
Time	X	X	X	X	X	X	X	X	General
Fewer job responsibilities	X		X	X	X	X	X	X	General
More interaction with university supervisor	X		X	X	X		X		Typical
Opportunities to give and/or receive feedback	X			X	X			X	Typical
Well-defined supervision expectations	X	X	X	X	X		X		Typical
Structure			X			X	X	X	Typical
Resources		X	X	X	X	X	X		Typical

Findings by Research Question

Three research questions were addressed through eight individual interviews with school counselor site supervisors. Results of this study are discussed in the context of each research question below.

RQ1: What are school counselor site supervisors' actual experiences of providing supervision to school counseling interns?

Participants reported their actual experiences of providing site supervision to interns. Actual experiences of supervision were described by 11 domains: (a) site characteristics, (b) intern characteristics, (c) supervisor characteristics, (d) training program characteristics, (e) site supervisor's expectations for supervision, (f) university

expectations for supervision, (g) site supervisor's role in supervision, (h) university role in supervision, (i) reasons for providing supervision, (j) site supervisor's feelings, and (k) supervision outcomes.

Site characteristics. Participants identified site characteristics that formed the context of their experience of supervision. Each site is a unique system, or context, in which supervision of school counselors-in-training takes place. Differences between sites affected each supervisor's experience of supervision. Despite many differences, however, four key characteristics of school sites emerged that influenced participants' experiences as site supervisors and provided the contexts for their discussion of their experiences: (a) assignment of interns (n = 2), (b) space at site (n = 8), (c) number of counselors at site (n = 5), and (d) supervisors' responsibilities as a school counselor (n = 8).

Intern characteristics. Intern characteristics also emerged within supervisors' description of their supervision experience. All participants, or all but one participant, discussed four characteristics of interns that influenced the supervision experience: (a) personality, (b) fit, (c) theory focus, and (d) attitude toward supervision. With regard to interns' personalities, interns were characterized as eager or apprehensive. Supervisors reported that hosting eager interns was rewarding.

All supervisors indicated they had experienced a good fit among the intern, site, and themselves. Generally, a good fit resulted in a rewarding experience, and a bad fit resulted in a challenging experience. All but one supervisor mentioned that interns were theory-focused. Supervisors thought that theory-focused interns were naïve about the real world of school counseling. The fourth category that every supervisor discussed was

interns' attitude toward supervision. Supervisors identified three attitudes of interns towards supervision: (a) apathetic, (b) uncomfortable, and (c) receptive. All of the participants also talked about interns they had who were receptive to site supervision and thought the relationships they had with these interns were rewarding.

Supervisor characteristics. Every participant interviewed identified two characteristics that influenced their experience of site supervision: (a) preparation, and (b) supervision style. Supervisors were prepared based on their (a) personality, (b) own internship experience, (c) work experience as a school counselor, (d) work experience as an agency counselor, (e) training in administration, (f) work experience as an administrator, (g) work experience in another role in the school system, (h) modeling supervision they received from school administrators, and (i) previous experience as a supervisor.

With regard to the "personality" category, supervisors in the current study provided responses that seem to align with the categories of ideal mentors identified in Lazovsky and Shimoni's (2007) study. Descriptions supervisors provided regarding their role as school counselors indicate that they possess positive personal characteristics and professional behaviors which likely carry over to their role as supervisors. The extent to which supervisors in the current study spoke about professional behaviors or personal characteristics varied. Most supervisors reported that they wanted their interns to feel comfortable with them and had an open-door policy with their interns. Despite their differences, participants were passionate about their role as supervisors and the

expectations they had for themselves. They all wanted interns to have a good experience and considered it their responsibility to ensure that they did.

DeKruyf (2007) explored the training needs of school counselor site supervisors in the Pacific Northwest via the construct of self-efficacy. Results of that study indicated that many site supervisors have little or no supervision training, and that supervisor self-efficacy appears relatively strong. Consistent with that finding, supervisors in this study had little or no training, yet half indicated that they felt comfortable providing supervision.

The other supervisor characteristic category discussed by all participants was their supervision style. Supervisors said they provided supervision based on three ideals: (a) what they would have wanted as an intern, (b) intern-directed supervision, and (c) supervision based on interns' competence.

Training program characteristics. All participants mentioned characteristics of counselor training programs when describing their experiences as a site supervisor. Each site supervisor discussed communication of programs' expectations, and more than half of the supervisors mentioned the clarity of the expectations. All site supervisors said they were aware of expectations of them and the school counseling interns because this information was shared with them in writing from the university. Three participants stated that having the expectations communicated solely in writing was a challenge. Half of participants stated that expectations of internship were easily understood, and one supervisor said expectations were unclear.

Counselor training programs' perceived disconnect from the "real world of school counseling" was a repeated theme for more than half of the participants. These supervisors agreed that the gap between what a school counselor-in-training is taught in his or her counselor education program and the reality of the job was a challenge to providing site supervision. Supervisors also thought counselor training programs were too theory-focused, resulting in interns who were surprised to learn about the reality of school counseling positions. In addition to participants' beliefs that the use of theory is overemphasized in programs' curricula, they also believed that the need to be prepared to deliver classroom lessons is underemphasized.

Site supervisor's expectations of supervision. Participants shared their expectations for the site supervision experience. Eleven categories of expectations were discussed, with at least half of participants sharing these expectations for site supervision. Nine of the expectations related to the internship experience, and two were related to the supervisory relationship. Every site supervisor shared five expectations: (a) interns were exposed to "real world" application; (b) interns gradually accepted more responsibility; (c) supervisors and interns worked together to fulfill training program requirements; (d) interns fulfilled the role of the school counselor; and (e) interns grew and developed confidence. More than half of site supervisors expected interns to (a) move from a focus on theory to practice, (b) adhere to school policies, (c) be flexible, and (d) figure out how they want to do school counseling. Within the supervision relationship, more than half of the supervisors expected interns to be able to problem solve and expected to establish a working relationship between themselves and their interns.

Findings in the current study converge with Stephens (2008) findings. Stephens examined the actual experiences and perceptions of site supervisors and their interns in preparing trainees for the multiple roles and duties they would fulfill in California public schools. Participants identified 3 elements, 5 domains, and 52 categories of site supervision practices to help interns develop competency in California's school counseling standards. Two elements also emerged in this study: (a) nurturing the supervisory dyad, and (b) developing a systems perspective of schooling. Also, four of the five domains Stephens found were reported as site supervisors' expectations in the current study: (a) fostering professional identity, (b) induction into school counseling, (c) servicing student needs, and (d) managing a comprehensive school counseling program. Divergent from Stevens' study, supervisors in this study did not expect interns to use data for assessment and decision making; however, they talked about the growing importance of accountability within their role as school counselor.

University expectations of supervision. Two expectations of counselor training programs affected every participant's experience of site supervision: the individual student caseload expectation and the required one hour per week of individual supervision. All but one participant shared that they believed the training programs' required activities were insufficient to prepare school counseling interns for the various roles and responsibilities of the job. One reason they thought the requirements were insufficient went back to their belief that counselor training programs are disconnected from the real world of school counseling. Even though all but one supervisor discussed

the insufficiency of the training programs' requirements, none mentioned sharing their concerns with the university supervisor.

Site supervisor's role in supervision. Participants identified the 15 roles they take when providing site supervision to school counseling interns. Every participant interviewed disclosed that they assume the roles of encourager, consultant, and evaluator. More than half of the participants modeled, observed, served as expert/advisor, collaborated, fostered relationships between the intern and school staff, assessed interns' needs, and ensured client welfare. Half of the supervisors facilitated interns' self-awareness and shared resources with interns.

Overall, findings of the current study seem consistent with Kahn's (1999) research results related to how on-site supervision time was allocated to the various roles and functions of school counseling. Participants reported focusing supervision time on individual and group counseling, consultation, and coordination. Most supervisors also assessed interns' needs in order to determine supervision foci and interns' growing areas. Additionally, they reported that although they wanted interns to be exposed to the real world of school counseling, they did not expect interns to complete paperwork or perform non-counseling duties.

University role in supervision. Three categories describe the university role in the site experience. Half or more of the supervisors mentioned the university supervisor's role included monitoring the interns' development and supporting the site supervisor. Fewer than half of the supervisors also discussed the university supervisor's role included site visits.

Reasons for doing site supervision. Participants shared reasons they chose to be a site supervisor. All or all but one supervisor mentioned helping someone and service to the profession as reasons for being a site supervisor. More than half of participants indicated that a reason for being a site supervisor was to have an extra counselor at their school. Also, more than half of the participants thought it was rewarding to watch interns develop and gain self-confidence. Intern growth became a reason for them to continue serve as a site supervisor. Two supervisors shared that a reason for being a site supervisor was to serve as a gatekeeper for the profession.

Supervisor's feelings about supervision. Participants shared six feelings associated with the site supervision experience. Uncertainly was felt by more than half of the participants during their experience as site supervisors. Supervisors felt uncertain with regard to: (a) assessing interns' needs, and (b) role expectations. Also, more than half of participants indicated that they felt frustrated during their supervisory experience. Frustrating components of the site supervision experience included: (a) the training programs' role in supervision, (b) apprehensive interns, (c) defending interns' work, (d) assessing needs, and (e) other site supervisors. Half of participants stated that they have experienced feelings of guilt during their experience as a site supervisor, and half of participants felt comfortable with their role of site supervisor.

Site supervision outcomes. Participants mentioned four outcomes of site supervision. Every participant stated that an outcome of internship is that interns are prepared to be school counselors. All participants thought helping their interns be prepared for employment as school counselors was a rewarding outcome of supervision.

All but one participant cited they stayed in touch with interns after the experience. Half of participants also described pleased stakeholders as another outcome of their supervision experience. Also, half of participants thought a rewarding outcome of supervision included what they learned from their interns.

Participants' actual experiences and perspectives are captured among eleven domains with 2-15 categories. Two domains have no "general" categories; thus, more variability among the responses within these domains exists. One of these domains is site supervisors' feelings about supervision. As mentioned, half of the supervisors shared that they felt comfortable providing supervision; however, divergent from DeKruyf's (2007) findings, six supervisors disclosed that at times during supervision they felt uncertain, specifically with regard to assessing interns' needs and role expectations. The other domain that had no general categories is university role in supervision. Site supervisors' responses regarding their ideal supervision experience suggest less variability in the university's role is desired.

RQ2: What are school counselor site supervisors' perceptions of the ideal supervisory experience?

Six ideal experiences were shared by every participant interviewed. These include that: (a) supervisors are prepared; (b) a strong relationship exists between supervisors and training programs; (c) interns are an integral part of the school family; (d) interns have a good experience; (e) interns are prepared for a job after internship; and (f) supervisors' needs are met. More than half of participants also mentioned four other ideal supervision experiences, including: (a) no gap exists between what is taught and what is practiced, (b)

interns have necessary resources at the site, (c) interns are well prepared to begin internship, and (d) a strong relationship exists develops between supervisors and interns. Four additional factors of an ideal supervision experience were mentioned by two or three, but fewer than half of participants. These include: (a) interns are more available, (b) interns seek supervision appropriately, (c) supervisors network with each other, and (d) interns lead groups. Finally, one participant mentioned two other ideals for her supervision experience: (a) that she has a male intern, and (b) she is more assertive. Supervisors stated they experienced their ideal, at least in part, in their actual supervisory experiences; specifically with regard to receiving support from interns' university supervisor, interns being a part of the school family, and interns being prepared for a job at the culmination of internship. Nonetheless, total of 16 categories of supervisors' ideal supervisory experience emerged in this study.

RQ3: What do school counselor site supervisors need to achieve their ideal supervisory experience?

All participants shared that in their ideal supervisory experience, their own needs must be met. Participants noted eleven supervision needs. Every participant needed more time. All but one participant needed fewer job responsibilities. Six participants needed more resources and well-defined supervision expectations. More than half of participants needed more structure during their day and more interaction with training programs. Half of participants needed opportunities to give and receive feedback and intentional matching of interns with their site. Fewer than half of participants interviewed felt they needed additional training in supervision, opportunities to network with other

supervisors, or administrator support. Participants in this study identified 11 needs. Their needs fell under three domains, site characteristics, training program characteristics, and university supervisor's role. Therefore, changes made within these domains may result in site supervisors having a more ideal supervisory experience.

Implications

Implications of these research findings not only can be applied to school counselor site supervisors, but extend beyond site supervisors to also include the larger counselor education community, interns, and the school counseling profession. In this section, implications as they apply to each of these groups will be discussed.

School Counselor Site Supervisors

It is evident from the results of this study that school counselor site supervisors are passionate about helping interns grow and serving their profession. It also is evident that while school counselor site supervisors realize the value of site supervision, there are factors that sometimes hinder clinical supervision from taking place at the site. Interestingly, although only three site supervisors explicitly stated that they needed support from administrators to have an ideal experience, site-based administrators could fulfill 6 of their 11 needs if only supervisors asked.

Time, fewer job responsibilities, and structure were among the most frequently cited needs in order to have an ideal supervisory experience. This is likely the case for many professional groups, not just school counselors. School counselors may need to consider documenting the benefits of supervision time spent as part of their professional work. Sharing the benefits of hosting an intern in terms of outcomes for students, school

counselors, families, and school staff could demonstrate the importance of supervision. District leaders' and school administrators' understanding of the importance of supervision also can help school counselor site supervisors find time to provide clinical supervision to interns.

Counselor Educators

One of the topics frequently discussed in counseling research journals is the gap that exists between researchers and practitioners within the counseling field. The gap between school counselor training and real world application was a repeated theme in this research study. One explanation for this gap is that counselor educators typically share best practices information via classroom lessons, conference presentations, and peer-reviewed journal articles. These do not seem to be the most likely sources for reference by school counselors who are seeking information about site supervision of school counseling interns. Perhaps online resources or e-newsletters might be ways to share information about site supervision with school counselors in addition to journal articles and conference presentations. At the very least, these could be mediums to highlight best practice in site supervision and to help direct site supervisors to articles or presentations that might be of interest to them.

Although site supervisors were able to clearly state what they needed from counselor education programs and university supervisors, their actual experiences with these programs and supervisors varied considerably. Site supervisors stated that counselor education programs expected interns to have an individual student caseload and one hour of supervision per week. These expectations were provided to them in

writing and constitute two of only three general remarks of counselor education program characteristics and expectations for site supervision. Moreover, the other general sentiment about counselor education programs was that their requirements were insufficient to prepare interns for the real world of counseling. No general themes applied to the university supervisors' role in site supervision.

Feelings of frustration, uncertainty, and burnout experienced by site supervisors in the current study may relate to triangulation that occurs in the supervision triad among the intern and university and site-based supervisors. Counselor educators could examine some of the individual factors that influence school counselor site supervisors' practices to begin to understand reasons why site supervisors at times feel uncertain and frustrated in their role as site supervisor. Counselor educators may have additional factors that impact their abilities to collaborate and share information with school counselor site supervisors. Although, it seems beneficial for university supervisors and site supervisors to have regular contact, there appear to be factors that influence these interactions, such as limited time or roles/additional duties. Each group may be able to help the other reduce those factors that hinder their ability to collaborate while increasing those factors that promote confidence within site supervisors and intern growth and development.

Interns

Guidelines and models for site supervision of school counseling interns address site-based and university-based supervisors; however, site supervisors in the study connected their most rewarding and most challenging experiences to intern characteristics. Site supervisors wanted eager interns who were motivated, willing to

embrace the site experience and become a member of the site-based community, and receptive to the supervision process. Conversely, site supervisors were challenged by interns who were apprehensive and slow to start, as well as interns who were apathetic to site supervision. Because many interns look for work in the district in which they intern, site supervisors may well be called on to provide a reference for interns looking to into the profession. Thus, interns may better served by being informed of traits that influence the site supervisors' experience of them and may affect their evaluation.

School Counseling Profession

In the current study, another explanation for the gap between counselor educators and practitioners emerged. School counselors' practices are dictated by site administrators. Not only are school counselors' practices affected greatly by site administrators, school counselors are supervised by site administrators, most of whom have no training in counseling. Site supervisors stated they were prepared to be supervisors because they had training in administration, worked as an administrator, and modeled supervision they received from administrators. As mentioned, this study was intended to focus on the clinical supervision site supervisors provided to interns; however, supervisors made no distinction among administrative, program/developmental, and clinical supervision processes. Responses of most participants in this study indicate that they provide administrative supervision to interns.

If school counseling is defined and evaluated by administrators who have no training in counseling, and school counselor site supervisors, in turn, evaluate interns based on administrators' expectations, the professional identity of school counselors may

be very different from what interns expect based on their university training. The professional specialty of school counseling would benefit from shared agreement about the nature of school counseling and function of the school counselor (counselor in a school setting). Thoughts and feelings of participants in the current study shed light on the disconnect within the field of school counseling. Six participants stressed that the school counselor's role is determined by administrators and district leaders and consists of minimal direct counseling services. Two participants believed that counselors in a school setting can, and should, provide direct counseling services as a primary function of their role. Certainly the experiences that interns have in these different paradigms of school counseling will influence how they approach and perform the role of the school counselor when they have their own school. In fact, a recent study by Luke and Gordon (2011) provided some evidence that supervisees' are developing professional identity during supervision with site hosts. Counselor educators and educational leaders may want to assess the attitudes and behaviors of their site supervisors toward the profession of school counseling if they want to shape the future of school counseling.

Recommendations for Improving Site Supervision of School Counseling Interns

Embedded in the results of this study are recommendations for improving site supervision of school counseling interns. Through advocacy, supervisors' needs may be met and site supervision of school counseling interns improved. For example, supervisors need interns to have access to the same resources school counselors have. Supervisors could ask administrators to help them locate a confidential space and a computer for interns to use, and ask that interns be provided an email address to better facilitate

interns' integration into the school family and communication with staff and parents. Supervisors also need more time and fewer job responsibilities. Some suggestions for advocacy in this area include sharing with administrators the benefits of hosting an intern and documenting how school counselors' time is spent to identify activities or roles that could be shifted, or even eliminated, so that more time for supervision can be included.

Also, results of this study suggest that school counselors need well-defined expectations and a strong relationship with counselor training programs. To be best prepared for as school counselors, interns need what both the university and site offer. To ensure that interns are receiving comprehensive training and supervision, site- and university-based supervisors could collaborate on an internship agreement that outlines expectations of (a) interns, (b) site supervisor, and (c) university supervisor. This collaboration may take place at the site, by inviting university faculty to attend a Professional Learning Team (PLT) meeting. By collaborating at the host site, site characteristics (e.g., space, job responsibilities) may be better considered when creating specific learning goals for interns. Working together to discuss expectations of site supervision could provide a forum to give and receive feedback and to clarify each other's roles. Counselor educators also may use the opportunity to provide training in supervision to site based supervisors. This would also help address the need of site supervisors to have more direct contact with university supervisors and their counselor education programs.

The school counselor site supervisors who participated in this study appreciated the opportunity to reflect on their own supervisory practices and asked for time together

so that they can expand their own knowledge bases in order to offer better or expanded services for interns which, in turn benefits sites, students, and families. Perhaps building in protected, semi-structured time for school counselor site supervisors to interact and work together could be beneficial for school counselors, interns, and those with whom they work. Benshoff and Paisley (1996) suggested the Structured Peer Consultation Model for School Counselors as a structured format for school counselors to give and receive feedback about their counseling with student-clients. Their model could be adapted for use as a way to provide feedback about supervision processes with interns. Also, site supervisors benefited from hosting interns who are well-matched with themselves and their site. It is recommended that a meet-and-greet be hosted to allow site supervisors and interns an opportunity to get to know each other so that interns may be placed at sites that may allow for the best fit possible.

Three participants identified a need for training in supervision. Counselor educators, in collaboration with educational leaders, could provide training to site supervisors and offer continuing education credits for site supervisors' participation. Based on the results of this study, the training include an overview of the counseling program curriculum, reviewing and clarifying the internship syllabus, and identifying and promoting the opportunities sites offer to interns that cannot be provided by the counselor education program (i.e. parent conferences, 504 meetings, classroom guidance). Emphasis may be placed on the importance of clinical supervision at host sites, and trainers may invite supervisors to role-play a one-on-one supervision session. Results of this study indicate that Wood and Rayle's (2006) Goals, Functions, Roles, and Systems

Model model and Lambie and Sias's (2009) Integrative Psychological Development Model of Supervision for Professional School Counselors-in-Training (IPDSM) may be appropriate models of site supervision for this population.

Future Research

Steps for future research include the need to test specific models to better understand school counselor site supervisors' practices, as well as site supervisors' paradigm for understanding and approaching site supervision. Again, the purpose of this particular research study was not to test models or apply previous research, but to be a first step for researching and examining school counselor site supervisors' experiences and perspectives. A model or a theory, specific to school counselor site supervisors' practices, could serve as a foundation for fulfilling supervisors' needs, and building interventions or best practices of site supervision. Also, a three-person team analyzed the data in the current study and reached consensus regarding the domains, categories, and core ideas. A future study may use qualitative data analyzing software, such as NVIVO, to analyze the raw data in an attempt to establish further reliability of the results.

It could be equally useful to identify ways in which other groups, by whom interns are hosted, experience site supervision. It could also be useful to identify ways in which school counselor site supervisors of different levels and different school systems experience site supervision. Examining similarities and differences between groups could allow for better understanding of the gaps that may exist among the groups that prepare interns for the world of work. The gap between school counselors and counselor educators is one example, but there also are likely gaps between agency and school

counselors, and administrators and school counselors. Closing these gaps could lead to numerous benefits and outcomes for schools, communities, and counselors' professional identity.

Luke, Ellis, and Bernard (2011) examined school counselor supervisors' perceptions of the Discrimination Model as compared with mental health counselor supervisors' perceptions, replicating and extending Ellis and Dell's (1986) investigation. They and found only a partial fit between school counselor supervisors' conceptual map of supervision and those mental health counselor supervisors. This empirical finding supports what few have theorized, that school counselor supervisors think about and approach supervision differently than supervisors in other contexts (Peace & Sprinthall, 1998; Peterson & Deuschle, 2006). Luke et al. (2011) stated an implication of their study is that any proposed training of school counselor site supervisors take into consideration the school counseling setting (i.e. site characteristics identified in the current study).

Finally outcome research examining the relationship between school counselor site supervisors' practices and other factors could provide additional insight into outcomes and benefits of these practices. For example, rewarding site supervision experiences potentially could be linked to school counselor job satisfaction (for both school counselors and interns entering the world of work), school counselor education program quality, and even school counselor retention rates. Additionally, each of the factors named as influential to the supervision process could be researched further as potential predictors of satisfying and beneficial site supervision experiences.

Limitations of the Study

As with all research studies, this one has some limitations that must be considered when reviewing its findings. Attention has been paid to each of these and intentional decisions about how to proceed were made before continuing with the current study. Experienced researchers, current literature, and faculty advisors were consulted to ensure that these limitations do not denigrate the credibility or usefulness of the study. Limitations that were considered include composition and potential bias of the research team, convenience sampling, and interview questions.

One limitation in this study was the bias of the interviewer who was also the researcher of this study. The interviewer believes structured, *clinical* supervision of school counseling interns is a critical component of the internship experience. Concurrently, the composition of the research team might serve as a limitation. The three members of the team were all pursuing PhDs in Counseling and Counselor Education, and two had completed coursework in counseling supervision processes and worked as university-based supervisors. Also, two members of the team worked as school counselors, and one member of the team worked as an agency counselor. Each member of the team had his or her own experiences and expectations of site supervision that might have influenced their decisions despite the bracketing exercise. For example, the two members who worked as school counselors expected that school counseling interns would not receive clinical supervision from site supervisors, nor would they receive one hour of structured supervision time per week. The research team member who worked as an agency counselor was surprised upon hearing these expectations as her experience was

to receive structured, clinical supervision from site-based supervisors. Another limitation may be the use of convenience sampling. The lead investigator took a two-fold approach to participant recruitment. First, she emailed six CACREP-accredited counselor education programs asking for their help in recruiting site supervisors with whom they worked. From this attempt, the researcher obtained a list of site supervisors that worked with her own counselor education program. After contacting the site supervisors, one volunteered to participate. The volunteer participant and researcher met briefly in 2008 when the participant served as a guest speaker for the class the researcher was teaching. To recruit the other nine participants, the researcher approached an adjunct faculty member of her program, who was also the researcher's former site supervisor, and acquired a list of site supervisors in the district in which the faculty member worked as a school counselor. Although the researcher did not personally know any of the participants, the researcher disclosed to potential participants that she had previously worked as a school counselor in the same district. Because the researcher also was the interviewer and recruiter of participants, participant volunteers may exhibit some social desirability in responses inherent to face-to-face interviews (Hill et al., 1997, 2005).

All interviews took place in North Carolina. Although Hill et al. (1997) suggested that CQR addresses representativeness of the findings in the sample that might be generalizable to similar samples, the nature of qualitative research is such that results typically are not generalizable to a broad population. Also, the experiences and perspectives of school counselor site supervisors were both influencing and influenced by the site. Each site is a unique system, or context, in which supervision of school

counseling interns takes place. For these reasons, the researcher acknowledges that findings may be limited to this study and may not be generalizable to all site supervisors in North Carolina or the United States.

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APPENDIX A

EMAIL SOLICITATION TO SCHOOL COUNSELING PROGRAM COORDINATOR

Dear Dr. (insert Program Coordinator's name):

I am a practicing school counselor and doctoral candidate at The University of North Carolina at Greensboro who is completing my dissertation. I am writing to seek permission to contact the school counselor site supervisors through your graduate program as potential participants in my study. I am interviewing experienced site supervisors in North Carolina who meet the following criteria:

1) supervised at least 2 interns,
2) supervised as recently as the 2009-2010 or 2010-2011 school year, and
3) you consider them to be good supervisors in that they promote the growth and enhanced effectiveness of supervisees.

This study will examine school counselor site supervisors' supervisory practices and experiences, in an effort to bring site supervisors' experience of supervising interns to the forefront of school counseling and counselor education literature. I believe that the results of this study will provide for more successful supervisory relationships and internship experiences. This study has been approved by The University of North Carolina at Greensboro's Institutional Review Board (IRB # 11-0204).

The sources of data include a demographic form, audio recorded interview, and researcher notes. None of the data will be gathered without signed informed consent from the participants. After the interviews, all data will be kept in a lock box. Once the audio recordings have been transcribed, the recordings will be securely deleted.

If you are willing to consent to me contacting your school counselor site supervisors and are willing to assist me, I will be most appreciative. This should only take a few minutes of your time. If you are not the appropriate faculty person to respond to this message, please forward it to the appropriate person. Specifically, I am asking for the names and contact information of school counselor site supervisors who meet the criteria specified above. I will then contact potential participants via email or telephone.

If you are unable to release the contact information, I would greatly appreciate that you forward the attached invitation, and ask that interested persons contact me.

If you agree to assist in this study, please reply to this message as soon as possible so I can contact the potential participants or know that you are willing to forward the invitation. Note: all participants who complete the interview will received a $15 gift card.

I appreciate your time and attention, and if you have any questions, please contact me at your earliest convenience (336-682-0897, hakayler@uncg.edu).

Thank you,

Holly Kayler, M.S./Ed.S., NCC
Doctoral Candidate, The University of North Carolina at Greensboro
School Counselor, Wake County Public School System

James M. Benshoff, PhD.
Professor & Dissertation Chair
The University of North Carolina at Greensboro

APPENDIX B

EMAIL SOLICITATION TO SCHOOL COUNSELOR SITE SUPERVISORS

Hello,

My name is Holly Kayler and I am a doctoral student at The University of North Carolina at Greensboro. I am contacting you to request your participation in my dissertation research project. The purpose of my research project is to examine school counselor site supervisors' experiences and perspectives on site supervision. More specifically, this study seeks to examine school counselors' site supervisors' supervisory practices, identify the ideal supervision experience, identify what site supervisors need in order to experience an ideal scenario of site supervision, and bring site supervisors' experience of supervising interns to the forefront of school counseling and counselor education literature. You are eligible to participate because you have supervised at least 2 interns, for at least 2 colleges and/or universities, as recently as the 2009-2010 or 2010-2011 school year.

As a participant in this investigation, you will receive a $15 gift card to compensate for your time. In this study, I will ask questions about your experiences as a site supervisor and thoughts about supervision. The total estimated time of the interview is 45-60 minutes. After the interview is completed and within two weeks, I will contact you and provide you with a written transcript of your responses for your perusal and approval.

The location of the interview will be a place of your choosing. Because your voice potentially will be identifiable by anyone who hears the recording, your confidentiality for things you say on the tape cannot be guaranteed. I will limit access to the tape by keeping it stored in a lock box to which only I will have the key. In addition, I will destroy the digital audio file of the interview. Informed consent documentation will be kept in a notebook and stored in a separate lock box that will remain in my office at the University.

Please note that your participation in this research project is voluntary. The University of North Carolina at Greensboro's Institutional Review Board makes sure that studies with people follow federal rules; they have approved this study. Should you have any concerns about your rights and how you are being treated, please contact Eric Allen in the Office of Research Compliance at UNCG at (336) 256-1482. Questions, concerns or complaints about this project or benefits or risks associated with being in this study can be answered by Dr. James Benshoff who may be contacted at (336) 334-3425. **If you have questions, want more information, or would like to be a part of this investigation, please contact me, Holly Kayler, at** hakayler@uncg.edu **and/or by phone at (336) 682-0897.**

I thank you for your time and hope to have your every consideration.

Sincerely,
Holly Kayler, M.S./Ed.S., NCC

APPENDIX C

RECRUITMENT EMAIL TO SCHOOL COUNSELOR SITE SUPERVISORS

Dear _____ (school counselor),

I am currently working on dissertation research at The University of North Carolina at Greensboro that is intended to examine school counselor site supervisors' experiences and perspectives on site supervision. You have been invited to participate because you have supervised at least 2 interns, for at least 2 colleges and/or universities, as recently as the 2009-2010 or 2010-2011 school year.

If you choose to participate, you will be asked for about 45-60 minutes of your time to participate in an individual interview discussing your experience as a site supervisor. Interviews will take place after school or on a weekend day, whichever is more convenient for you. A $15 Panera gift card will be given to all school counselor site supervisors who choose to participate in the research study.

If you would like to participate, please email me (hkayler@wcpss.net or hakayler@uncg.edu) and we can set up a time to meet. I am also happy to answer any questions you have regarding the research study.

Thank you for considering participating in this research opportunity.

Sincerely,
Holly Kayler

APPENDIX D

INTERVIEW QUESTIONS

Thank you for your interest in my study of school counselor site supervisors' experience of supervising interns. I believe that site supervision is extremely important, and I am thankful you are willing to take time to contribute to this project. For the purposes of this interview, please focus on your counseling supervision experiences with interns. Counseling supervision focuses on the intern's application of counseling theory and skills when working with students, parents, administrators, and other stakeholders in the school. Specifically, consider counseling supervision as the supportive and educative activities you provide to the intern, including feedback, observation, and instruction (ACES, 1993).

Please be assured that your responses will be kept confidential as described in the informed consent.

1. Before we begin discussing supervision specifically, please tell me about your school?
    - How have you seen your school change over time?
    - Describe your role in the school as a counselor.
    - How would the principal describe your role? Teachers?
2. Tell me what your experiences have been supervising interns.
    - What do your interns typically do at the school?
        - How are interns' responsibilities determined?
    - What is expected of you as a supervisor?
        - University's expectations?
        - Intern's expectations?
        - Principal's expectations
        - What do you think about all of these expectations and what are your expectations of yourself?
    - How do you understand supervision?

        - What is its purpose?
        - What is your role as a supervisor?
    - How do you know when your supervision is successful?

3. Describe your typical supervision session.
    - Where does it take place?
    - Who else is there?
    - What is your intern doing?
    - What are you doing?
        - What is going through your mind during supervision sessions?
        - How do you feel when you provide supervision?
    - In what ways do you believe you are prepared to be a supervisor?
    - How did you come up with this way of doing supervision?
4. Reflect back on your experience as an intern. What was it like?
    - How did your internship experience influence you as a supervisor?
5. Think of a supervision experience with one of your interns that was particularly productive or rewarding. What made that experience rewarding?
    - What other rewarding supervision experiences have you had?
    - What else makes supervision rewarding for you?
6. Think of a supervision experience with one of your interns that was particularly difficult or challenging. What made that experience challenging?
    - What other challenges have you had?
    - What else makes supervision challenging for you?

7. Up to this point, we've discussed your actually experiences as a site supervision. Now, I want you to think about your ideal supervisory experience. If it were entirely up to you, what would site supervision be like?
    - What would you be doing?
    - What would your interns be doing?
    - How will the school students be served?
    - How will other stakeholders be involved or affected?
    - What do you need more of?
    - What do you need less of?
    - How can university/college programs help?
    - How can school systems help?
    - How can administrators help?
8. What else would you like to add about any aspect of site supervision that has not already been brought up?

APPENDIX E

FULL STUDY INFORMED CONSENT

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM

Project Title: Supervision of interns: Site supervisors' experiences and perspectives

Project Director: James Benshoff, PhD, LPC, NCC and Holly A. Kayler, MS, Ed.S, NCC,
NCLSC

Participant's Name: _____

What is the study about?
You are being asked to participate in a research study. The purpose of this study is to learn more about site supervisors' experience of supervising school-counselors-in-training.

Why are you asking me?
You have been chosen for this study because you have supervised at least two school-counselors-in-training for at least two colleges or universities, as recently as the 2009-2010 or 2010-2011 school year.

What will you ask me to do if I agree to be in the study?
You will be asked to spend approximately 45-60 minutes participating in an individual interview discussing your experience as a site supervisor. The investigation will begin after you sign this consent form.

Within one to two weeks following the interview, the student investigator will contact you and provide you with a written transcript of your responses for your review. Should you have any questions after the interview, the student investigator can be reached at hakayler@uncg.edu or (336) 682-0897.

Is there any audio/video recording?
You will be audio recorded throughout the course of this study. Because your voice will be potentially identifiable by anyone who hears the tape, your confidentiality for things you say on the tape cannot be guaranteed although the researcher will try to limit access to the tape as described below.

What are the dangers to me?
Because interviews will be audio recorded, confidentiality cannot be guaranteed but every measure will be taken to protect information shared by participants. Specific measures that will be in place to protect confidentiality are explained below.

If you have any concerns about your rights or how you are being treated please contact Eric Allen in the Office of Research and Compliance at UNCG at (336) 256-1482.

Questions about this project or your benefits or risks associated with being in this study can be answered by Holly A. Kayler who may be contacted at (336) 682-0897 (hakayler@uncg.edu).

Are there any benefits to me for taking part in this research study?
Benefits to you for participating in this study may include time to reflect on your experiences as a site supervisor. Furthermore, the larger school counseling profession may benefit from understanding more about the site supervisors experiences as supervisors of school-counselors-in-training, and in turn find out how to make the experience more efficient and effective. Also, the voices of school counselor site supervisors may be heard by counselor educators and school administrators. As a result, communication between host schools, school systems, and university and college programs may be enhanced.

Are there any benefits to society as a result of me taking part in this research?
Site supervisors' reflection on their own experiences as a supervisor may enhance their effectiveness with interns. Society may benefit from changes school counselor supervisors make that promotes the professional development and work behaviors of school counselors entering the profession.

Will I get paid for being in the study? Will it cost me anything?
A $15 gift card will be provided to you after completion of the interview for choosing to participate in the research study.

How will you keep my information confidential?
In order to protect your information, you will be referred to as a number. The signed informed consent will be kept in a lock box in student researcher's on-campus office. The audio recording, demographic form, and researcher's notes will be kept in a lock box in the student researcher's off-campus office.
The consent form will be destroyed in a paper shredder three years after the closure of this research study. The audio recording will be securely deleted within 30 days of the interview. All information obtained in this study is strictly confidential unless disclosure is required by law.

What if I want to leave the study?
You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed.

What about new information/changes in the study?
If significant new information relating to the study becomes available which may relate to your participation, this information will be provided to you.

Voluntary Consent by Participant:
By signing this consent form you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered.

By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate, or have the individual specified above as a participant participate, in this study described to you by Holly Kayler.

Signature _____ Date _____

Witness _____ Date _____

APPENDIX F

DEMOGRAPHIC DATA FORM

1. Please indicate your sex:

   ____ Male

   ____Female

2. What is your age? _____

3. Which of the following best describes your ethnicity?

   ____ American Indian

   ____ Asian American/Pacific Islander

   ____ African American / Black

   ____ Caucasian / White

   ____ Hispanic / Latino/a

   ____ Multiracial

   ____ Other (please specify) _____

4. Which of the following best describes the setting in which you work?

   Level: _____ (e.g. elementary, middle, high)

   Number of students: _____

   Number of staff: _____

   Title 1: _____ Year school opened: _____

   Urban, suburban, rural (please circle answer)

5. How many school counselors (including yourself) work in your school? _____

6. How many years of experience do you have in the school counseling field? _____

7. How long have you worked at the school in which you are currently employed?

   _____

8. What professional license(s) and/or certifications do you hold?

   _____

9. Please list your degrees: _____

10. Please list any professional organizations to which you are a member (i.e. ACA, ASCA, NCSCA)

_____

11. How many interns have you supervised (prior to the current school year)?

_____

12. How many interns are you currently supervising? _____

13. For which colleges/universities have you served as a site supervisor?

_____

14. Please list supervision training you have received and the year you received the training: Training _____ Year _____

Training _____ Year _____

Training _____ Year _____

15. How may I contact you to provide you with a copy of the interview after it has been transcribed?

_____ In person. If so, please provide your telephone #: _____

_____ Through the mail. If so, please provide your address:

_____

_____ Through email: _____

APPENDIX G

PILOT STUDY INTERVIEW QUESTIONS

Thank you for your interest in my study of school counselor site supervisors' experience of supervising interns. I believe that site supervision is extremely important, and I am thankful you are willing to take time to contribute to this project. For the purposes of this interview, please focus on your clinical supervision experiences with interns. Clinical supervision focuses on the intern's application of counseling theory and skills when working with students, parents, administrators, and other stakeholders in the school. Specifically, consider clinical supervision as the supportive and educative activities you provide to the intern, including feedback, observation, and instruction (ACES, 1993). Please be assured that your responses will be kept confidential as described in the informed consent.

1. Tell me what your experiences have been supervising interns.
    a. How may interns have you supervised?
    b. What university/college programs have you worked with?
    c. What do your interns do at the school?
    d. What are the expectations of you as a supervisor?
    e. What do you think about those expectations?
2. Describe your typical supervision session.
    a. Where does it take place?
    b. Who else is there?
    c. What is your intern doing?

   d. What are you doing?
   e. How did you come up with that way of doing supervision?
   f. In what ways are you prepared to be a supervisor?
3. Describe your most rewarding supervision experience.
   a. What other rewarding supervision experiences have you had?
   b. What makes supervision rewarding?
4. Describe your most challenging supervision experience.
   a. What other challenges have you had?
   b. What makes supervision challenging?
5. If it were entirely up to you, what would site supervision be like?
   a. What would you be doing?
   b. What would your interns be doing?
   c. How will students be served?
   d. other stakeholders?
   e. What do you need more of?
   f. What do you need less of?
   g. How can university/college programs help?
   h. How can school systems help?
   i. How can administrators help?
6. What else would you like to add that has not already been brought up?

APPENDIX H

RECRUITMENT SCRIPT FOR PILOT STUDY

I understand that you have supervised at least two interns. Would you be interested in participating in a research study that will be a pilot study for my dissertation research at The University of North Carolina at Greensboro? I am looking for a school counselor who has supervised interns to participate in an interview to give feedback on the questions and the interview process. The questions focus on school counselor site supervisors' experience of providing supervision.

You are eligible to participate because you have supervised at least 2 interns over your career, for at least 2 colleges or universities, the most recent of whom during the 2009-2010 school year. It will take approximately one hour of your time at no cost to you, and if you choose to participate, you will receive a $15 gift card at the end of the interview. The interview will be held at a location of your choice.

If you are interested, I will send you an email outlining the details I have just mentioned that will provide you with contact information for how to get in touch with me if you would like to participate or if you have questions.

What questions do you have at this time? Would you like me to send you an email outlining the details of the study for further consideration?

APPENDIX I

PILOT STUDY INFORMED CONSENT

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM

Project Title: Site supervisors' experience of supervising interns

Project Director: James Benshoff, PhD, LPC, NCC and Holly A. Kayler, MS, Ed.S, NCC,
NCLSC

Participant's Name: _____

What is the study about?
You are being asked to participate in a research study. The purpose of this study is to learn more about site supervisors' experience of supervising interns, as well as to provide feedback regarding the interview process, including the appropriateness of the questions and the length of the interview.

Why are you asking me?
You have been chosen for this study because you have supervised at least two school-counselors-in-training for at least two colleges or universities, as recently as the 2009-2010 school year.

What will you ask me to do if I agree to be in the study?
You will be asked to spend approximately 45-60 minutes participating in an individual interview discussing your experience as a site supervisor. Immediately following the interview, you will be asked to provide feedback regarding the interview process, including the appropriateness of the questions and the length of the interview. The investigation will begin after you sign this consent form.

After the interview is completed and within one to two weeks, the student investigator will contact you and provide you with a written transcript of your responses for your perusal and approval. In addition, you will receive information about your score on the Racial Identity assessment. Should you have any questions after the interview, the student investigator can be reached at hakayler@uncg.edu or (336) 682-0897.

Is there any audio/video recording?
You will be audio recorded throughout the course of this study. Because your voice will be potentially identifiable by anyone who hears the tape, your

confidentiality for things you say on the tape cannot be guaranteed although the researcher will try to limit access to the tape as described below.

What are the dangers to me?
Because interviews will be audio recorded, confidentiality cannot be guaranteed but every measure will be taken to protect information shared by participants. Specific measures that will be in place to protect confidentiality are explained below.

If you have any concerns about your rights or how you are being treated please contact Eric Allen in the Office of Research and Compliance at UNCG at (336) 256-1482.

Questions about this project or your benefits or risks associated with being in this study can be answered by Holly A. Kayler who may be contacted at (336) 682-0897 (hakayler@uncg.edu).

Are there any benefits to me for taking part in this research study?
The benefits to you for participating in this study may include time to reflect on your experiences as a site supervisor. Furthermore, the larger school counseling profession may benefit from understanding more about the site supervisors experiences as supervisors of interns, and in turn find out how to make the experience more efficient and effective. Also, the voices of school counselor site supervisors may be heard by counselor educators. As a result, communication between host schools and university and college programs may be enhanced.

Are there any benefits to society as a result of me taking part in this research?
Site supervisors' reflections on their own knowledge sharing practices may influence their effectiveness with interns. Society may benefit from changes school counselor supervisors make that promotes the professional development of school counselors entering the profession.

Will I get paid for being in the study? Will it cost me anything?
A $15 gift card will be provided to all school counselors who choose to participate in the research study. Participating in this research study is of no monetary cost to you.

How will you keep my information confidential?
Your privacy will be protected by keeping all consent forms and the recorded interview in a locked file cabinet in the supervising faculty member's office on UNCG's campus. A reputable transcription company will be used to transcribe interview data. This company has strict confidentiality procedures in place to ensure your privacy. You can visit their website at www.verbalink.com. All

consent forms will be destroyed in a paper shredder three years after the closure of this research study. The audiotape recording of the interview will be destroyed within 30 days of the interview by physically removing and cutting the tape from the cassette. All information obtained in this study is strictly confidential unless disclosure is required by law.

What if I want to leave the study?
You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect your in any way. If you choose to withdraw, you may request that any of your data, which has been collected be destroyed unless it is in a de-identifiable state.

What about new information/changes in the study?
If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:
By signing this consent form you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered.

By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate, or have the individual specified above as a participant participate, in this study described to you by Holly Kayler.

Signature _____ Date _____

Witness _____ Date _____

APPENDIX J

PILOT STUDY DEMOGRAPHIC DATA FORM

1. Please indicate your sex:

   ____ Male

   ____Female

2. What is your age? _____

3. Which of the following best describes your ethnicity?

   ____ American Indian

   ____ Asian American/Pacific Islander

   ____ African American / Black

   ____ Caucasian / White

   ____ Hispanic / Latino/a

   ____ Multiracial

   ____ Other (please specify) _____

4. Which of the following best describes the setting in which you work?

   ____ Elementary School

   ____ Middle/Jr. High School

   ____ High School

   ____ Other (please specify) _____

5. How many school counselors (including yourself) work in your school? _____

6. How many years of experience do you have in the school counseling field? _____

7. How long have you worked at the school in which you are currently employed?

   _____

8. What professional license(s) and/or certifications do you hold?

   _____

9. What is your highest degree in a mental health field?

   ____ Master's Degree ____ Education Specialist Degree

   ____ Doctoral Degree

10. Please list any professional organizations to which you are a member (i.e. ACA, ASCA, NCSCA)

_____

11. How may I contact you to provide you with a copy of the interview after it has been transcribed?

_____ In person. If so, please provide your telephone #:

_____

_____ Through the mail. If so, please provide your address:

_____

_____

_____

_____ Through email: _____

APPENDIX K

RESULTING DOMAINS AND CATEGORIES (FULL STUDY)

	ES	ES	MS	HS	HS	MS	MS	ES	Category Type
Site Characteristics									
Assignment of interns			X			X			Variant
Space at site	X	X	X	X	X	X	X	X	General
Number of counselors at site	X		X	X	X	X			Typical
Supervisor's job responsibilities	X	X	X	X	X	X	X	X	General
Intern Characteristics									
Personality	X	X	X	X	X	X	X	X	General
Fit	X	X	X	X	X	X	X	X	General
Theory-focused	X	X	X	X		X	X	X	General
Attitude toward supervision	X	X	X	X	X	X	X	X	General
Supervisor Characteristics									
Supervision Style	X	X	X	X	X	X	X	X	General
Preparation	X	X	X	X	X	X	X	X	General
Training Program Characteristics									
Communication of expectations	X	X	X	X	X	X	X	X	General
Clarity of requirements		X	X		X	X	X		Typical
Stretched for time	X			X					Variant
Disconnect with real world	X		X	X	X	X	X		Typical
Site Supervisors Expectations for Supervision									
Intern fulfilled roles of school counselor	X	X	X	X	X	X	X	X	General
Establish working relationship	X	X	X		X	X		X	Typical

	ES	ES	MS	HS	HS	MS	MS	ES	Category Type
Worked together to fulfill university requirements	X	X	X	X	X	X	X	X	General
Intern exposed to real world application	X	X	X	X	X	X	X	X	General
Intern figured out how she wants to do school counseling	X	X	X			X		X	Typical
Intern ability to problem solve	X	X	X		X	X		X	Typical
Intern flexibility		X	X			X	X	X	Typical
Adherence to school policies	X	X	X	X	X	X			Typical
Intern growth/confidence	X	X	X	X	X	X	X	X	General
Interns moved from theory to practice	X	X	X	X		X	X		Typical
Intern gradually accepted more responsibility	X	X	X	X	X	X	X	X	General
University Expectations for Supervision									
Individual student caseload	X	X	X	X	X	X	X	X	General
1 hour of supervision/week	X	X	X	X	X	X	X	X	General
Insufficiency of interns' required activities	X		X	X	X	X	X	X	General
Site Supervisor's Role in Supervision									
Encourager	X	X	X	X	X	X	X	X	General
Facilitate intern's self-awareness	X				X	X	X		Typical
Expert/Advisor	X	X	X			X	X	X	Typical
Model		X		X	X	X	X	X	Typical
Assess needs	X	X	X		X			X	Typical
Evaluator	X	X	X	X	X	X	X	X	General
Counselor				X	X			X	Variant

	ES	ES	MS	HS	HS	MS	MS	ES	Category Type
Teacher				X			X	X	Variant
Consultant	X	X	X	X	X	X	X	X	General
Collaborator		X	X		X	X	X	X	Typical
Observer	X	X	X			X	X	X	Typical
Resource Sharing	X	X					X	X	Typical
Advocate			X						Rare
Fosterer relationships between intern and school staff	X	X	X		X	X		X	Typical
Ensure client welfare				X	X	X	X	X	Typical
University Supervisor's Role in Supervision									
Site visit			X	X			X		Variant
Monitor intern development	X	X		X	X		X		Typical
Support supervisor		X	X	X		X		X	Typical
Reasons for Providing Site Supervision									
Gatekeeping					X	X			Variant
Helping someone	X	X		X	X	X	X	X	General
Watching intern grow	X			X		X	X	X	Typical
Service to profession	X	X	X	X	X	X		X	General
Extra Set of Hands	X	X	X		X	X		X	Typical
Site Supervisor's Feelings about Supervision									
Frustration	X	X				X	X	X	Typical
Guilt			X	X		X		X	Typical
Excitement		X						X	Variant
Comfortable	X	X		X		X			Typical
Overwhelmed							X		Rare

	ES	ES	MS	HS	HS	MS	MS	ES	Category Type
Uncertain	X		X		X	X	X	X	Typical
Supervision Outcomes									
Staying in touch		X	X	X	X	X	X	X	General
Stakeholders are pleased	X	X	X					X	Typical
Learning from intern	X	X				X		X	Typical
Prepared to be a school counselor	X	X	X	X	X	X	X	X	General
Ideal Supervision Experience									
Strong relationship with training program	X	X	X	X	X	X	X	X	General
No gap between what is taught and what is practiced	X		X	X	X	X	X		Typical
Interns are more available						X	X	X	Variant
Networking with other supervisors	X			X		X			Variant
Supervisor is prepared	X	X	X	X	X	X	X	X	General
Supervisor is more assertive								X	Rare
Interns are well prepared to begin internship	X		X		X	X		X	Typical
Intern has necessary resources at site		X	X	X	X	X	X		Typical
Intern leads groups				X	X				Variant
Intern has a good experience	X	X	X	X	X	X	X	X	General
Male intern								X	Rare
Strong relationship develops between supervisor and intern	X	X	X		X			X	Typical
Intern is integral part of school family	X	X	X	X	X	X	X	X	General
Intern seeks supervision appropriately	X		X		X				Variant
Intern is prepared for job after internship	X	X	X	X	X	X	X	X	General

	ES	ES	MS	HS	HS	MS	MS	ES	Category Type
Supervisor needs are met	X	X	X	X	X	X	X	X	General
Supervisor Needs									
More interaction with University Supervisor	X		X	X	X		X		Typical
Opportunities to give and/or receive feedback	X			X	X			X	Typical
Support from administrators	X			X		X			Variant
Intentional matching of interns	X	X		X	X				Typical
Training in Supervision	X	X			X				Variant
Networking opportunities	X			X		X			Variant
Well-defined supervision expectations	X	X	X	X	X		X		Typical
Time	X	X	X	X	X	X	X	X	General
Fewer Job Responsibilities	X		X	X	X	X	X	X	General
Structure			X	X		X	X	X	Typical
Resources		X	X	X	X	X	X		Typical